

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

DEPARTMENT OF  
EDUCATION  
*learners first*

# LIVING CULTURES – SHELL STRINGING

FOUNDATION

The  
**Orb**

SHELL STRINGING

# PATTERNS

Learners explore the occurrence of patterns in the natural world. They study the patterns created by Tasmania's Aboriginal shell stringers in their necklaces and learn how Aboriginal peoples' cultural practices are inspired by being on Country.

## CROSS CURRICULUM PRIORITY

### Aboriginal and Torres Strait Islander Histories and Cultures

#### *Organising idea 2*

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

#### *Organising idea 5*

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

## ACHIEVEMENT STANDARDS

### Mathematics

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.

## CONTENT DESCRIPTORS

### Mathematics

#### *Number and Place Value*

Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289).

#### *Patterns and Algebra*

Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005).

## GENERAL CAPABILITIES

### Critical and Creative Thinking

*Inquiring – identifying, exploring and organising information and ideas*

Identify and clarify information and ideas

Level 1 – identify and describe familiar information and ideas during a discussion or investigation

## Intercultural Understanding

*Recognising culture and developing respect*

Explore and compare cultural knowledge, beliefs and practices

Level 1 – identify, explore and compare culturally diverse activities and objects

## Learning Goals

*Learners will:*

- » Investigate what it means to be on Country.
- » Discover patterns and record evidence of patterns in the natural world.
- » Examine the patterns created by Tasmanian Aboriginal shell stringers.
- » Explore the relationship between the patterns found in shell necklaces and Aboriginal peoples' connection to Country.
- » Investigate what makes a good pattern.

## Learning Sequence

### Activating and Engaging

#### *Land Links*

View *Cultural Evolution* from the 'Living Cultures – Shell Stringing' section of The Orb.

Generate a class discussion around what students saw in the clips, particularly in relation to the patterns that Lola uses in her shell necklaces.

Ask learners:

- » What is the relationship between the pattern in the Cape Barren Goose necklace and what Lola's connection with Country?
- » What inspires her to make her shell necklaces?

Invite an Aboriginal Sharer of Knowledge from the ASK Program, or a Tasmanian Aboriginal community member to go on Country. With assistance of the Community member, ask learners to investigate Country to find occurrences of repeating patterns in the natural world.

Ask learners:

- » What patterns can we find in nature?
- » What inspires us to make and follow patterns like the ones in the natural world as Lola has done?

Have learners collect or photograph evidence of patterns found to share with their class or group.

Ask the community member to share what Country means to them.

Ask learners:

- » What inspires them about being on Country?

### Exploring and Discovering

*Symbols and Images*

Show learners the image and description of Lola's Cape Barren Goose necklace in *Lola Greeno Cultural Jewels* p.130.

Have learners describe the pattern in the necklace and explain why Lola might have chosen those colours.

Have learners replicate the pattern using coloured objects that match the shells used in Lola's necklace.

### Synthesising and Applying

*Non-verbal*

*Symbols and images*

Organise learners into groups and ask them to photograph or find images of animals, birds or reptiles with patterns on their bodies similar to the Cape Barren Goose.

Have learners select coloured objects, beads, blocks, or natural materials such as gumnuts, feathers etc. that match the colours in their chosen animal.

Have groups of learners thread or sequence their 'necklaces' following a repeating pattern using their chosen materials.

Have learners use [Patterns in Nature](#) as a guide to identify, photograph and describe patterns that occur in their school outdoor environment.

Have learners photograph, describe and identify stars, spheres, coils, spirals and branches.

Ask learners:

- » How might identifying patterns in nature help us become more connected to country?
- » How does Lola show us how to connect to country through her cultural work of shell stringing?

### Success Criteria

*Learners:*

- » Describe what it might be like to be connected to Country.
- » Identify patterns that occur in the natural world.
- » Reflect on what Country means to Tasmanian Aboriginal shell stringers.
- » Describe the patterns found in Tasmanian Aboriginal necklaces.
- » Reflect on what Country means to them.
- » Make a necklace with a repeating pattern from natural materials that reflects, and is influenced by an aspect of their understanding of Country.

## Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email [aboriginal.education.library@education.tas.gov.au](mailto:aboriginal.education.library@education.tas.gov.au) or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » Various, 2016, *kanalaritja: An Unbroken String*, Tasmanian Museum and Art Gallery
- » TMAG online resource: [kanalaritja: An Unbroken String](#)
- » Greeno L, 2014, *Lola Greeno: Cultural Jewels*, Object Australian Design Centre, Surry Hills, NSW
- » Parks and Wildlife website: [Wildlife of Tasmania](#)
- » Parks and Wildlife website: [Plants of Tasmania](#)
- » Resource: [Patterns in Nature](#)

## Glossary

### Connection

A relationship in which a person or thing is linked or associated with something else. O

### Country

In Aboriginal English, a person's land, sea, sky, rivers, sites, seasons, plants and animals; place of heritage, belonging and spirituality; is called 'Country'. AM

### Cultural Practice

Objects, events, activities, social groupings and language that participants use, produce and reproduce in the context of making meaning in everyday life. IGI

### Pattern

A pattern is the repeated or regular way in which something happens or is done. CO

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<span style="border: 1px solid black; padding: 0 2px;">CO</span>	Collins Dictionary
<span style="border: 1px solid black; padding: 0 2px;">IGI</span>	IGI Global
<span style="border: 1px solid black; padding: 0 2px;">O</span>	Oxford Dictionary



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