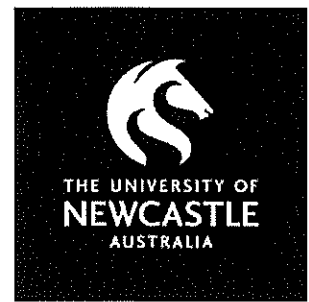




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GOMEROI GAAYNGGAL HIGH SCHOOL PROGRAM

AIM

At Gomeri gaaynggal we recognise that art changes lives, builds resilience and strengthens communities. We bring artists and Indigenous and non-Indigenous community together to share stories, learn from each other, aspire and inspire whilst making art.

The Gomeri gaaynggal Centre High School Program aims to:

- Provide a culturally safe and appropriate environment for students to gain a better understanding of traditional and contemporary artistic and cultural practices, health and education.
- Offer support to schools in accessing programs with a focus on Aboriginal culture, identity and resilience.
- Increase social and emotional wellbeing of students by gaining confidence and self-esteem, knowledge and life skills for the future.
- Highlight and showcase positive female Aboriginal role models from within the local community to inspire students to strive towards professional careers

We undertake to:

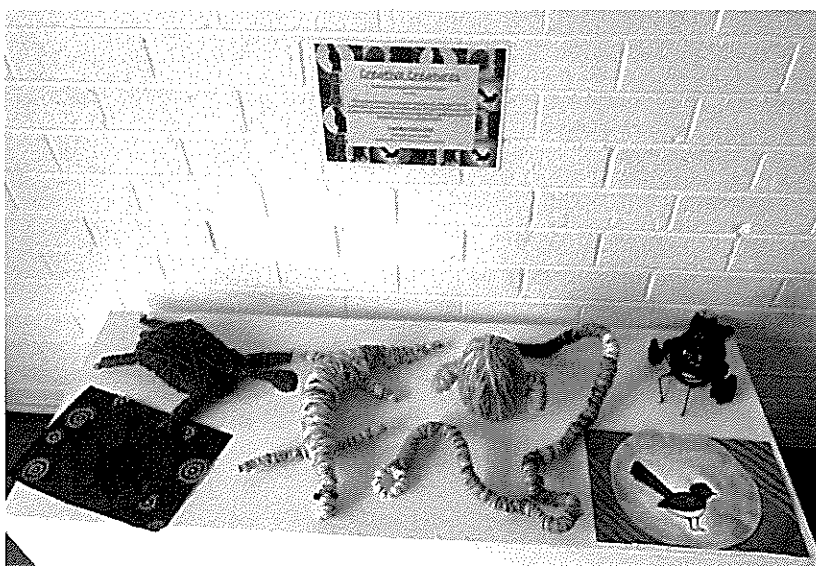
- Embed art making practices in the local Indigenous community
- Engage Indigenous artists and mentors to deliver a variety of creative workshops to community members
- Encourage an intergenerational transmission of knowledge and the creation of personal and shared oral histories and cultural knowledge
- Enhance wellbeing by providing a safe and culturally appropriate environment for students to gain a better understanding of artistic and cultural practices, health and education whilst connecting with each other, their culture and their local Aboriginal community

OUTCOME

- Increase student's connection and engagement to their culture and community.
- Improve student's resilience, social and emotional wellbeing.
- Improve confidence and self-esteem by creating their own artworks.

HIGH SCHOOL PROGRAM TERM 1 2019

ACTIVITY	Creative Creatures
FOCUS	<ul style="list-style-type: none"> • Cultural connections • Indigenous language (Gomeroi/Gaamilaraay) • Positive relationships • Traditional and contemporary art practices • Resilience, social and emotional wellbeing
COMMUNITY INVOLVEMENT	<ul style="list-style-type: none"> • Gomeroi gaaynggal Centre • Local Elders • Female Indigenous Community members • Artists and arts workers
MATERIALS SUPPLIED	<ul style="list-style-type: none"> • Wire • Wool/string/other materials • Glue • Scissors • Canvas, paint & brushes • Laptop or IPad for research purposes



Please note number sessions can be increased or decreased in this program to facilitate the completion of the activity and/or to suit individual school programs and timetables.

Please feel free to contact Lyniece Keogh, Executive Officer, 0267621034 or Lyniece.Keogh@newcastle.edu.au if you have any questions regarding this program or other programs run by the Gomeroi gaaynggal Centre.

	ACTIVITY	OBJECTIVE
Stage 1	<ul style="list-style-type: none"> • Welcome to Gomeroid gaaynggal Centre. • Acknowledgement of Country by Gomeroid gaaynggal staff member. • Housekeeping of Gomeroid Gaaynggal Centre • Team and Student Introductions: - <ul style="list-style-type: none"> ○ Who we are. ○ Where we are from (our Mob). ○ What we do. • Complete evaluation form • Overview of Term 1 project 	<p>Develop social and emotional skills in a nurturing, positive and safe environment.</p> <p>Encourage and support a positive and respectful relationship between students, staff, teachers and community members.</p> <p>Improve communication skills in both English and Gomeroid language.</p> <p>Undertake self-reflection on emotions, growth and development.</p>
Stage 2	<ul style="list-style-type: none"> • Acknowledgement of Country by student. • Housekeeping of Gomeroid Gaaynggal Centre • Discuss history of local Gomeroid language. • Presentation on history of Aboriginal toys and how and why they were made and used. • Research your chosen animal, find the name in English and in Gomeroid language. What they eat, where they live and is it a totem? • Begin artwork design for lingo card • Draw up sketch ideas for your creative creature - the idea needs to reflect the students own personal journey and connection to the animal its name in language and what it means to them. 	<p>Improve communication skills in both English and Gomeroid language.</p> <p>Research and develop an understanding of basic Gomeroid greetings, animal names and traditional cultural practices.</p> <p>Practice skills in traditional and contemporary art making and cultural practices.</p> <p>Develop an understanding of different artistic mediums.</p> <p>Undertake self-reflection on emotions, growth and development.</p>
Stage 3	<ul style="list-style-type: none"> • Acknowledgement of Country by student. • Housekeeping of Gomeroid Gaaynggal Centre • Create lingo cards 	<p>Improve communication skills in both English and Gomeroid language.</p> <p>Practice skills in traditional and contemporary art making and cultural practices.</p> <p>Develop and implement the understanding of different artistic mediums.</p> <p>Develop and implement individual creative designs and ideas.</p>

<p>Stage 4</p>	<ul style="list-style-type: none"> • Acknowledgement of Country by student. • Housekeeping of Gomeroi Gaaynggal Centre • Create and work on the creature of your choice 	<p>Improve communication skills in both English and Gomeroi language.</p> <p>Practice skills in traditional and contemporary art making and cultural practices.</p> <p>Develop and implement the understanding of different artistic mediums.</p> <p>Develop and implement individual creative designs and ideas.</p>
<p>Stage 5</p>	<ul style="list-style-type: none"> • Acknowledgement of Country by student. • Housekeeping of Gomeroi Gaaynggal Centre • Students to finalize and laminate their lingo cards and complete Creative creature in preparation for exhibition • Complete program evaluation • Students are to write a brief recount of the activity and what they feel they learnt from this practice. 	<p>Improve communication skills in both English and Gomeroi language.</p> <p>Develop and implement the understanding of different artistic mediums.</p> <p>Develop and implement individual creative designs and ideas.</p> <p>Undertake self-reflection on emotions, growth and development.</p>
<p>Stage 6</p>	<ul style="list-style-type: none"> • Attend opening of Creative Creatures Exhibition at Gomeroi gaaynggal Centre Gallery with other high school students, Elders, families and community members 	<p>Develop social and emotional skills in a nurturing, positive and safe environment.</p> <p>Encourage and support a positive and respectful relationship between students, staff, teachers and community members.</p> <p>Improve communication skills in both English and Gomeroi language.</p> <p>Increase student's connection and engagement to their culture and community.</p>

TERM 1				
Week 1	Week 2	Week 3	Week 4	Week 5
		Introduction <ul style="list-style-type: none"> • Introduction to culture • Acknowledgement of Country • Local language • Traditional values 	Team Building <ul style="list-style-type: none"> • Traditional values • Games – team games • Traditional stories 	Revision <ul style="list-style-type: none"> • Week 2 revision • Review lessons – apply these in practical exercise
Week 6	Week 7	Week 8	Week 9	Week 10
Tools <ul style="list-style-type: none"> • Tools • Weapons • Cultural significance of tools and weapons • Everyday life within traditional places 	Traditional signs <ul style="list-style-type: none"> • Importance of different signs • Traditional languages • Different Countries and how they tie into the topics already covered • Unity and similarities between neighbouring Country 	Questions <ul style="list-style-type: none"> • Students ask questions from Brad and find out what they want to know • Build their personal knowledge through curiosity • Show understanding through questioning 	Revision <ul style="list-style-type: none"> • Revision of Weeks previous • Traditional games • Storytelling 	Planning <ul style="list-style-type: none"> • Planning for the next Term

TERM 2				
Week 1	Week 2	Week 3	Week 4	Week 5
Revision <ul style="list-style-type: none"> • Review values • Review lessons from Term 1 • How they have implemented these in their day to day • Traditional story – work on one main story per term to draw out all of the values and lessons within the story 	Team Building <ul style="list-style-type: none"> • Traditional Games • Team Building games • Around the story focus for the Term 	Spiritual Connection <ul style="list-style-type: none"> • Connection • Empowerment • Common values and beliefs 	Traditional Song and Dance <ul style="list-style-type: none"> • Song and Dance related to the Term's story • Importance of song and dance 	Traditional Song and Dance <ul style="list-style-type: none"> • Learning and understanding the song and practicing dance
Week 6	Week 7	Week 8	Week 9	Week 10
Traditional Song and Dance <ul style="list-style-type: none"> • Learning and understanding the language in the song and practicing dance 	Traditional Song and Dance <ul style="list-style-type: none"> • Learning and understanding the movements in the song and practicing dance 	Traditional Song and Dance <ul style="list-style-type: none"> • Learning and understanding the lessons within the song and practicing dance • Putting all of our understandings about the dance and song together before the final practice 	Final practice performance <ul style="list-style-type: none"> • NAIDOC Celebrations preparation 	Revision <ul style="list-style-type: none"> • Revision of lessons • Fun and games