

My Place

A ten-week unit of integrated learning experiences for students working towards Stage 1 outcomes

Aim

This unit provides opportunities for students to explore concepts of belonging to groups of people and of belonging to places. The unit focuses on the students' local community and local area, and provides opportunities for learning experiences about Aboriginal people's relationships with family, community, environment and place. The unit looks at aspects of pre-invasion Aboriginal life as well as contemporary Aboriginal communities.

Areas of integration

HSIE	<ul style="list-style-type: none">• Environment• Social systems and structure
English	<ul style="list-style-type: none">• Description• Recount
Personal Development, Health and Physical Education	<ul style="list-style-type: none">• Interpersonal relationships• Growth and development
Science and Technology	<ul style="list-style-type: none">• Built environments• Earth and its surroundings• Designing and making• Using technology
Creative Arts	<ul style="list-style-type: none">• Making and appreciating• Performing

Focus question/Area of inquiry

My Place

Learning sequences

1. Where is my place? [Link to: Learning Sequence 1]
2. Who do I share my place with? [Link to: Learning Sequence 2]
3. How do I look after the people who share my place? [Link to: Learning Sequence 3]
4. How do I care for my place? [Link to: Learning Sequence 4]

Assessment tasks

Assessment of student work occurs during the unit. Assessment is especially based on their 'My Place' books or folders and their participation during activities such as 'Our Community Day'.

CONTENT

Knowledge

- People identify with their environment.
- We share our place with other people and together it is our responsibility to look after it.
- Pre-contact Aboriginal communities did not all live the same way. For example, Aboriginal people who lived in the desert had a very different lifestyle to those who lived on the coast.
- Contemporary Aboriginal communities can be found in cities, country areas, coastal areas and in traditional homelands.
- Contemporary Aboriginal communities have retained many of their traditional beliefs and customs but have also changed to suit their needs.
- There is a continuity of place through past, present and future generations.

• **Generic skills**

- Responsibility
 - developing an awareness of personal, local, national and global responsibilities.
- Cooperation
 - working cooperatively with others.
- Task management
 - using time and resources effectively.

• **Before you begin**

- An excursion to a local Field Study Centre or equivalent needs to be booked as soon as possible (for Learning Sequence 4).
- An Aboriginal speaker and storyteller are required for Learning Sequence 1 and Concluding Activity. Contact your local Aboriginal community, AEA, ACLO or consultant.
- Before commencing the unit teachers need to ask students to bring a photo of a family member or group, and to check the library for access to resources mentioned in the unit.

• **You will need**

• ***Initiating Activity***

- 'My Mob' from *Big Mob Books for Little Fullas* kit (see Resource List)
- family photo
- Worksheet 1: Word cards on cardboard.

• ***Learning Sequence 1***

- Map of New South Wales
- Paper, paints and scissors to create street scene
- NSW Department of Education English modules, pages 163 to 170
- Aboriginal speaker.

• ***Learning Sequence 2***

- *Going for Oysters* by Jeanie Adams (see Resource List)
- Worksheet 2: Matching cards
- Paper, paints and art equipment for a scene entitled 'My Special Place'.

Learning Sequence 3

- Before this activity, check camera, film and batteries
- Place invitation to 'Our Community Day' in newsletter well beforehand or send individual invitations to family or friends of students
- 'My Mob' from *Big Mob Books for Little Fullas* kit (see Resource List)
- Chalk
- *Pigs and Honey* by Jeanie Adams (see Resource List)
- Recycled materials, construction materials
- Enlarged map of the school
- Worksheet 3: Our Community Day Activity Cards
- Cordial, honey, cups, damper, pots for honey, serviettes.

• **Learning Sequence 4**

- *The Desert Dreamings* by Deirdre Stokes (big book format, see Resource List)
- Paper, paint and appropriate tools for painting a map
- Organise excursion to a Field Study Centre.

• **Concluding Activity**

- Words and music to *My Island Home* by Warumpi Band and sung by Christine Anu or similar song
- 'My Place' folders or books.

• **Extension Activity**

- 'My Community – Doon Doon Station' by Dawul School (see Resource List)
- 'My Community – One Arm Point' (see Resource List).

Outcomes

HSIE	<p>ENS1.6 Demonstrates an understanding of the relationship between environments and people.</p> <p>SSS1.8 Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.</p> <p><i>Values and Attitudes</i></p> <ul style="list-style-type: none"> • Recognising the interdependence of people and the environment. • Identifying and appreciating the cultural, linguistic and spiritual heritages of oneself and others. • Respecting different viewpoints, ways of living, belief systems and languages.
English	<p><i>Talking and Listening</i></p> <p>TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.</p> <p>TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.</p> <p><i>Reading</i></p> <p>RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p> <p>RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.</p> <p>RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.</p> <p><i>Writing</i></p> <p>WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</p> <p>WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.</p> <p>WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.</p>
PDHPE	<p>IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.</p>

	<p>GDS1.9 Describes the characteristics that make them both similar to others and unique.</p>
Science and Technology	<p>BES1.1 Creates, modifies or models built environments to suit the needs of users.</p> <p>ESS1.6 Identifies and describes ways in which people and other living things depend upon the Earth and its environments.</p> <p>DMS1.8 Develops and implements own design ideas in response to an investigation of needs and wants.</p> <p>UTS1.9 Selects and uses a range of equipment, computer-based technology, materials and other resources to undertake an investigation or design task.</p>
Creative Arts	<p>MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.</p> <p>DAS1.2 Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods.</p> <p>VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.</p> <p>VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.</p>

Initiating Activity

<p>Outcomes addressed in Initiating Activity:</p> <p>HSIE SSS1.8</p> <p>ENGLISH TS1.1 TS1.3 RS1.5 RS1.7 RS1.8 WS1.10 WS1.14</p>	<p>Read <i>My Mob</i> (see Resource List). The text of the book is available from the link below. [Link to: Worksheet 1] To hear Zeminda Walker reading her story in Gumbaynggirr, click here: [Link to: Zeminda reading My Mob in Gumbaynggirr] To hear Zeminda Walker reading her story in English, click here: [Link to: Zeminda reading My Mob in English] To hear Zeminda Walker reading her story in both languages, click here: [Link to: Zeminda reading My Mob in both Gumbaynggirr and English] Note: if you are unable to access the audio in the classroom, pre-record before the beginning of the lesson.</p> <p>Possible discussion prompts Who wrote the book? Why do you think the book was written? How is this book different to other books you have read? What is meant by the word 'mob'? List the words that we can use instead of 'mob'. Do we all belong to a mob? Name the 'mobs' that students might belong to. Is it important to belong to a 'mob'? Describe feelings of not belonging.</p> <p>In small groups, students share a family photo. They identify the family member and give reasons why they are important to them.</p> <p>Tell students that there are hundreds of Aboriginal and Torres Strait Islander languages. The book <i>My Mob</i> is written in Gumbaynggirr, one of the 70 Aboriginal languages in New South Wales. For example, 'yaam nganyundi' means 'this is my' or 'these are my'. Using the big book, invite students to identify the Gumbaynggirr words for family members. Use word cards to model translations.</p> <p>The word cards are available from the link below. [Link to: Worksheet 2]</p> <p>Students write statements in both Gumbaynggirr and English languages. For example, 'This is my mum and dad' and 'Yaam nganyundi miimiga baagaga.' [Link to: pages 2 and 3 of <i>My Mob</i> book]</p> <p><i>Display statements and photos in an imaginative way.</i></p>
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Learning Sequence 1

<p>Outcomes addressed in Learning Sequence 1:</p> <p>HSIE ENS1.6 SSS1.8</p> <p>ENGLISH TS1.1 TS1.3 WS1.9 WS1.10 WS1.14</p> <p>CREATIVE ARTS VAS1.1 VAS1.4</p>	<p>Where is my place?</p> <p>Brainstorm the question: "Where is my place?"</p> <p>Construct a mindmap.</p> <p>Note that Australia did not have an Aboriginal name, neither did the States or Territories. The Aboriginal and Torres Strait Islander peoples had names for their language areas or local groups.</p> <p>Discuss why places have many different names.</p> <p>Distribute a map of NSW to the class.</p> <p>Students locate and label their local area in NSW. (Teacher collects and collates pages to create a student folder or book called 'My Place'.)</p> <p>Invite a representative from the local Aboriginal community to speak about the local area, to develop an awareness of the sites important to the community. This would be a good opportunity to map and label the local area using Aboriginal language as well as English.</p> <p>Look at 'M is for Mission' in Elaine Russell's <i>A is for Aunty</i> – see Resource List.</p> <p>Possible discussion prompts</p> <p>What is this painting about? How has the artist shown her place? Are the houses the same or different? Would this be good or bad? Why? Are the houses like yours?</p> <p>Students draw and paint their home. [Link to: Student Worksamples LS1] Class members construct a street scene, placing their home on the display. Model the scene from <i>Inspection Day</i>, using dots to represent grass, shrubs, trees and fences.</p> <p>Students write a description of 'My Place'. (Refer NSW Department of Education English Modules pages 163 to 170.) Publish and include in student's 'My Place' folder or book.</p>
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Learning Sequence 2

<p><i>Outcomes addressed in Learning Sequence 2:</i></p> <p>HSIE ENS1.6 SSS1.8</p> <p>ENGLISH TS1.1 TS1.3 RS1.5 RS1.7 WS1.9 WS1.10 WS1.14</p> <p>SCIENCE & TECH ESS1.6</p> <p>PD/H/PE IRS1.11 GDS1.9</p> <p>CREATIVE ARTS VAS1.1</p>	<p>Who do I share my place with? Read <i>Going for Oysters</i> by Jeanie Adams (see Resource List).</p> <p>Possible discussion points Identify the family members who were mentioned in the story.</p> <ul style="list-style-type: none">• What is meant by 'cousin-sister'?• Give the other name for Love River.• Why was the author sent to ask Grandad for permission to go to Thukkal?• Can you name some special places where your family get together?• Why and where do your family gather?• Why did the family in <i>Going for Oysters</i> go off together?• What types of food do you like to eat when the family get together?• Do all families eat these foods? Give some reasons why or why not. <p>In small groups, students use the matching cards to identify the roles of the characters in <i>Going for Oysters</i>. [Link to: Worksheet 3]</p> <p>Discuss the variety of roles each person has in the family group. Talk about how some of the roles are traditional, some are contemporary and a few are both.</p> <p>Pose the question: Why do you think some of the activities in the book are both traditional and contemporary?</p> <p>Possible discussion points</p> <ul style="list-style-type: none">• Do you follow traditions that are passed from your parents or grandparents?• What are they?• Why are they important? <p>Tell students that we all value traditions in our families.</p> <p>Some people choose to live a more contemporary lifestyle.</p> <p>Discuss living in the city and compare it with living in the country.</p> <p>Aboriginal people have the same choices we do.</p>
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	<p>Some live in the country, others in the city.</p> <p>Brainstorm a list of famous Aboriginal Australians, traditional and contemporary. Include local Aboriginal identities.</p> <p>Invite students to look at various websites about Aboriginal people. [Link to: Websites, Famous Aboriginal People, in Resources]</p> <p>Possible discussion questions</p> <ul style="list-style-type: none"> • Where is their mob? • Why or how may this differ to where they live? <p>Students report to class about their findings.</p> <p>Make an Aboriginal Hall of Fame and display in an appropriate place. See Websites [Link to: Websites, Famous Aboriginal People, in Resources] and Further Suggested Reading [Link to: Resource List, Further Suggested Reading].</p> <p>Look at the picture accompanying the first page of text in <i>Going for Oysters</i>.</p> <p>Brainstorm words to describe the scene. Class constructs a description of 'my place' from the author's point of view.</p> <p>Guide students through the text of <i>Going for Oysters</i> and discuss the use of descriptive language, such as 'the water was calm', 'the sky was still pale pink' and 'smoky smell drifting'.</p> <p>Using descriptive language, students write about a place, which might not be their home, that is special to them.</p> <p>Students paint a scene to assist in their description about their special place. Remind students about the importance of colour, texture and detail in painting.</p> <p>Paintings and published descriptions to form a part of the student's 'My Place' folder or book.</p>
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Learning Sequence 3

<p><i>Outcomes addressed in Learning Sequence 3:</i></p> <p>HSIE ENS 1.6 SSS1.8</p> <p>ENGLISH TS1.1 TS1.3 WS1.9</p> <p>PD/H/PE IRS1.11 GDS1.9</p> <p>SCIENCE & TECH BES1.1 ESS1.6 DMS1.8 UTS1.9</p>	<p>How do I look after the people who share my place?</p> <p>In the <i>My Mob</i> story, Zeminda calls her family, her mob. Each person in the family has jobs to do.</p> <p>In small groups, students discuss the jobs that they have to do in their family. As a class, talk about the roles and responsibilities of students.</p> <p>Divide class into small 'family' groups. Supply students with chalk and an enlarged copy of the school map.</p> <p>Discuss geographical features such as north, south, east and west.</p> <p>Identify a starting point for a walk around the school.</p> <p>Walk around the school, discussing boundaries, such as 'out-of-bounds', play equipment and fence lines.</p> <p>During the walk, each 'family' group claim an area by drawing a chalk boundary. On the enlarged map, students locate and label their special place. Perhaps they could create their special place with big cardboard boxes, tents etc. They might wish to make a sign, showing the name of their special place.</p> <p>In the classroom, students develop a sense of belonging in their community by volunteering for roles in their group. Some examples of the roles could be:</p> <ul style="list-style-type: none">• Welcomer• Chief storyteller• Cordial controller• Building engineer• Rubbish remover• RSPCA inspector• Damper divider• Honey handler• Safety officer. <p>Note: The roles developed for this activity are based on the story, <i>Pigs and Honey</i> by Jeanie Adams (see Resource List).</p> <p>Students make a name tag showing their name and</p>
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role for 'Our Community Day'. Each 'family' group may wish to have an identifying symbol or colour to show that they belong.

Read *Pigs and Honey* by Jeanie Adams.
Pose the question: 'In the story, how did the family members help each other?'

Brainstorm students' responses and guide them in a discussion about the sense of belonging to a community.

Our Community Day

For a day, or part of a day, students participate in a variety of activities in their 'special place'.

Click on this link for the activity cards. [Link to: Worksheet 4]

Activity 1

TASK: Design and make

In your 'family' group, use clean recycled materials to construct the following:

- a) a shelter to rest in and as protection from the hot sun [Link to: Photographs 1 and 2]
- b) a house for the orphaned piglets. [Link to: Photographs 3 and 4]

Take photos and add to 'My Place' folder or book.

Activity 2

TASK: Break time

Arrange food for the 'family'. They have been working hard so they are quite hungry. The 'Food Managers' need to organise the following:

- a) sharing of the damper [Link to: Photograph 5]
- b) damper dipping (in honey)
- c) cordial cup distribution
- d) pouring of cordial.

[Link to: labels for roles]

Take photos and add to 'My Place' folder or book.

Activity 3

TASK: Storytelling

In the family groups, students and visitors sit in a circle and share stories about the people who share their place and the special times they have had. Invite parents to tell stories about their special place when they were young (this might include fond memories of a special place at school) – where it is

	<p>(was) and how it has changed over time. All participants discuss how special places might change in the future. [Link to: Photograph 6]</p> <p>Take photos and add to 'My Place' folder or book.</p> <p><i>Activity 4</i> TASK: My diary Write a diary entry of your day in the special place. Students might wish to comment on their sense of belonging, on roles and responsibilities or on the best part of the day.</p> <p>Publish and add to 'My Place' folder or book. [Link to: Worksamples Year 1 and Year 2 (3 from each student)]</p>
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Learning Sequence 4

<p><i>Outcomes addressed in Learning Sequence 4:</i></p> <p>HSIE ENS1.6 SSS1.8</p> <p>ENGLISH TS1.1 TS1.3 RS1.7</p> <p>SCIENCE & TECH ESS1.6</p> <p>CREATIVE ARTS VAS1.4</p>	<p>How do I care for my place?</p> <p>Organise a walk around the school, a park or a local area. Explain the purpose of the walk is to be ‘Super sleuths’ and find trails of living things, such as an ant trail.</p> <p>During the walk, record the living things students find.</p> <p>If students find an ant trail, for example, encourage them to observe the behaviour of the ants. Discuss the fact that the ants have as much right to be there as any other living thing. Encourage students to discuss the role of ants in the environment.</p> <p>In the classroom, create a mindmap of the living things found on the walk. Discuss and group accordingly.</p> <p>Using the book <i>Desert Dreamings</i> by Deirdre Stokes (big book format preferred, see Resource List), examine how Aboriginal artists record their local area using paintings and symbols. Refer especially to pages 9 to 11.</p> <p>Tell students that they will be developing a map of their walk.</p> <p>Class constructs a key for their map of the ‘living things track’.</p> <p>Encourage students to colour their map using the colour from the local environment.</p> <p>Invite students from an Early Stage 1 class or buddy class to walk around the ‘living things track’. Students act as guides on the track, using the map and modelling proper behaviour.</p> <p>A copy of the map is placed in each student’s ‘My Place’ folder or book.</p> <p>Organise an excursion to a Field Study Centre or similar, using maps of the area and examining the roles of all living things.</p>
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Concluding Activity

<p><i>Outcomes addressed in Concluding Activity:</i></p> <p>HSIE ENS1.6 SSS1.8</p> <p>ENGLISH TS1.1 TS1.3</p> <p>PD/H/PE IRS1.11 GDS1.9</p> <p>CREATIVE ARTS MUS1.1 DAS1.2</p>	<p>Celebrating 'My Place'. You will need the student folders or books, 'My Place' and the Warumpi Band's <i>My Island Home</i> – also sung by Christine Anu.</p> <p>Prepare an assembly item featuring aspects of the student books. Children could read descriptions and show paintings. They could make statements about the sharing of the community by people in the past and the present and about their hopes for the future.</p> <p>Develop and perform a dance to the song <i>My Island Home</i>, or similar.</p> <p>Invite a storyteller to present a Dreaming story from the local area. [Link to: Local Aboriginal community]</p> <p>Extension Activity Using the books, <i>My Community – One Arm Point</i> and <i>'My Community – Doon Doon Station</i>, create a book about the local community and feature personalities who are important to the students, school and community. Publish with photographs and leave on display in the school library for all to see and share.</p>
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Resource List

Books

Adams, Jeanie, 1991, *Going for Oysters*, Omnibus Books

Adams, Jeanie, 1989, *Pigs and Honey*, Omnibus Books

Dawul School, 1992, *My Community – Doon Doon Station*, Aboriginal Education Resources Unit, Perth, WA

Groom, S, 1991, *My Community – One Arm Point*, Aboriginal Education Resources Unit, Leederville, WA

Russell, Elaine, 2000, *A is for Aunty*, ABC Books

Stokes, Deirdre, 1993, *The Desert Dreamings*, Rigby

Kits

Board of Studies NSW, 2000, *Affirmations of Identity – Aboriginal and Torres Strait Islander Visual Arts Resource Kit*, Board of Studies NSW, Sydney

Board of Studies NSW, 1997, *Big Mob Books for Little Fullas*, Board of Studies NSW, Sydney

My Mob

Cathy Freeman's Story

Aboriginal Big Book and Read Along Kit, 1992, Ashton Scholastic

Music

🕒 *My Island Home* – Christine Anu (from *Stylin' Up*, CD, Mushroom Records, 1995)

🕒 Yothu Yindi – various CDs available through Mushroom Records

Further Suggested Reading

Abdulla, Ian, 1993, *As I Grew Older*, Omnibus Books

Abdulla, Ian, 1993, *As Kauyu's Waiting*, Omnibus Books

Buxton, Lisa, 1998, *Guyunggu*, Catholic Schools Office, Diocese of Broken Bay

Fitzherbert, Sarah, 1989, *My Dreaming is the Christmas Bird*, Bookshelf Publishers

McCallum, Grant, 1998, *Aussie Stars Series*, Coolabah Publishing

Christine Anu

Mandawuy Yunupingu and Yothu Yindi

Ernie Dingo

Torres, Pat, 1988, *Jalygurr – Aussie Animal Rhymes*, Magabala Books

Websites

Famous Aboriginal People

www.eps.vic.edu.au/history/Famous%20Aborigines.htm
This site has children's writing and artwork.

www.wn.com.au/abled/studies/famous.htm
This site has an interesting poem about Ernie Dingo.

www.yothuyindi.com
Teachers should preview and select material required. Needs fast connection, such as Quicktime, to download video footage.

www.gel.com.au/koala/seachange/music_anu.html
This site has the words to *My Island Home* but will not allow you to print them.

www.niaaa.com.au/survival99-anu.html
Photographs of Christine Anu in concert.

Teacher Resources K-12

www.acsa.edu.au/indigenous/read4.htm
A list of texts for Aboriginal and Torres Strait Islander education.

Excursions

www.artgallery.nsw.gov.au
The Art Gallery of New South Wales
Ph: (02) 9205 1744

www.citysearch.com.au
This internet and telephone directory has many listings for regional art galleries and Aboriginal websites.

Worksheet 1

My Mob

English Text

My name is Zeminda Walker.

I am Gumbaynggirr.

My homeland is Bowraville.

This is my mum and my dad.

This is my brother and sisters.

These are my cousins.

These are my aunties and uncles.

This is my mob.

This is my homeland.

Aboriginal Text

Nganyundi bijaarr Zeminda Walker.

Ngaya yaam Gumbaynggirr.

Nganyundi jagun Bawrrung.

Yaam nganyundi miimiga baabaga.

Yaam nganyundi gaguuga jindaaga.

Yaam nganyundi ngajiiga.

Yaam nganyundi baranba gawaga.

Yaam nganyundi girrwa.

Yaam nganyundi jagun.

Worksheet 2

Word cards

Yaam nganyundi

miimiga baabaga

gaguuga jindaaga

ngajiiga

baranba gawaga

girrwaa

mum and dad

brothers and sisters

cousins

These are my

aunties and uncles

mob

This is my

Worksheet 3

Matching cards

To be used in conjunction with 'Going for Oysters' by Jeanie Adams

Auntie	Bought fuel for the boats.
Grandad	Gave permission for the trip to his country and told stories about it.
Dad's mate	Drove the council truck.
Big Cousin-sister	Asked Grandad to put underarm smell on her baby so the spirits would recognise the baby and keep her safe in Thukkal.
Girl's group	Went fishing with nets and lines.
Boy's group	Grabbed their wire spears and set off to look for crabs and stingrays in the shallows.
All children	Played in the water, diving out of an old dinghy; and went exploring.
Dad	Organised the oyster gathering from the boats.
Dad and Uncle	Cut some strong hibiscus for spear handles.
Mum, Auntie and Big Cousin-sister	Went looking for long pandanus fronds for basket making.

Copy onto cardboard. May be used in groups for matching activity.

Worksheet 4

Our Community Day Activity Cards

<p><i>Activity 1</i></p> <p>TASK: Design and make In your 'family' group, use clean recycled materials to construct the following:</p> <ul style="list-style-type: none">a) a shelter to rest in and as protection from the hot sunb) a house for the orphaned piglets. <p>Take photos and add to 'My Place' folder or book.</p>	<p><i>Activity 3</i></p> <p>TASK: Storytelling In the family groups, students and visitors sit in a circle and share stories about the people who share their place and the special times they have had. Invite parents to tell stories about their special place when they were young (this might include fond memories of a special place at school) – where it is (was) and how it has changed over time. All participants discuss how special places might change in the future.</p> <p>Take photos and add to 'My Place' folder or book.</p>
<p><i>Activity 2</i></p> <p>TASK: Break time Arrange food for the 'family'. They have been working hard so they are quite hungry. The 'Food Managers' need to organise the following:</p> <ul style="list-style-type: none">a) sharing of the damperb) damper dipping (in honey)c) cordial cup distributiond) pouring of cordial. <p>Take photos and add to 'My Place' folder or book.</p>	<p><i>Activity 4</i></p> <p>TASK: My diary Write a diary entry of your day in the special place. Some students might wish to comment on their sense of belonging, on roles and responsibilities or on the best part of the day.</p> <p>Publish and add to 'My Place' folder or book.</p>