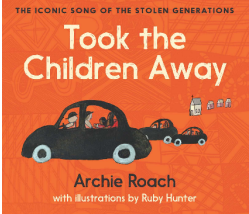






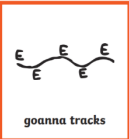


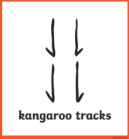


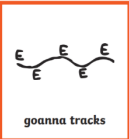


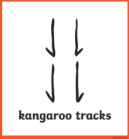



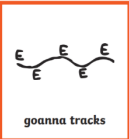


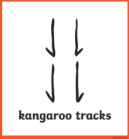

Chertsey Primary School Remote Learning – NAIDOC WEEK 3-6



	Tuesday	Wednesday	Thursday	Friday
Task	<p>Have you made your bed?</p> <p>Fitness: Indigenous Game KAI Kai is a game from the Torres Strait where players stood in a circle and sang the <i>kai wed</i> (ball song) as they hit a ball up in the air with the palm of their hands. The game was played using a thick, oval, deep red fruit from the kai tree, which is quite light when dry. Equipment needed: small beach ball or soft ball, playing area free of obstructions (inside or outside) How to play: For two or more players Players stand approximately 1m apart. They hit the ball with the palm of either hand or both hands, in an underarm action similar to volleyball. As a player hits the ball in the air, they say a letter of the alphabet, starting with A. Players try to reach the end of the alphabet without the ball hitting the ground.</p> <p>PLAY IT SOLO: See how many times they can keep the ball in the air by counting each hit and trying to best their score. MAKE IT EASIER: Catch and throw the ball 'hot potato' style, rather than hit with the palm of their hands. MAKE IT HARDER: Use the palm of ONE hand only to hit the ball into the air.</p>	<p>Could you organise your toys today?</p> <p>Fitness: Indigenous Game KOLAP Kolap is a throwing game that was played on Mer Island in the Torres Strait. Kolap refers to the beans of the kolap tree – the throwing objects. <i>Kolaps</i> are thrown onto a target such as a mat. Equipment needed: Target (one per player – use a towel or mat), 4x <i>kolaps</i> (small objects for throwing – use bean bags, small soft toys, coins, Lego/Duplo pieces, or similar), large playing area free of obstructions (inside or outside) How to play: For two or more players Players stand behind a line with their target a set distance away (for example 2m). Players try to land their <i>kolap</i> completely on the target. The player who lands the most <i>kolaps</i> wins.</p> <p>PLAY IT SOLO: Using up to 20 <i>kolaps</i>, a solo player can see how many they can land on the target in a set time (for example one minute) and try to best their score. MAKE IT EASIER: Make the size of the target larger (eg large beach towel), and/or the distance to throw shorter. <i>Kolaps</i> could be heavier with less bounce.</p>	<p>Can you help make lunch today?</p> <p>Fitness: Indigenous Game WEME <i>Weme</i> is a stone bowling game played by the Walbiri people of central Australia. One player threw a stone which was used as a target by the second player. Equipment needed: Smaller, heavier balls such as softballs, cricket balls or Bocce balls, rope (or similar) to mark out throwing and target lines, large marked playing area free of obstructions (outside is best) How to play: For two players Mark out two throwing lines using rope or similar, and up to 10m apart. Player 1 stands behind one throwing line and rolls their ball underarm along the ground, aiming to not have it go past the other line. If it does, Player 2 scores a point. If it is a 'fair roll', which stops before the other line, Player 2 rolls their ball to try and hit the first player's ball. A point is scored for a hit. Both players then collect their balls, and the game starts from the other end. Players take turns going first.</p> <p>PLAY IT SOLO: Do a 'fair roll' a target ball, then use another ball to knock the target ball past the other throwing line. The player</p>	<p>How can you help a family member today?</p> <p>Fitness: Indigenous Game GORRI Bowl ball or disc games were played by Aboriginal boys and men in all parts of Australia. For example, in Western Australia a piece of rounded bark (disc) was rolled and used as the target. Accuracy of eye and speed in casting the spear were easily learned from the disc game. A large ball is rolled, and players try to hit it with a tennis ball. Equipment needed: Targets – a variety of balls of different size (for example exercise ball, beach ball, soccer ball), 1 or 2 tennis balls (or similar small balls) per player to throw at the moving target How to play: For two or more players A player designated as the roller stands on one side of the playing area. The roller calls out 'gool-gool' (going-going) and rolls the ball in front of the other player(s), who attempt to hit it with their tennis ball.</p> <p>PLAY IT SOLO: Roll the target ball against a sturdy surface, such as a brick wall or fence, so that the target ball rolls back. The player then quickly attempts to hit it with a tennis ball before the target ball stops moving.</p>



	<p>Individual players can also see how many times they can keep the ball in the air by counting each hit, with other players trying to beat their score.</p>	<p>MAKE IT HARDER: Make the size of the target smaller (eg small tea towel), and/or the distance to throw further. <i>Kolaps</i> could also be lighter.</p>	<p>keeps track of how many hits are needed to knock it past the other line, and then plays again to best their score. MAKE IT EASIER: Make the distance between the throwing lines shorter or place a larger target ball in the centre and have players attempt to hit the ball. MAKE IT HARDER: Mark a large circle (1-2m in diameter) halfway between two throwing lines (up to 10m apart). Place three balls inside the circle. The first player rolls a ball underarm attempting to knock one or more balls out of the circle and scoring a point for each ball knocked out. The balls are then replaced, and the next player takes their turn. First player to 10 points wins.</p>	<p>MAKE IT EASIER: The target ball can be larger and rolled at a slower speed. The size of the playing area can also be made smaller. MAKE IT HARDER: The target ball can be smaller and rolled at a faster speed or even bounced. More than one target ball could also be rolled.</p>
<p>Morning</p>	<p style="text-align: center;">English</p> <p>Reading & Viewing</p> <p>👁️ Watch the reading of the story 'Took the Children Away' read by author Archie Roach. https://www.facebook.com/bcvids/videos/49183692406326/</p>  <p>🗣️ What part in Australia's history is this book referencing? How does this relate to the idea of 'truth telling'?</p> <p>🗣️ What emotions did you feel when reading/viewing?</p> <p>🗣️ In what ways did the author help evoke these emotions from the reader? (think</p>	<p style="text-align: center;">English</p> <p>Reading & Viewing</p>  <p>🗣️ What is Country? Why is it important to Aboriginal and Torres Strait Islander peoples?</p> <p>👉 Read this article to find out about the connection between Aboriginal and Torres Strait Islander people and the moon. https://theconversation.com/the-moon-is-an-important-role-in-indigenous-culture-and-helped-convince-white-overseas-rights-119081</p> <p>🗣️ In what ways does the moon impact: Fishing? Gardening?</p>	<p style="text-align: center;">English</p> <p>Reading & Viewing</p> <p>👁️ Watch the Budj Bim video below to learn about how Aboriginal people trapped eels 7,000 years ago. https://www.budjbim.com.au/about-us/world-heritage/ https://www.youtube.com/watch?v=D0b1P64m4s</p> <p>🗣️ Why is it important for the Budj Bim land to be classified as a World Heritage site?</p> <p>👉 Draw a detailed labelled diagram to explain the different ways that eels were trapped by the Gunditjmarra people.</p> <p>For further reading, you may like to read about another interpretation and importance of the eel in Aboriginal and Torres Strait</p>	<p style="text-align: center;">English</p> <p>Reading & Viewing</p> <p>Listen to the story <i>Day Break</i> by Amy McQuire & Matt Chun.</p>  <p>https://www.youtube.com/watch?v=PSjPlmB4m4s</p> <p>🗣️ What is the theme of this story?</p> <p>🗣️ How are the perspectives of the debate around Australia Day celebrations told in this story?</p> <p>🗣️ The narrator didn't show you any of the pages? Why did they choose to do this?</p>

<p>about the words, illustrations and read-aloud) Listen to some Australian artists version of 'The Children Came Back' a response to 'Took the Children Away.' https://www.youtube.com/watch?v=3-wMbFntrTo What do the artists mean by the lyric "I'm the dead heart's heart-beat?"</p>	<p>Weather? Other areas of everyday life?</p>	<p>Islander culture. https://www.facebook.com/RMITArt/posts/3659029857531866?tn=K-R</p>	<p>👉 Draw a visualiation based on some of the text from the story. Choose one or more sentences from below of listen again to the story to find our own. <i>We don't need statues Nan says. We hold our memories on Country.'</i> <i>'Our country sings to us. It brings us home.'</i> <i>'The ancestors were here before this country.'</i></p>						
<p>Writing Create a Word Cloud response to the story 'Took the Children Away'. https://wordart.com/</p>  <p>Word Clouds use key words from a text. These words are then given emphasis (made larger or bolder) by ordering the preference of these words. Chosen some words including emotions to reflect how you felt about this story and the stolen generation. Order these words by changing the size.</p>	<p>Writing Write a story or diary entry using symbols. Be sure to set the scene, create a problem and climax and then solve the problem (resolution). You can use the symbols below (as well as those in the resources section) and make up some of your own to include.</p> <table border="1" data-bbox="712 826 1137 1129"> <tr> <td> emu tracks</td> <td> goanna tracks</td> <td> human tracks</td> </tr> <tr> <td> hunting boomerang</td> <td> kangaroo tracks</td> <td> meeting place</td> </tr> </table> <p>Record your story in paper using a comic strip/storyboard style or try writing our story symbols onto rocks and arranging the rocks into a story.</p> <p>Optional: Take a photo of your story and send it to your teacher.</p>	 emu tracks	 goanna tracks	 human tracks	 hunting boomerang	 kangaroo tracks	 meeting place	<p>Writing Design and create a pamphlet informing people about NAIDOC Week. You can create this using technology or on paper. You will need to inform people of the following:</p> <ul style="list-style-type: none"> - What NAIDOC week is, - Why we recognise NAIDOC week - Why NAIDOC week is important and - Ways we can celebrate NAIDOC week. 	<p>Writing Listen to this podcast about Faith Thomas – the girl who became the first Indigenous person to play cricket for Australia. Be sure to have a pencil and scrap paper ready. Take some notes as you listen.</p>  <p>https://www.abc.net.au/radio/programs/fierce-girls/faith-thomas-first-indigenous-cricket-player/13275338 After listening, write a paragraph to summarise the life and achievements of Faith Thomas.</p>
 emu tracks	 goanna tracks	 human tracks							
 hunting boomerang	 kangaroo tracks	 meeting place							

		<p>Extension: Record your story using a spoken narration to match your symbols. Send your story video to your teacher.</p>		
	<p>Talking and listening Have a yarn about Ochre paint</p> <p>👁️ Watch this video - Ochre paint</p> <p>Discuss your answers and thoughts with your family. Write down some of your answers, thoughts and ideas. Even questions if you have them.</p> <ul style="list-style-type: none"> 💬 What is ochre (powder, rock)? 💬 How is ochre paint made? What steps are involved? 💬 What is it used for? <p>👁️ Look at these pictures.</p> 	<p>Talking and listening Have a yarn about The didgeridoo</p> <p>👁️ Look at these pictures.</p>   <p>Discuss your answers and thoughts with your family. Write down some of your answers, thoughts and ideas. Even questions if you have them.</p>	<p>Talking and listening Have a yarn about Hunting tools</p> <p>👁️ Look at this picture.</p>  <p>Discuss your answers and thoughts with your family. Write down some of your answers, thoughts and ideas. Even questions if you have them.</p> <ul style="list-style-type: none"> 💬 What can you see? 💬 Do you know the names of any of these hunting tools? 💬 What could these tools be used for? 💬 How are they used? 💬 Are there hunting tools that you can think of that are not in this picture? What would they be used for? 	<p>Talking and listening Have a yarn about Weaving</p> <p>👁️ Look at these pictures.</p>   



- ... What do you see?
- ... What is this instrument called?
- ... How is it played?
- ... What is it made from?
- ... What are some other musical instruments? How do you play them?

- Discuss your answers and thoughts with your family. Write down some of your answers, thoughts and ideas. Even questions if you have them.
- ... What do you think they are?
 - ... How do you think they are made?
 - ... What materials are they made with?
 - ... How are they made?
 - ... What can they be used for?
 - ... What are some other?

Lunch 1 break

Middle	Mathematics	Mathematics	Mathematics	Mathematics
	<p>Warm Up: Practise your 2x times tables. Write them out once, say them out loud five times. Say them while you skip, do jumping jacks or chalk writing outside, time and film yourself. Try and beat your fastest time throughout the day.</p> <p>Activity 1: <u>-Time</u> Discuss and answer the following questions with a friend or adult. -What things help us keep track of time? (e.g Calendar, clock.) What else? -What units of time does a calendar show? -What units of time does a clock show?</p>	<p>Warm Up: Practise your 3x times tables. Write them out once, say them out loud five times. Say them while you skip, do jumping jacks or chalk writing outside, time and film yourself. Try and beat your fastest time throughout the day.</p> <p>Activity 1: Discuss what is a digital clock? What is an analogue clock? What are the different features of the clocks? -Draw an image of an analogue clock in your book, add the hours, minutes and hands. Label the clock features. -Show on your image past the hour and to</p>	<p>Warm up: Practise your 3x times tables. Write them out once, say them out loud five times. Say them while you skip, do jumping jacks or chalk writing outside, time and film yourself. Try and beat your fastest time throughout the day.</p> <p>Activity 1: <u>Direction</u> -Watch the video for Cardinal directions or using a compass rose N, E, S, W. -Take the sundial that you made yesterday outside at 12pm, lay it in the sun with the shadow over the 12 that you wrote on the sundial. This means that 12pm is facing</p>	<p>Warm up: Practise your 4x times tables. Write them out once, say them out loud five times. Say them while you skip, do jumping jacks or chalk writing outside, time and film yourself. Try and beat your fastest time throughout the day.</p> <p>Activity 1: -Watch the video for Cardinal directions or using a compass rose N, E, S, W. -Draw a picture of your house in the middle of a piece of paper and put the cardinal directions N, E, S, W around the picture of your house. -Now draw something that is N, E, S, W of</p>

-Record in your books a list of time conversions: how many seconds in a minute, minutes in an hour, hours in a day, days in a week, month, year etc.



-What do you know about one hour? Write your answers in your book.

-What are some things that take less than one hour to do?

-What are two things you might do that together take about one hour to do combined?

-Write your activities and estimates of the times for each activity in your book or on a piece of paper. Write at least 3 activities that you think take an hour to complete.

-What do we use to tell the time in modern days?

Activity 2:

-Do you know what Indigenous people used to tell the time? Discuss with a family member.

-How can the sun help us tell the time?

-Watch the [Aboriginal Astronomy](#) BTN video link. This video is about the discovery of the oldest astronomical map right here in

the hour, you can use arrows and words.

-Take a photo of it and add it to seesaw for your teacher to see.

Activity 2:

Create a sundial

-You can use the sundial design you completed yesterday OR follow the 'How to make a sundial design below'.

Equipment needed

- crayons
- paper plate
- sharp pencil
- thumb tacks
- ruler
- plastic straw

What to do:

1. Use the sharp pencil to poke a hole through the very centre of the plate.
2. Put the plate upside down.
3. Write the number 12 on the edge of the plate with a crayon.
4. Using the ruler as a guide, draw a straight line from the number 12 to the hole in the centre of the plate.

Example:



Instruction sheets attached

north.

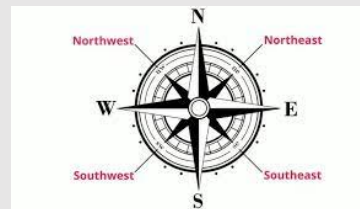
-Make an arrow on the ground using objects such as sticks or rocks pointing in the north position. Leave it clear to find later for another activity.

- Draw a compass rose on a piece of paper and answer the following questions.

When the sundial shadow is pointing to the 6 the direction you are facing is now what direction?

-Find the direction for the hour numbers 3 and 9.

-If you feel confident find and write the direction of all numbers using the compass rose.



Activity 2:

Star gazing and directions

-When it gets dark go outside and look up at the night sky.

-Find the arrow you made earlier on the ground that is facing the direction of south,

-Take a photo or draw them in the sky.

-Can you find the Aboriginal Emu symbol in the stars? It starts at the tip of the Southern Cross.

- Spend time star gazing, discuss with your family what you see in the night sky and how Indigenous people could read the stars for directions and food hunting.

your house, it could be a shop, your grandparents house, a park etc.

-Take a photo of it and add it to seesaw for your teacher to see.

Activity 2:

-Research and create a poster or video mapping the stars and constellations you were able to see in the night sky.

-Make sure you are creative and add the direction they are in and the Aboriginal and European name they hold.

-Take a photo of it or upload the video to Seesaw for your teacher to see. Have fun doing this project!

Traditional Aboriginal Game

'Nor-go'

Short description

Making and playing with a spinner toy.

Equipment

- Use a very large button or object such as a flat stick or small round wheel from a toy.
- Sticks may be used at the end of the string to protect the thumb/fingers when the spinner is twirled.
- A length of strong twine up to 2 metres.

Game play and basic rules

- Two holes are drilled either side of the centre of a small wheel or other object. A length of string is passed through both holes and joined to form a large loop with the spinning object in the centre.
- A thumb is inserted at either end of the loop of string, and the 'spinner' rotated over and over.
- The hands extend and the doubled string

Australia. The sacred Aboriginal site is believed to have been made to map the position of the sun, moon and stars in the sky.

The Sun is a centre point of Aboriginal and Torres Strait Islander cultures across Australia. Featured on the Aboriginal flag, the Sun is the source of life and death, bringing life and heat to the people. In many Aboriginal traditions, the Sun is a woman, and the Moon is a man.



Activity 3:

-Watch the video link [How does a sundial work](#).

-Research different types of sundials, think about how you would make a sundial.

-Draw a design of your sundial and write instructions on how you would assemble it.

Traditional Aboriginal Game:

'Seg-ur E-tug'

This is a number guessing game to play with your family.

Equipment

Several small objects such as seeds or marbles

Game play and basic rules

- One player takes a quantity of small objects and places them in a closed hand or

5. It needs to be a sunny day! Take the plate outside at noon (12:00 pm).

6. Put the plate on the ground and poke the straw through the hole.

7. Turn the plate so that the shadow of the straw falls along the line to the number 12.

8. Using your thumb tacks, fasten the plate to the ground.

9. One hour later, at one o'clock, check the position of the shadow along the edge of the plate and write the number 1 on that spot.

10. Use the positions of the 12 and 1 to predict the positions of the other numbers on the sundial.

11. Continue observing and adding each hour as it comes to the shadow line.

12. Complete your sundial clock with the number 1 to 12, these numbers represent the hours on a clock.

13. The next day, take your sundial out and you will be able to tell the time without a clock.

Activity 3:

-Indigenous people also used the stars and the moon to tell the time and the seasons.

-Stars help Aboriginal and Torres Strait Islander people by being position markers in the sky. The Southern Cross constellation helps with directions, like knowing which way is south. The stars also helped to inform when it was time to hunt for certain foods.

-Take some picture with a phone or ipad and upload on Seesaw for your teacher to see

Traditional Aboriginal Game:

'Ga-rum-ba'

Short description

In this wrestling game players attempt to push an opposing player out of a circle or past a line.

Playing area

- A designated area marked with three parallel lines about 1.5 metres apart. Each line is 3 metres long.

- The two players face each other along the outside lines (3 metres apart) before moving to the middle to wrestle. An alternative is to mark circles based on a diameter of 3–5 metres.

Scoring

One point is scored each time a player pushes the opponent completely back over an end line (or out of a circle). Game play and basic rules

- Gurumba (wrestlers) in each team compete one at a time against their opponents. Players should compete against an opposing player of the same age, weight, height and ability.

• To start the contest players face each other in the middle of the area and place their hands on the shoulders and upper arms of their opponent. Players attempt to push their opponent back over their own end line.

- Players must keep even contact on both shoulders and upper arms of their opponent. No tripping or pulling is allowed. If one or both players lose their grip the contest is not

untwirls the ball or spinner. The hands are brought together and the spinner untwirls in the reverse direction. Continue in this manner so it may be kept spinning for a long time.

Make sure you count and keep score!

- Activity on Reading Eggspress

cup.

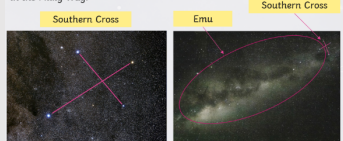
- The other players attempt to guess the number. The player who is correct has the next turn. If no player guesses correctly the player has another turn.

Make sure you count and keep score!

- Activity on Reading Eggspress

The Emu in the Sky is a constellation that is part of many Aboriginal stories. It can be seen by looking for the Milky Way and the Southern Cross constellation in the night sky.

The head of the emu is near the bottom left corner of the cross. Its neck is between the two pointer stars, and its body is made up of the dark patches in the Milky Way.



-Watch the video on the SBS website called [Aboriginal Astronomy](#). Scroll down to see the video.

-When it gets dark go outside and look up at the night sky. Can you see the Milky Way and the Emu they talked about in the video?

- What other constellations can you see?
- Can you find the Southern Cross and which direction is south?
- Take a photo or draw them in the sky.

Traditional Aboriginal Game:

'Pu-th'

Short description

Players aim to make a cotton reel or soft drink can stand upright.

Equipment

- A cotton reel or an empty aluminium drink can

Game play and basic rules

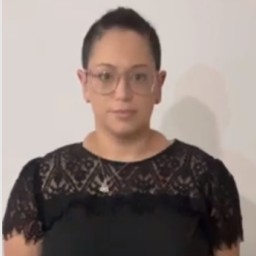
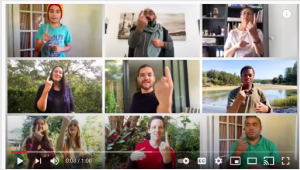
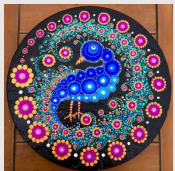
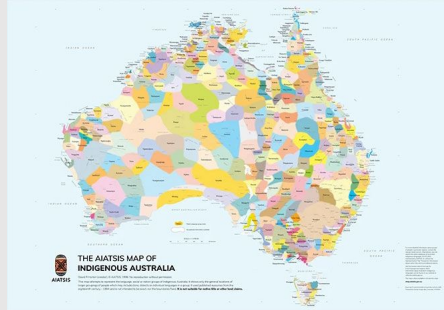
- A player uses a large cotton reel (or

re-started, and players must quickly make correct contact.

- If the wrestlers fall to the ground the bout is re-started. A player is disqualified if he or she deliberately takes the opponent to the ground.

Make sure you count and keep score!

-Activity on Reading Eggspress

		<p>substitute) and throws it on the ground in an attempt to make it land upright. Players take turns. Scoring A point is recorded when a player is successful. The player scoring the greatest number of points is the winner. Make sure you count and keep score!</p> <p>- Activity on Reading Eggspress</p>		
Lunch 2 break				
<p>Afternoon</p> <p>Creative time</p>	<p>LOTE – Auslan</p> <p>👉 Learn about NAIDOC week and practise some important signs with Miss Gieri</p>  <p>https://youtu.be/c5VWPd2xWmE</p> <p><input type="radio"/> What do you think of the Aboriginal sign for Australia?</p> <p><input type="radio"/> Do you think all members of the community will be happy to use this sign?</p> <p>👉 Practise this sign for Australia</p> <p>👁️ Watch and 👉 learn the song 'I am Australian' in Auslan.</p> 	<p>CAPA – Music & Dance</p> <p>Watch this clip of traditional indigenous dance.</p> <p><input type="radio"/> What do you think inspires the moves of current dance styles?</p> <p><input type="radio"/> Why is it important for Indigenous cultures to pass on the tradition of dance?</p> <p>👁️ Click on the links below to practise some indigenous hip-hop dancing.</p> <p>Baker Boy Yolngu Health Dance Tutorial in English - Miwatj Health - YouTube Move It Mob Style Deadly Routine with Medika and Darren - Move It Mob Style Series 3 - YouTube</p> <p><input type="radio"/> What are some similarities and differences between hip-hop and traditional dance styles?</p>	<p>CAPA - Visual Arts</p> <p>👁️ View the tram artwork of Jarra Karalinar Steel. https://www.youtube.com/watch?v=dwmd3JrBTal</p> <p><input type="radio"/> In what ways has she told her story in her artwork? What inspired her artwork?</p> <p><input type="radio"/> What is the significance of the tram to her story? What is the difference between artwork on paper/canvas in preference to art installation in a public space?</p> <p>👉 Document 'our story' using images, symbols and key words.</p> <p>Work your design into a circle shape. 🎯</p> <p>We would love to see some of your finished designs for a possible art installation at school.</p> 	<p>CAPA</p> <p>There are over 780 first nation languages in Australia.</p>  <p>Each coloured area on the map represents a language, social or nation group and is referred to as 'country.'</p> <p>👉 Use the interactive map from First Languages Australia to find what country you currently live on and what the first language of that area is.</p> <p>https://www.abc.net.au/indigenous/features/gambay-languages-map/</p> <p>You can search a place in the search bar on the right-hand side. The first language will also appear and you can listen to the pronunciation.</p>

<https://www.youtube.com/watch?v=7kfFmwEgJPs>

○ Are there some Auslan signs you already know?

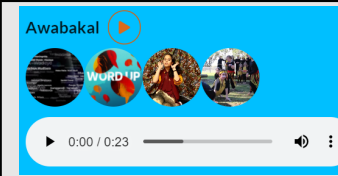
⋮ Who are the people featured in this song?

⋮ Why is it important to showcase all Australians in videos such as this one?

Keep practising!

NOTE: You can slow the video down by changing the playback speed - Click on the three little dots in the far-right corner of the YouTube screen; Click 'playback speed'; click '0.5x').

👏 Optional: Take a video of yourself signing the song. Send it to your teacher.

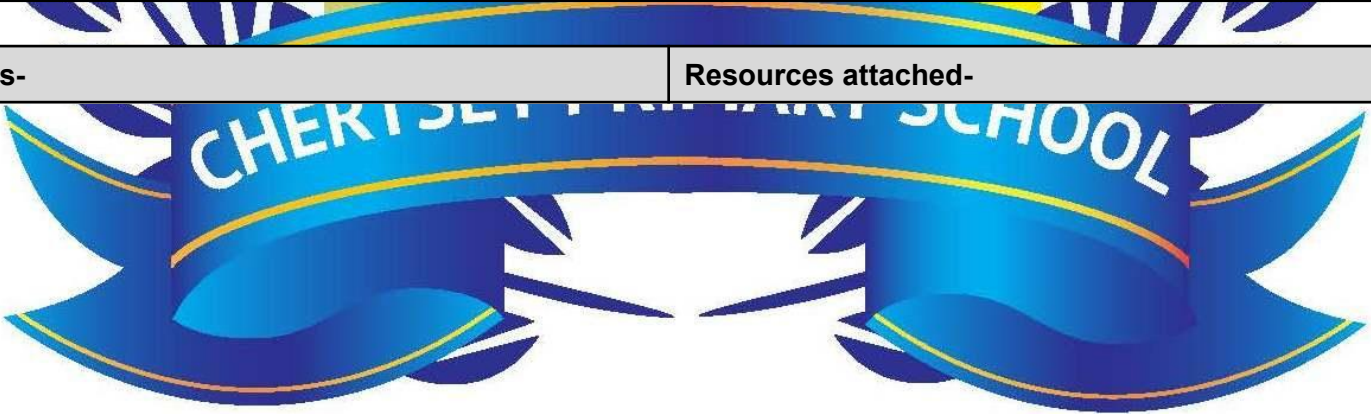


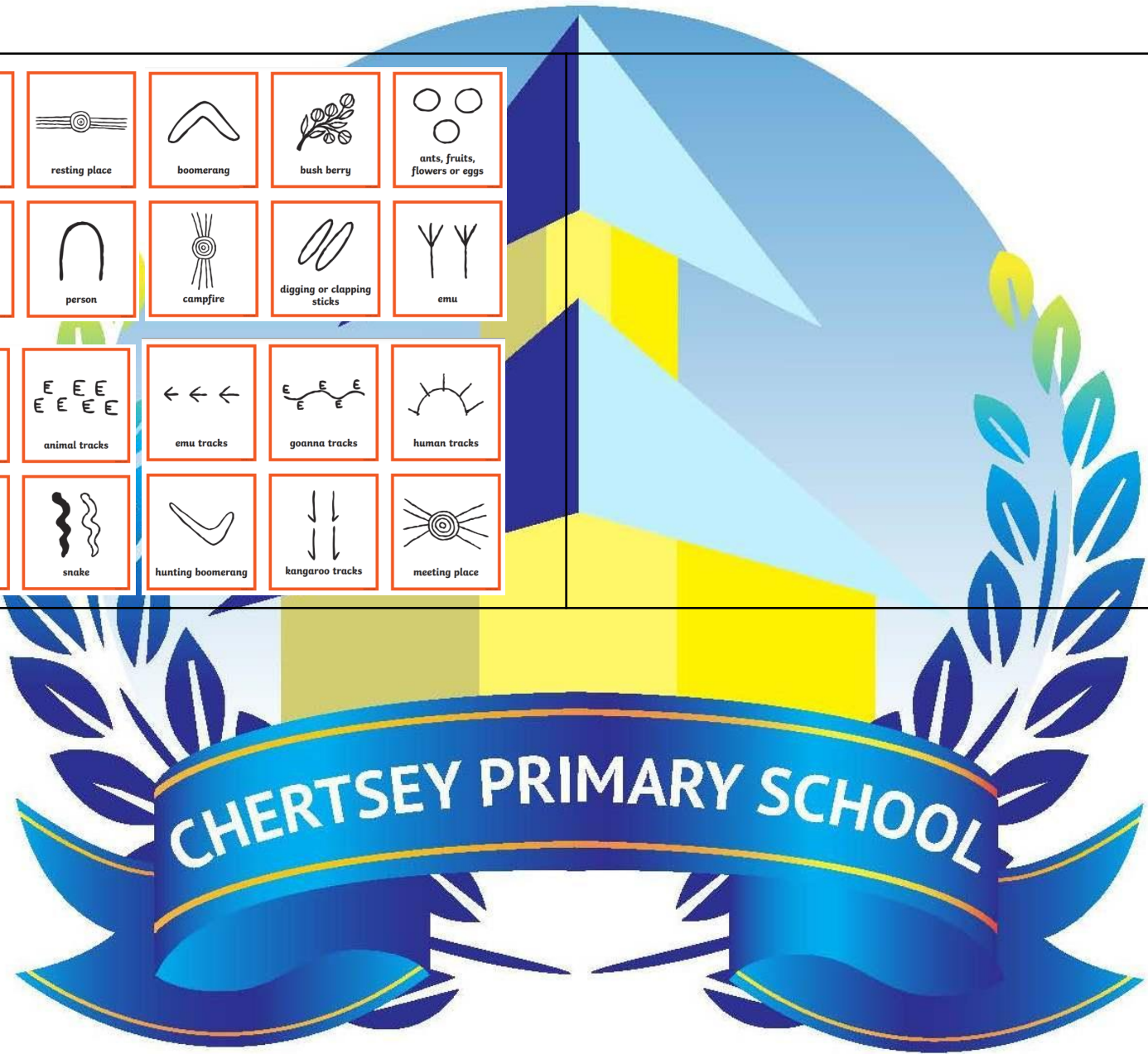
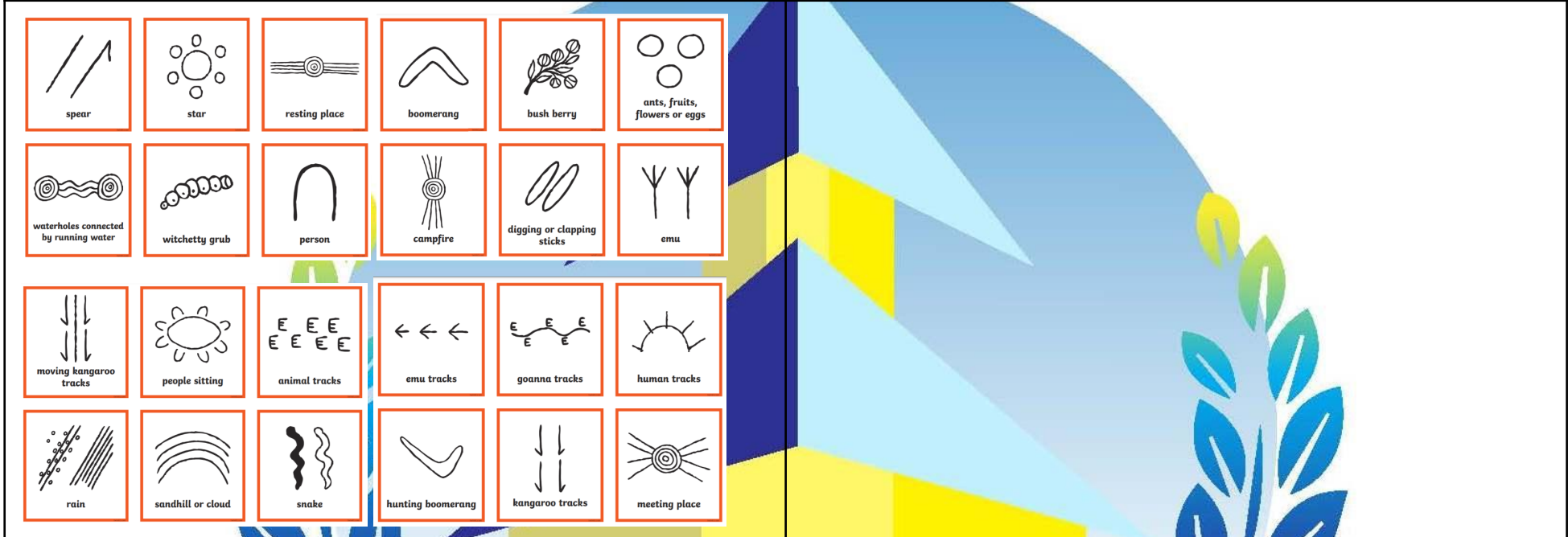
If you have moved house before, find the name of country you lived on previously. Ask your parents and family where they grew up and find what country that is.

👉 Draw your own map of Australia and mark on it the country you and your family have grown up on and live now. You may like to join them up with travelling lines, similar to this section in the NAIDOC 'Heal Country' poster.



Additional Resources-	Resources attached-
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CHERTSEY PRIMARY SCHOOL