



EPISODE 25 | BEFORE TIME: BUNDA

Unit focus: History

Year levels: 3–6

EPISODE CLIP: SNAKEBITE

ACTIVITY 1: CURATE AN EXHIBITION

Subthemes: Culture; Customs and traditions; Inventions and electronic media

Discover

- As a class, view the clip, **Snakebite**, and discuss the relationships between the father and his sons, and the brothers. The clip illustrates the education of the boys into the ways of bushcraft, bush medicine and working as a team. Ask students to list the skills, knowledge and technologies that the boys are learning to use.
- Ask students to investigate hunting and gathering implements used by the Cadigal people or Indigenous groups in their local area. They are to list at least four different hunting and gathering implements and describe what they are made from. Students should also explain how the tools are used to aid hunting or gathering.
- Ask students to investigate non-Indigenous hunting and gathering implements. They are to list at least four different hunting and gathering implements and describe what they are made from. Students should also explain how the tools are used to aid hunting or gathering.
- Depending on the age of the group, ask students to design a small group/class exhibit on a selected form of hunting and gathering, for example, fishing, honey gathering, bird catching or egg collecting. They are to source different forms of hunting or gathering technologies based on images of artefacts that they are to research from various sources. Each artefact should be accompanied by a clear label, informing viewers about the artefact, including where the item is from and what it was used for. Collectively, students should also produce a catalogue and a digital audio-guide for the collection. The audio-guide should be based upon the information presented in the exhibit catalogue.

Inspiration for the class exhibit

- Students could conduct some preliminary reading about hunting and gathering technologies. Invite a guest speaker from your local community to talk to the class about how hunting and gathering tools are made and used. Visit a local cultural centre or view online displays of tools. Students should consider how various displays are arranged differently to suit different purposes.

Reflect

- *Note for teachers:*
The removal of Indigenous artefacts without permission is an issue of great sensitivity for Indigenous communities. In many instances, Indigenous artefacts have been removed from their country. Many Indigenous people feel strongly that these items should be returned to the country, place and people to which they belong.



- *Be aware that Indigenous students in your classrooms may share these understandings. Be open to discussing these ideas. Connect with your local Indigenous community to discuss and share their ideas about such issues.*

Designing the exhibit

- Exhibit design involves a carefully thought out process. The challenge presented to the designer of any exhibit is to 'tell a story' in a three-dimensional space. All types of exhibits aim to communicate a message and engage their audiences. A well-designed exhibit will create experiences that will resonate with diverse audiences and communicate the messages and stories of the subject matter to a targeted audience. As a class, ask students to determine four messages they would like to communicate to viewers through their exhibit. Allocate a space within the classroom for the display.

Labels

- Labels should be clear, concise and informative. They should provide the following information:
 - 1 How the object is made
 - 2 What the object is made from
 - 3 How the object is used
 - 4 The people who use the object
 - 5 Where the object is from
 - 6 Variations in design
 - 7 Interesting facts.

Catalogue entries

- Allocate small groups of students an individual item from your class display. Each group should fill in the 'Catalogue entry template' provided in the **Student Activity Worksheet H 25.1 Curate an exhibition** for their artefact.

Audio-guide

- The audio guide should provide audio files of each groups' entry for their allocated tool. Each entry should be digitally recorded and saved as a separate file, using the name of the tool as the file name. Use audio software such as 'GarageBand' or 'Audicity' to make these recordings.

Download

- Student Activity Sheet H25.1: Curate an exhibition

Aligned resources

'Aboriginal People of Coastal Sydney', Australian Museum, <http://australianmuseum.net.au/Aboriginal-People-of-Coastal-Sydney>

'Australian Indigenous Tools and Technology', australia.gov.au, <http://australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology>

Barlow, A. 1994. *Aboriginal Technology: The Spear*. Macmillan Education, Australia
Eora: Mapping Aboriginal Sydney 1770–1850, State Library of New South Wales, June 2006, <http://www.sl.nsw.gov.au/events/exhibitions/2006/eora/docs/eora-guide.pdf> (background information about Eora people, including Cadigal people)



Curate an exhibition

1 List the skills, knowledge and technologies that Bunda and his brother are learning to use.

Type of hunting	Skills	Knowledge	Technologies

2 Curate an exhibition:

Chosen form of hunting/gathering: _____

a List at least four different hunting and gathering implements used by the Cadigal people or Indigenous groups in your local area and respond to the questions below.

	Item 1	Item 2	Item 3	Item 4
What is the name of this object?				
What is the local name for this object (if known)?				
Where is this object from?				
How is this object made?				
What is this object made from?				
How is this object used?				



Who is this object used by?				
Are there any other interesting facts about this object?				

3 List at least four different non-Indigenous hunting and gathering implements and respond to the questions below.

	Item 1	Item 2	Item 3	Item 4
What is the name of this object?				
What is the local name for this object (if known)?				
Where is this object from?				
How is this object made?				
What is this object made from?				
How is this object used?				
Who is this object used by?				
Are there any other interesting facts about this object?				



4 Template for a label for your exhibit. Complete the information that is needed:

Name of object:

Origin of object:

Manufacture:

Material:

Use:

Variations:

Did you know?



5 Catalogue information:

<p><i>(Illustration)</i></p>	<p>Item name</p> <p>Provenance: <i>(Add the place where the item was made.)</i></p> <p>Date: <i>(Add the date, if known.)</i></p> <p>Brief description of item: <i>(Describe the main features of the item – point out to viewers what they should be looking at and observing.)</i></p>
<p>Function: <i>(Describe how the item was used, noting especially its function.)</i></p> <p>Significance: <i>(Explain the significance of this item for its creators.)</i></p>	



EPISODE CLIP: SNAKEBITE

ACTIVITY 2: INDIGENOUS BOTANICAL TRAIL

Subthemes: Culture; Food; Indigenous perspectives

Discover

- As a class, view the clip and discuss the relationships between the father and his sons, and between the brothers. The clip illustrates the education of the boys in the ways of bushcraft, bush medicine and working as a team. Ask students to list the skills, knowledge and technologies that the boys are learning to use.
- List the skills, knowledges and technologies that have been passed down from one generation to another in families. These may include particular remedies for injuries or illness, cooking, making things and games. Share family stories about the skills, knowledge and technologies that are shared. List the similarities and differences in the stories.
- In Episode 25 | Before Time: Bunda, the father shows his sons how they can use the acacia plant to cure a snakebite. Indigenous groups possess a deep knowledge about plants found in Australia. Indigenous knowledges and practices utilise many plants both as food and medicine.
- To gain a better appreciation of these practices, ask students to design an interpretive walk around their school, focusing on local native plants that may have been used by local Aboriginal people. As a class, they can produce a web page or poster containing a map of the walk with labels to show where the plants are and information about the plants and the walk. Students can create a brochure or an audio guide informing those taking the walk about use of the plants and the rhythms of local patterns of nature.
- If possible, visit an Indigenous garden or space in your local area or botanic gardens to build student interest in Indigenous knowledges and uses of the land. If appropriate, invite a local Elder to help students identify plants and their medicinal benefits. Be sure to acknowledge the time, expertise and knowledge shared by community members.
- There are many Indigenous garden displays around Australia, and botanic garden websites also provide excellent online resources for use in the classroom. If you are unable to visit the gardens on a school excursion, websites provide a good starting point to build knowledge and ideas. The website below can also be used to gain information about the New South Wales coast on this topic:

- 1 Living Knowledge, 'Koori Coast', Bush Foods and Medicines, http://livingknowledge.anu.edu.au/learningsites/kooricoast/06_bush.htm

The websites of larger gardens include:

- 1 Royal Botanic Gardens Cranbourne, 'Indigenous Connections to the Site', www.rbq.vic.gov.au/_data/assets/pdf_file/0004/6808/Indig.pdf
- 2 Royal Botanic Gardens Melbourne, 'Education Service Teachers' Kit: Aboriginal Resources Trail', www.rbq.vic.gov.au/_data/assets/pdf_file/0015/6711/ARTupdatedJan07.pdf

Reflect

- Divide the class into small groups and ask them to select features and plants from the garden to research and develop for the information guide. The Indigenous garden trail should highlight how local flora is used by Indigenous peoples, and how this may have changed over time. Reflect on



how this knowledge is used locally, nationally and internationally. Combine the information about the plants from all the students and lay out the website. Nominate some students to develop the map, another group to design and produce the brochure and a group to record the audio for the walk.

- Consider appropriate local protocols and invite Indigenous families, individuals and groups from the area to see what you have done. Ask them to inform and/or improve the information you have gathered before opening to the public. Ask appropriate community people and Elders to perform an official welcome or acknowledgement to country for the space, to acknowledge connections to the area from Indigenous groups of the past and present.
- Invite parents to the school to be guided by the students. Visitors will be led through their walk with a brochure and audio guide.

Download

- Student Activity Sheet H25.2: Indigenous botanical trail

Aligned resources

—'Aboriginal Bush Foods', www.rbgsyd.nsw.gov.au/plant_info/aboriginal_bush_foods

—'Aboriginal Walk',

www.rbgsyd.nsw.gov.au/welcome_to_bgt/royal_botanic_garden/tours_education/self-guided_tours/aboriginal_walk

Living Knowledge, 'Koori Coast', Bush Foods and Medicines,
livingknowledge.anu.edu.au/learningsites/kooricoast/06_bush.htm

Royal Botanic Gardens Cranbourne, 'Indigenous Connections to the Site',
www.rbg.vic.gov.au/_data/assets/pdf_file/0004/6808/Indig.pdf

Royal Botanic Gardens Melbourne, 'Education Service Teachers' Kit: Aboriginal Resources Trail',
www.rbg.vic.gov.au/_data/assets/pdf_file/0015/6711/ARTupdatedJan07.pdf

The Royal Botanic Gardens & Domain Trust, 'The Cadi Jam Ora: First Encounters Garden Display',
www.rbgsyd.nsw.gov.au/welcome_to_bgt/royal_botanic_garden/gardens_and_domain/indigenous

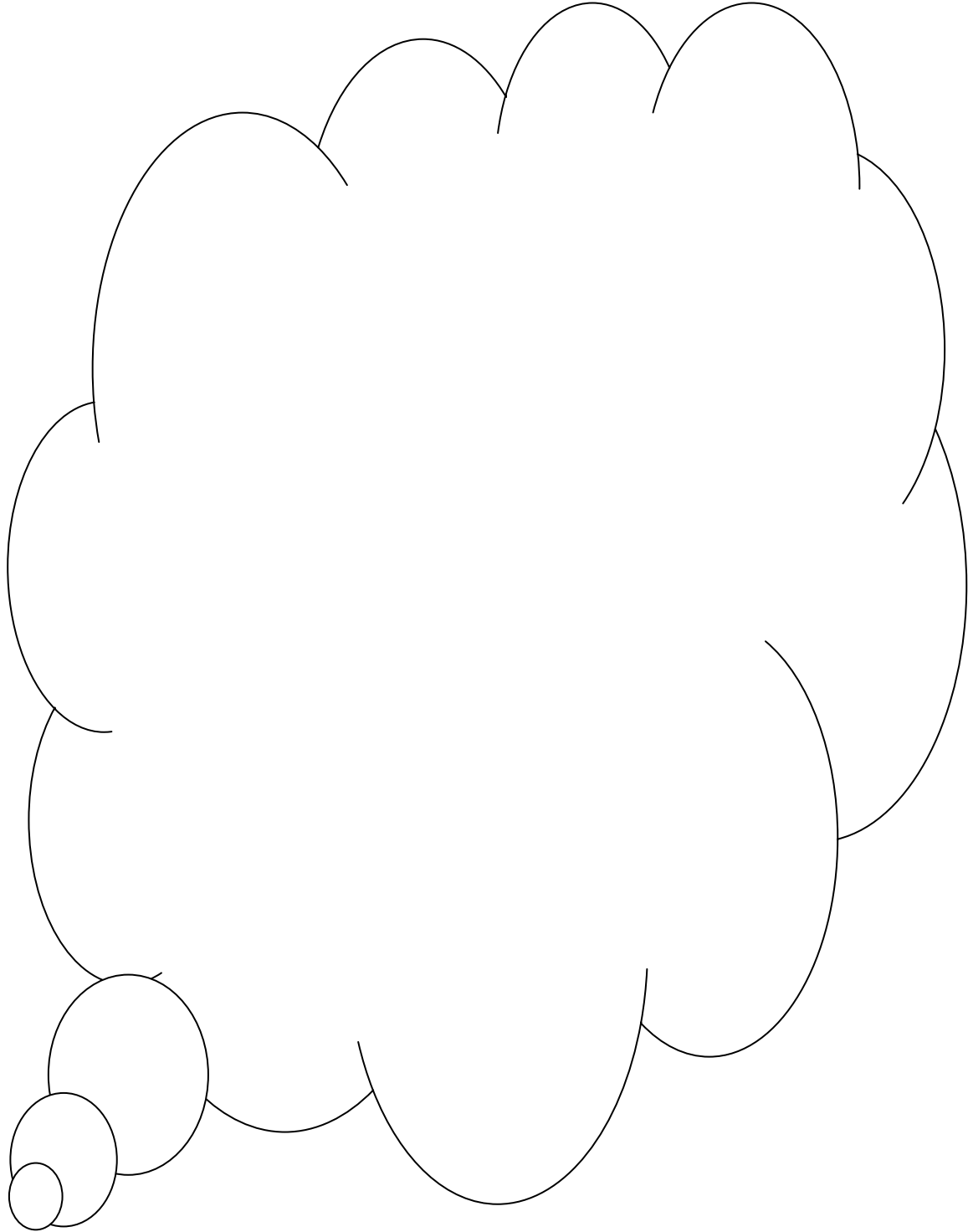
Useful resources from Education Services Australia

R8247 *Crook Hat and Camphoo, 2005: The right tree*



Indigenous botanical trail

- 1 Draft some ideas for an Indigenous space, botanical trail or garden.





Name: _____

- 2 Research five different plants that were used by Indigenous Australians for food and medicine. List at least one plant that grows in your school grounds.

Native plants found in my area

Name	Local Indigenous language names (if available)	How it is used by Aboriginal people	Characteristics which will help me identify this plant	Picture of leaves, flowers, berries etc.	Other interesting facts

EPISODE CLIP: FISHING

ACTIVITY 3: TO CATCH A FISH

Subthemes: Culture; Customs and traditions; Food, Inventions and electronic media

Discover

- As a class, view the clip and note the solutions that the brothers come up with for catching fish. The clip illustrates the education of the boys in the ways of bushcraft, bush medicine and working as a team. Ask students to list the skills, knowledge and technologies that the boys are learning to use.
- Indigenous fish traps and weirs can be found throughout Australia and showcase the ingenuity of the traditional custodians of the land and waterways. They also represent cultural sites of great significance. Show the class two clips:
 - 1 Youtube, 'Baiaames Ngunnhu - The Story of the Brewarrina Fish Traps' www.youtube.com/watch?v=7uYKq1M6PRk
 - 2 Australian Government Department of Sustainability, Environment, Water, Population and Communities, 'Brewarrina Aboriginal Fish Traps (Baiaame's Ngunnhu)', www.environment.gov.au/heritage/publications/about/pubs/national-heritage-brewarrina.pdf
- Ask students to find Brewarrina on a map. Next ask them to find Sydney on a map. Explain that the Ngemba people of Brewarrina have a different language and culture to Bunda's people.
- Ask students to research the different types of fish traps, weirs and other technologies for catching fish from around Australia. Investigate how fish traps and weirs utilise the natural ebbs and flows of water bodies. Ask students to investigate other technologies for catching fish in their local area, among their families, in their heritage and/or around the world. Discuss some of the similarities and differences.
- Indigenous groups around Australia have intricate understandings about their environment: the climatic conditions and weather patterns, and the landforms and materials found there that have developed over tens of thousands of years. Reflect on the different locations, physical environments such as coastal or river country, styles, designs and materials used in their fish traps and weirs. Name the language groups associated with the different technologies and ask students to find the associated areas on a map.
- Useful websites include:
 - 1 Burarra Gathering, <http://burarra.questacon.edu.au/home.html>
Students can complete an interactive activity setting up a traditional fish trap as used by the Burarra people in rivers and creeks. This site can be downloaded and made available offline if internet connection is a problem.
 - 2 — 'Catching Barramundi' http://burarra.questacon.edu.au/pages/fish_trap.html
Students should read through the explanation of how such fish traps worked.
 - 3 Queensland Government Department of Environment and Resource Management, 'Fish Traps and Weirs', www.derm.qld.gov.au/register/p02307aa.pdf
A good account of fish traps and weirs.



- Using their research findings, students should draw a diagram explaining how the different types of fish traps were used to catch fish.

Reflect

- Divide the class into small groups and ask students to design their own fish trap based on the ones they have investigated. Allow groups to gather natural materials such as wood, stone and flexible plant material from the local area. Research local weather conditions and environmental features, such as tides on the coast, which will influence the success of catching fish in your area or neighbouring areas. Discuss how weather conditions will affect your closest rivers and creeks.
- Provide each group with an alfoil tray. Groups should create their fish trap in the centre of the tray, using the materials that they have gathered. Simulate high tide by filling the tray with water. Float sequins in the water to represent fish. Drain the water from the tray to simulate low tide and see how many 'fish' have been caught in the fish trap.
- Ask students to consider why the Brewarrina Ngunnhu is a significant cultural site for Aboriginal people of Brewarrina. Sites such as stone fish traps help to preserve valuable information about Aboriginal knowledges, lifestyles, cultures and economies of the past, present and the future. For this reason, many fish traps are heritage listed and protected by state Cultural Heritage Acts and cultural management plans. As a class, examine the cultural management plan which is in place for the Brewarrina fish traps at:
 - 1 NSW Government, Heritage Branch, 'Brewarrina Fish Traps', www.heritage.nsw.gov.au/07_subnav_02_2.cfm?itemid=5051305

Download

- Student Activity Sheet H25.3: To catch a fish

Aligned resources

Australian Government Department of Sustainability, Environment, Water, Population and Communities, 'Brewarrina Aboriginal Fish Traps (Baiaime's Ngunnhu)', www.environment.gov.au/heritage/publications/about/pubs/national-heritage-brewarrina.pdf

Burarra Gathering, burarra.questacon.edu.au/home.html

—'Catching Barramundi' burarra.questacon.edu.au/pages/fish_trap.html

NSW Government, Heritage Branch, 'Brewarrina Fish Traps', www.heritage.nsw.gov.au/07_subnav_02_2.cfm?itemid=5051305

Queensland Government Department of Environment and Resource Management, 'Fish Traps and Weirs', www.derm.qld.gov.au/register/p02307aa.pdf

Youtube, 'Baiaimes Ngunnhu - The Story of the Brewarrina Fish Traps' www.youtube.com/watch?v=7uYKg1M6PRk

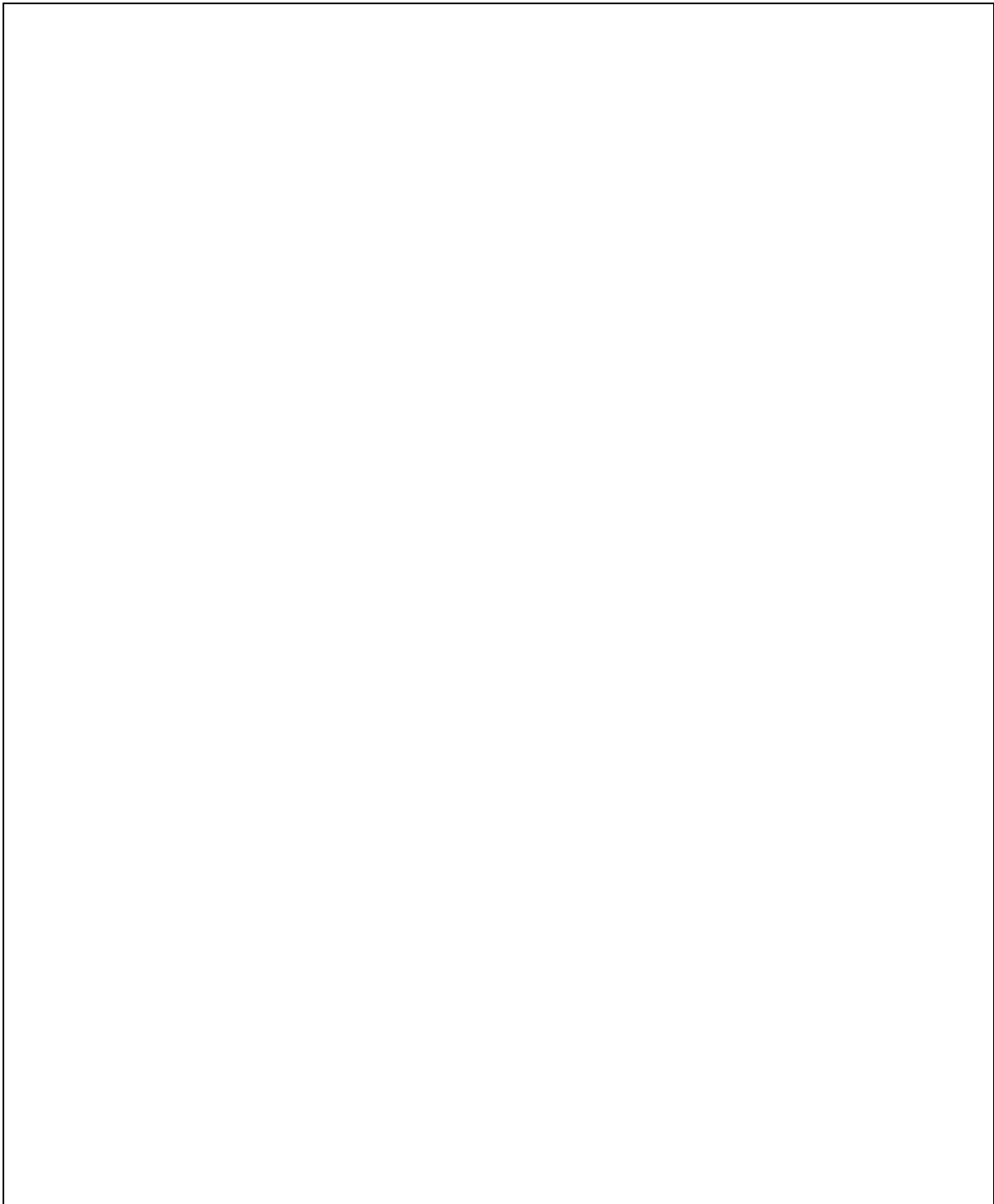
Useful resources from Education Services Australia

R9255 *Narbalek, 2001: A trip to Kundjabe*



To catch a fish

- 1 Draw a diagram of a fish trap below, showing how it works, the materials used and the environment it would be placed in.





2 Cultural management plan

Site name:	
Location	
Indigenous group/s connected to country and/or language groups in the area (if known)	
Site type	
Description	
Statement of cultural significance	
Threats	
Recommended management	
Current heritage listings	

EPISODE CLIP: FISHING

ACTIVITY 4: AN AUSTRALIAN INVENTOR

Subthemes: Historical events; Indigenous perspectives; Inventions and electronic media

Discover

- As a class, view the clip and note the solutions that the brothers come up with for catching fish. The clip illustrates the education of the boys in the ways of bushcraft, bush medicine and working as a team. Ask students to list the skills, knowledge and technologies that the boys are learning to use.
- Bunda is extremely clever and inventive. Another famous Australian inventor is David Unaipon, a Ngarrindjeri man from South Australia who features on the Australian fifty-dollar note.
- David Unaipon patented ten inventions in his lifetime and is credited with drawing the first sketches of the helicopter propeller based on his observations of boomerang flight. Have students investigate the inventions of David Unaipon and list them. Here are some websites to assist you with information:
 - 1 ABC, 'Didj "u" Know - Stories', Who is David Unaipon?, www.abc.net.au/messageclub/duknow/stories/s888637.htm
 - 2 State Library of New South Wales, 'Discover Collections', David Unaipon - Legendary Tales, www.sl.nsw.gov.au/discover_collections/history_nation/indigenous/unaipon/unaipon.html
- Students could organise their notes in the 'biography wheel' provided in **Student Activity Sheet H25.4: An Australian inventor**, arranging their information under the following headings for David Unaipon:
 - 1 Inventions
 - 2 Indigenous rights activist
 - 3 Writing and poetry
 - 4 Legacy
- In the centre of the wheel, students can draw a sketch of David Unaipon based on his image on the fifty-dollar note.

Reflect

- Explore David Unaipon's life, work, writings and the context of the time. Unaipon was born in 1872 and some of his significant inventions were made in the early 1900s. Reflect on the situation for Indigenous people at the time. You may want to refer to **My Place for Teachers**, 'Decade timeline', from the 1870s to the 1910s.
- As a class, discuss some of the challenges that David Unaipon faced. Consider what he might write about on a blog, the events he might discuss and who he would be talking to.
- To explore this idea as well as other ways to embed Aboriginal and Torres Strait Islander perspectives in the classroom, go to Leesa Watego's slideshow presentation at:



- 1 Google Docs, 'The Critical Classroom', 5 Deadly Ways to Explore Aboriginal & Torres Strait Islander Perspectives of Democracy, Politics and Civics in Your Classroom, <https://docs.google.com/present/view?id=0AZZThDCu3oJRZGdrdmdjanhfNjYzZGdzdmZncHI&hl=en&authkey=CMiJjooE>

Download

- Student Activity Sheet H25.4: An Australian inventor

Aligned resources

ABC, 'Didj "u" Know - Stories', Who is David Unaipon?,
www.abc.net.au/messageclub/duknow/stories/s888637.htm

Australian Dictionary of Biography, 'David Unaipon (1872–1967)',
<http://adbonline.anu.edu.au/biogs/A120339b.htm>

Google Docs, 'The Critical Classroom', 5 Deadly Ways to Explore Aboriginal & Torres Strait Islander Perspectives of Democracy, Politics and Civics in Your Classroom,
<https://docs.google.com/present/view?id=0AZZThDCu3oJRZGdrdmdjanhfNjYzZGdzdmZncHI&hl=en&authkey=CMiJjooE>

Reserve Bank of Australia, 'David Unaipon (1872–1967)', www.rba.gov.au/banknotes/types/bio-unaipon.html

State Library of New South Wales, 'Discover Collections', David Unaipon - Legendary Tales,
www.sl.nsw.gov.au/discover_collections/history_nation/indigenous/unaipon/unaipon.html

Useful resources from Education Services Australia

L5211 *Making a difference: David Unaipon*

R6795 *David Unaipon, c1924*

R7744 *Boomerang made by David Unaipon, c1940s*

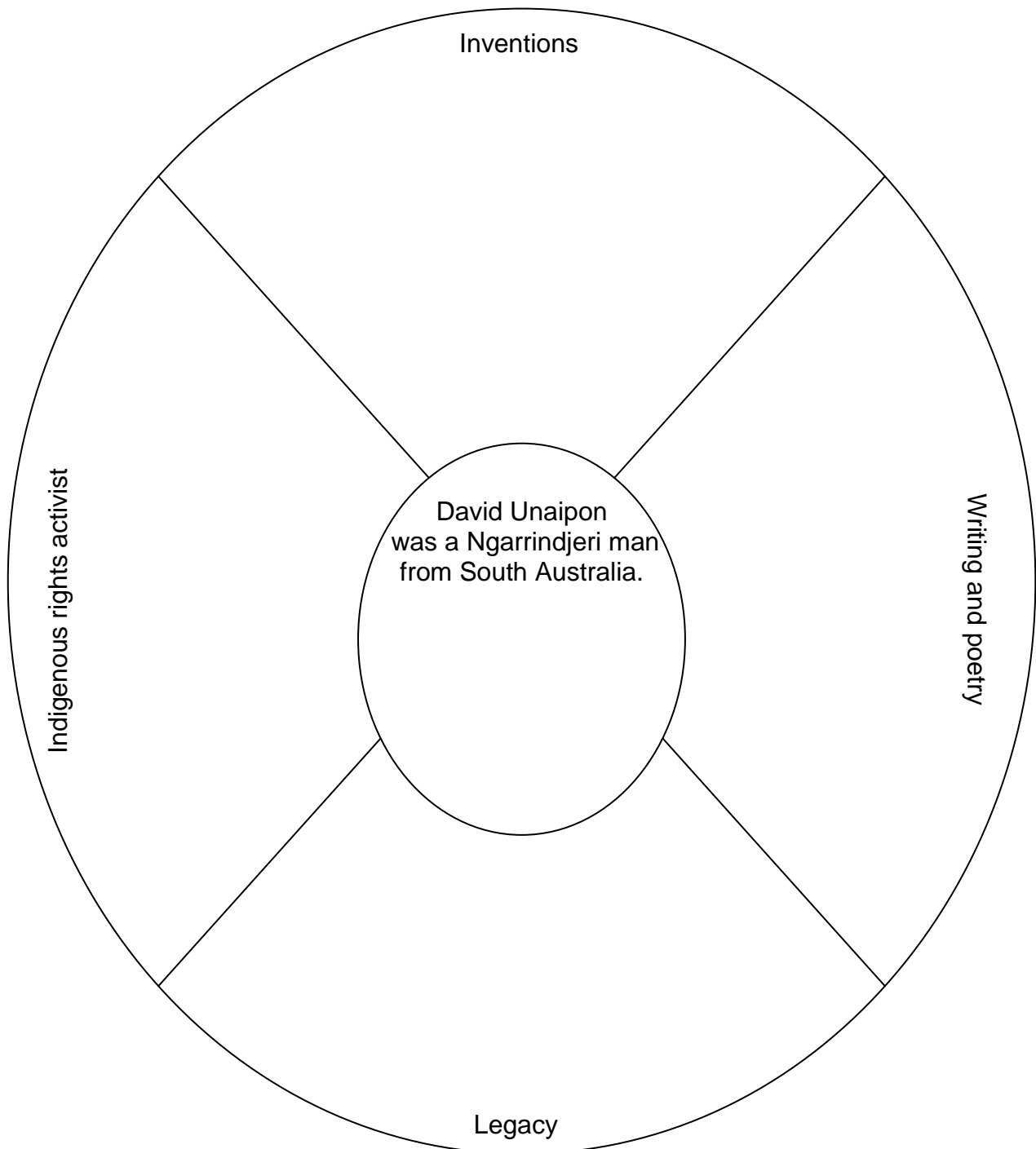
R7747 *Mark Wilson and David Unaipon, 1930s*



An Australian inventor

- 1 Complete the segments of the circle by researching information on designer and inventor David Unaipon. In the centre of the wheel, draw a sketch of him based on his image on the fifty-dollar note.

David Unaipon biography wheel



EPISODE CLIP: WATER

ACTIVITY 5: MAKING WATERCRAFT

Subthemes: Culture; Inventions and electronic media; Social order and education

Discover

- As a class, view the clip and discuss the solutions that the brothers come up with for fetching water. The clip illustrates the education of the boys in the ways of bushcraft, bush medicine and working as a team. Ask students to list the skills, knowledge and technologies that the boys are learning to use.
- Indigenous peoples develop sophisticated technologies that are a result of their intimate knowledge and understanding of their local area. This enables them to use the raw materials found in the area, combined with their ability for devising artefacts, to develop things that often have a range of purposes, making them flexible and adaptable. As other groups introduce new materials and objects not found locally they are incorporated if they are found useful. The majority of items are made of materials such as wood and fibre that can be recycled.
- Sensitivities to be aware of:
 - 1 Over time, artefacts including artworks and implements, have been removed from their context and placed in museums for scientific purposes and observation only. Some Indigenous people feel strongly that these items should be returned to the country, place and people to which they belong. Be aware that Indigenous students in your classrooms may share these understandings. Be open to discussing these ideas. Connect with your local Indigenous community to discuss and share their ideas about such issues.
- Ask students to find still images of Indigenous watercraft found in museums and in use, and draw images of design features to generate ideas for their own watercraft.
- Introduce students to website information that can assist them with their designs:
 - 1 Australian Museum, 'Aboriginal Bark Canoe, NSW', australianmuseum.net.au/image/Aboriginal-bark-canoe-NSW/
 - 2 Change Media, 'Film: Moogy's Yuki (Moogy's Bark Canoe)', www.changemedia.net.au/kalangadoo-sa-july-2010/
 - 3 Melbourne Museum, 'The Melbourne Story', Yarra Canoe, museumvictoria.com.au/melbournemuseum/whatson/current-exhibitions/melbournestory/favourite-objects/the-yarra-canoe/?mode=v/
 - 4 Museum of Victoria, 'Treasures', Bark Canoe museumvictoria.com.au/treasures/details.aspx?Simq=4&Path=6&PID=34&img=4/
- Ask students to respond to the following question:
 - 1 What evidence is provided by the websites on how canoes were traditionally made by Indigenous people in Australia?

Reflect

- Ask students to design their own watercraft, using only natural materials. Their design should be based on evidence for the manufacturing techniques and design historically used by Indigenous Australians. They can gather sticks, twigs, leaves, bark and other natural materials from around your school grounds and use them to construct a working model of



their watercraft. They should draw their design, label any interesting or noteworthy design features and justify the design choices they have made.

Download

- Student Activity Sheet H25.5: Making watercraft

Aligned resources

Australian Museum, 'Aboriginal Bark Canoe, NSW', australianmuseum.net.au/image/Aboriginal-bark-canoe-NSW/

Change Media, 'Film: Moogy's Yuki (Moogy's Bark Canoe)',
www.changemedia.net.au/kalangadoo-sa-july-2010/

Melbourne Museum, 'The Melbourne Story', Yarra Canoe,
museumvictoria.com.au/melbournemuseum/whatson/current-exhibitions/melbournestory/favourite-objects/the-yarra-canoe/?mode=v/

Museum of Victoria, 'Treasures', Bark Canoe
museumvictoria.com.au/treasures/details.aspx?Simq=4&Path=6&PID=34&img=4/

National Trust of South Australia, 'Significant Tree 300: Canoe Tree, Currency Creek',
http://www.nationaltrustsa.org.au/index.php/advocacy/significant_trees/significant_tree_300_canoe_tree_currency_creek/

NSW Government, Office of Environment & Heritage, 'Aboriginal Scarred Trees in NSW',
www.environment.nsw.gov.au/resources/cultureheritage/ScarredTreeManual.pdf/

University of Wollongong, Michael Organ, 'Australian Aboriginal Canoes',
<http://www.uow.edu.au/%7Emorgan/canoes.htm>

Yarrowonga Mulwala, 'Our Aboriginal History', www.yarrowongamulwala.com.au/aboriginal-history.html/

Useful resources from Education Services Australia

L1202 *Saibai Island canoe*

R8780 *Bark painting from Arnhem Land, 1930s*

R8901 *Ten Canoes, 2006: Two brothers face payback*

R9599 *Indigenous bark canoe from the New South Wales north coast, 1938*

R10828 *The Balanda and the Bark Canoes, 2006: Swamp canoes*



Making watercraft

- 1 Complete the tables below with information you have researched on different types of Indigenous canoe designs from two Indigenous language groups.

Language group 1:	
	Canoe
Material used	
Construction technique	
Design features	

Language group 2:	
	Canoe
Material used	
Construction technique	
Design features	



2 Mark the two language groups on a map of Australia.



3 What is different about the designs? What is the same?

Different	Same
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Name: _____

- 4 Design your own canoe using naturally occurring materials in your local area. Label the parts of your design and explain why you intend to build it in this way.

My canoe



Elly Place
FOR TEACHERS

Name: _____

5 Evaluate the success of your canoe design.

Design critique

What worked?

What didn't work?

What would I change?

EPISODE CLIP: WATER

ACTIVITY 6: WATERWISE

Subthemes: Beliefs; Customs and traditions; Inventions and electronic media

Discover

- As a class, view the clip and discuss the solutions that both brothers come up with for fetching water. The clip illustrates the education of the boys in the ways of bushcraft, bush medicine and working as a team. Ask students to list the skills, knowledge and technologies that the boys are learning to use.
- Divide the class into small groups and provide each group with two buckets, one filled with water and one empty, placed 3 metres apart. Instruct students to design a water carrier which will transfer as much water as possible from one bucket to the other. Allow students time to gather natural materials to create their water carrier. If natural materials are difficult to find, provide students with wet newspaper instead. Once groups have made their water carriers, have a competition to see which group can transfer the most water in one minute.
- When you return to class, show students some images of traditional water carriers. Some examples can be found in the collection of the National Museum of Australia:

Language group or location	Type of container	Link
Launceston, Tasmania	Kelp, wood and twine carrier	www.nma.gov.au/collections-search/display?irn=57476
Launceston, Tasmania	Bull kelp water carrier	www.nma.gov.au/collections-search/display?irn=60803
Lockhart River, Queensland	Palm leaf water container (akkal)	www.nma.gov.au/collections-search/display?irn=69153 www.nma.gov.au/collections-search/display?irn=69154
Koori people	Water carrier made from palm frond	www.nma.gov.au/collections-search/display?irn=71110

- Sensitivities to be aware of:
 - Over time, artefacts, including artworks and implements have been removed from their context and placed in museums for scientific purposes and observation only. Some Indigenous people feel strongly that these items should be returned to the country, place and people to which they belong. Be aware that Indigenous students in your classrooms may share these understandings. Be open to discussing these ideas. Connect with your local Indigenous community to discuss and share their ideas about such issues.
- For each item, ask students to find the place where the item was made (if known) on a map of Australia. Explain that the items are from different areas and the people who made them were from different cultures and spoke different languages.



Reflect

- As a class, explore the spiritual and cultural significance of water for Aboriginal people. Read through water stories at the website below:
Queensland Government Environment and Resource Management, 'Australian Water Stories', www.derm.qld.gov.au/waterwise/resources/pdf/activities/p3australianwaterstories.pdf
- Watch the clip at:
 - 1 Australian Museum, 'How the water got to the plains', australianmuseum.net.au/movie/How-the-water-got-to-the-plains/
- Ask students to analyse the story or local stories. Discuss the following points:
 - 1 What lessons are learnt from the story about water?
 - 2 What does it reveal about local attitudes towards the use and preservation of water?
 - 3 What does it reveal about knowledges about the location of water on Fraser Island or in your local area? How was this information shared?
- Ask students to reflect on the different ways they use water in their lives today. How does use vary at different times of the year and during times of drought? Discuss some of the similarities and differences in how families and individuals use and think about water

Download

- Student Activity Sheet H25.6: Waterwise

Aligned resources

Australian Government National Water Commission, 'Indigenous water management', www.nwc.gov.au/www/html/273-indigenous-water-management.asp

Australian Museum, 'How the Water Got to the Plains', australianmuseum.net.au/movie/How-the-water-got-to-the-plains/

—'Bull Kelp Water Carrier from Tasmania', www.nma.gov.au/collections-search/display?irn=60803

Global Education, 'Carrying Water', www.globaleducation.edna.edu.au/globaled/go/pid/3340/

National Museum of Australia, National Historical Collection, 'Aboriginal Kelp Water Carrier', www.nma.gov.au/collections-search/display?irn=57476/

—'Palm Leaf Water Container (akkal)', www.nma.gov.au/collections-search/display?irn=69153

—'Palm Leaf Water Container (akkal)', www.nma.gov.au/collections-search/display?irn=69154

Queensland Government Environment and Resource Management, 'Australian Water Stories', www.derm.qld.gov.au/waterwise/resources/pdf/activities/p3australianwaterstories.pdf

Tropical Rivers and Coastal Knowledge, Assets and Values Factsheet 2: Indigenous Values, www.track.gov.au/sites/track.boab.info/files/uploads/TRaCK_AssetsValues_project2_2_web.pdf

—'Water Carrier Made From Palm Frond', www.nma.gov.au/collections-search/display?irn=71110

Useful resources from Education Services Australia

R8510 *Indigenous wooden container from New South Wales*

R9598 *Wallaby-skin water carrier, pre-1885*



Waterwise

1 List examples of traditional Indigenous ways of carrying water.

Name of the water carrying technique	Indigenous language name and place it came from	Materials used	How it worked	Image



2 Analyse the story, 'How the water got to the plains', available via the Australian Museum's website at:

- a** Australian Museum, 'How the Water Got to the Plains',
australianmuseum.net.au/movie/How-the-water-got-to-the-plains/

Alternatively, you might analyse a local story. Respond to the following questions:

- a** What lessons are learnt from the story about water?

- b** What does it reveal about local attitudes towards the use and preservation of water?

- c** What does it reveal about knowledges about the location of water on Fraser Island or in your local area? How was this information shared?

EPISODE 25 | BEFORE TIME: BUNDA

Unit focus: English

Year levels: 3-6

EPISODE CLIP: SNAKEBITE

ACTIVITY 1: SIBLING RIVALRY

Subthemes: Indigenous perspectives; Relationships; Social order and education

Discover

- Introduce the students to the idea of 'sibling rivalry'. Give the class a definition of this expression and brainstorm examples of sibling rivalry that the students have experienced. Discuss the kinds of circumstances that can lead to sibling rivalry.
- As a class, view the clip **Snakebite** and focus students' attention on the conversation between the brothers, Bunda and Garadi, particularly when they are asking their father why he has taken them away into the bush. Ask students the following questions:
 - 1 What does Bunda say that Garadi has been doing to him?
 - 2 What has happened to Garadi's spear?
 - 3 What reason does Bunda give for throwing his brother's spear into the water?
 - 4 What does Garadi say in response?
 - 5 Why are the boys arguing?
- As a class, view all of Episode 25 | Before Time: Bunda and ask students to complete a table which details the annoying and unwanted behaviour that each brother experiences from the other. Refer students to **Student Activity Sheet E25.1: Sibling rivalry**

Reflect

- Ask students to research their own family and the relationships between them and their siblings. They should talk to family members about their roles and responsibilities. They could also ask family members how these may have changed over time between generations.
- In the clip, Bunda's father is educating his sons in bushcraft and survival. Ask students to work individually or in pairs to research and document information about other bush survival knowledges and techniques. Each pair could contribute a report on an interesting aspect of survival knowledge to a class journal that could be published online or in print. Students could watch an episode of the TV series *Man vs. Wild* to get some ideas about bush survival, or invite a member of the Scouts to address the class on the topic.

Download

- Student Activity Sheet: E25.1: Sibling rivalry



Aligned resources

Man vs. Wild 2006, television broadcast, Diverse Television, shown on SBS Australia 2011.

Useful resources from Education Services Australia

R8247 *Crook Hat and Camphoo, 2005: The right tree*

R8259 *Dugong Dugong, 1980: The hunt*



Sibling rivalry

1 Watch the clip **Snakebite** and focus your attention on the conversation between the brothers when they are asking their father why he has taken them away into the bush. Answer the following questions:

a What does Bunda accuse Garadi of doing to him?

b What did Bunda do to Garadi's spear?

c Why did Bunda do that?

d What does Garadi say to Bunda in response?



Name: _____

2 Watch all of Episode 25 | Before Time: Bunda and fill in the table below with details of all the annoying and unwanted behaviour that each brother does to the other.

Things Garadi does to annoy Bunda:	Things Bunda does to annoy Garadi:



Name: _____

3 In the clip, Bunda's father is educating his sons about bushcraft, survival and bush medicine. Present a report on information you would offer a friend about bush survival knowledge and techniques.

EPISODE CLIP: SNAKEBITE

ACTIVITY 2: SNAKES ALIVE!

Subthemes: Culture; Customs and traditions; Indigenous perspectives; Social order and education

Discover

- In relation to the clip **Snakebite**, focus students' attention on the part when their father tells the boys what to do if they are bitten by a snake. Ask students to write down the five instructions that the boys' father gives them. Refer students to **Student Activity Sheet E25.2: Snakes alive!**
- Ask students to research dangerous snakes that may live in their local area. The following websites may be useful:
 - 1 Australia Zoo, 'Venomous Snakes', www.australiazoo.com.au/our-animals/amazing-animals/reptiles/?reptile=venomous_snakes
 - 2 Australian Fauna, 'Australian Snakes – Overview', www.australianfauna.com.australiansnakes.php
 - 3 Museum Victoria, 'Australian Snakes – the Victorian Fauna', <http://museumvictoria.com.au/bioinformatics/snake/>
 - 4 Queensland Museum, 'Snakes', www.qm.qld.gov.au/features/snakes
- Ask students to research information for the following aspects:
 - 1 the name of the snake, including any Indigenous names from local Indigenous languages
 - 2 its natural habitat
 - 3 Indigenous uses: food, medicines, materials and technologies
 - 4 what it eats
 - 5 the months it is most likely to be active
 - 6 the procedure to follow if bitten by it
 - 7 other Indigenous knowledges and stories associated with snakes.
- Ask students to present their information in a table. Refer students to **Student Activity Sheet E25.2: Snakes alive!**

Reflect

- Ask students to create a poster, slideshow presentation or mini-film which is a procedural, multimodal text about what to do in the event of being bitten by a poisonous snake. Alternatively, choose a plant used by Indigenous people to support good health. Students will need to include a section in their presentations which informs the viewer about the relationships between local Indigenous peoples and snakes, with regard to medicine, first aid and food.
- Some useful websites are:
 - 1 Macquarie University, 'Bush Medicine', www.science.mq.edu.au/the_faculty/news_and_events/news/bush_medicine
Research with Yaegl people of NSW
 - 2 Music Outback Foundation, 'Bush Medicine', www.youtube.com/watch?v=zF8gTYCzNPU
Music video clip of Indigenous elders and kids from Laramba community



- 3 Queensland Museum, 'Medicines', www.southbank.qm.qld.gov.au/Events+and+Exhibitions/Exhibitions/Permanent/Dandiiri+Maiwar/Living+and+working+the+land/Medicines
- 4 Soul Food Cafe, 'The Digtree', www.outbackonline.net/digtree/dig_activity9.htm
- 5 South Australia Museum, 'Ngurunderi: An Aboriginal Dreaming', samuseum.sa.gov.au/online/gallery/ngurunderi/ng3htm.htm
Plant use including medicines
- 6 University of Sydney, 'Our Indigenous Garden', science.uniserve.edu.au/school/quests/nativeplants.html
An Internet web quest on Indigenous use of plants with many links

Download

- Student Activity Sheet E25.2: Snakes alive!

Aligned resources

Australian Fauna, 'Australian Snakes – Overview', www.australianfauna.com/australiansnakes.php

Australia Zoo, 'Venomous Snakes', www.australiazoo.com.au/our-animals/amazing-animals/reptiles/?reptile=venomous_snakes

Macquarie University, 'Bush Medicine', Research with Yaegl People of NSW, www.science.mq.edu.au/the_faculty/news_and_events/news/bush_medicine

Museum Victoria, 'Australian Snakes – the Victorian Fauna', www.museumvictoria.com.au/bioinformatics/snake/

Music Outback Foundation, 'Bush Medicine', www.youtube.com/watch?v=zF8gTYCzNPU

National Film & Sound Archive, '5 Seasons', aso.gov.au/titles/documentaries/5-seasons/clip3/

Queensland Museum, 'Medicines',

www.southbank.qm.qld.gov.au/Events+and+Exhibitions/Exhibitions/Permanent/Dandiiri+Maiwar/Living+and+working+the+land/Medicines

— 'Snakes', www.qm.qld.gov.au/features/snakes

Soul Food Cafe, 'The Digtree', www.outbackonline.net/digtree/dig_activity9.htm

South Australia Museum, 'Ngurunderi: An Aboriginal Dreaming', samuseum.sa.gov.au/online/gallery/ngurunderi/ng3htm.htm

The Living Knowledge Project, 'Yolngu Sea Country: Observing the Seasons', http://livingknowledge.anu.edu.au/learningsites/seacountry/10_observing.htm

'Twelve Canoes', www.12canoes.com.au/

University of Sydney, 'Our Indigenous Garden',

science.uniserve.edu.au/school/quests/nativeplants.html

Useful resources from Education Services Australia

R7130 *The Blainey View - Footprints, 1982: Bush medicine*



Snakes alive!

- 1 Watch the clip **Snakebite** and in the table below record the five steps that Bunda and Garadi's father instructs them to follow if they are bitten by a snake.

Step 1:	
Step 2:	
Step 3:	
Step 4:	
Step 5:	

- 2 Choose one dangerous snake, which has its habitat in your area. Using the following template find information for each section:

Name of the snake: (Find out the name in your local Indigenous language/s)	
Its natural habitat	
What it eats	
Local Indigenous uses: food, medicines, materials and seasonal information	
The months it is most likely to be active	
Procedure to follow if bitten by it	
Other Indigenous knowledges or stories associated with this snake	



- 3** Create a poster, slideshow presentation or mini-film about what do to in the event of being bitten by a poisonous snake. Include a section in your presentation, which informs the viewer about the relationships between local Indigenous peoples and snakes with regard to medicine, first aid and food. Alternatively, choose a plant that is used by Indigenous people to support good health.

Some useful websites are:

- a** Macquarie University, 'Bush Medicine',
Research with Yaegl people of NSW
- b** Music Outback Foundation, 'Bush Medicine',
www.youtube.com/watch?v=zF8gTYCzNPU
Music video clip of Indigenous elders and kids from Laramba community
- c** Queensland Museum, 'Medicines',
www.southbank.qm.qld.gov.au/Events+and+Exhibitions/Exhibitions/Permanent/Dandiiri+Maiwar/Living+and+working+the+land/Medicines
- d** Soul Food Cafe, 'The Digtree',
www.outbackonline.net/digtree/dig_activity9.htm
- e** South Australia Museum, 'Ngurunderi: An Aboriginal Dreaming',
samuseum.sa.gov.au/online/gallery/ngurunderi/ng3htm.htm
Plant use including medicines
- f** University of Sydney, 'Our Indigenous Garden',
science.uniserve.edu.au/school/quests/nativeplants.html
An Internet web quest on Indigenous use of plants with many links:

- 4** Reflect on Indigenous peoples' holistic lifestyles and Indigenous traditions of living with a particular environment and its seasons.

Some useful websites are:

- a** australianscreen, '5 Seasons (2004)', aso.gov.au/titles/documentaries/5-seasons/clip3/
The way the Indigenous people of Numbulwar, Northern Territory, live with the land and the seasons
- b** The Living Knowledge Project, 'Yolngu Sea Country: Observing the Seasons',
http://livingknowledge.anu.edu.au/learningsites/seacountry/10_observing.htm
- c** 'Twelve Canoes', www.12canoes.com.au/
The Yolngu People of Ramingining, North-east Arnhem Land, Northern Territory

EPISODE CLIP: FISHING

ACTIVITY 3: LEARNING NEW SKILLS

Subthemes: Culture; Customs and traditions; Indigenous perspectives; Social order and education

Discover

- Prior to watching the clip **Fishing**, discuss with the class that the segment focuses on the father's attempt to educate his sons and teach them particular skills needed for their relationships and operation in their local environment. Ask the students to consider and list the types of life skills that their own father, mother or other close person teaches them today, outside the classroom. As a class, make a list of all the different skills that students have learnt outside the classroom, such as sports, games, cooking, camping, road rules, acceptable behaviour in public and values.
- As a class, watch the clip **Fishing** and discuss the following questions:
 - 1 What technique does Garadi use to catch a fish?
 - 2 What technique does Bunda use to catch a fish?
 - 3 What is the lesson their father wants to teach them?
- Ask the students to research Indigenous fishing techniques for a type of fish in particular areas across Australia. Have students find information based on the following:
 - 4 Choose one fishing technique and a location where it is used.
 - 5 Describe the fishing technique, including the materials and technologies used.
 - 6 Find out the Indigenous language group and/or Indigenous Country to which this fishing technique is connected.
 - 7 Who passes this knowledge on?
 - 8 What other knowledge and information are known, such as maintaining fish numbers and seasonal information?
 - 9 How are the fish distributed among Indigenous people (family members and those from other groups/languages) and how is this done over time (eg some fish are dried and stored)?
 - 10 What are some different ways the fish can be cooked and eaten?

Reflect

- Using the information they found while researching Indigenous fishing techniques, ask students to write an instruction manual for how to catch these fish using local Indigenous knowledges. Students should cover all aspects, including what is used for bait, how Indigenous people make hooks, the different types of fish they catch and how they cook these fish. They are to write in an informative and instructional style.
- Use these websites to guide you:
 - 1 Australian Government, 'Australian Indigenous Tools and Technology' australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology
Includes stone fish traps
 - 2 Great Barrier Reef Marine Park Authority, 'Aboriginal Fish Traps and Weirs of Queensland', www.gbrmpa.gov.au/corp_site/about_us/great_barrier_reef_outlook_report/outlook_report/evidence/01_standard_evidence_page309



- 3 National Gallery of Australia, 'Fish Trap Sculpture'
nga.gov.au/Exhibition/Tactility/Detail.cfm?IRN=121378&BioArtistIRN=20430
Based on Burarra and Kuninjku peoples' fish traps
- 4 Screen Australia Digital Learning, 'Fish Traps',
www.nfsa.gov.au/digitalllearning/mabo/xk_fishtraps.shtml
- 5 You Tube, 'Baiaimes Ngunnhu - the Story of Brewarrina Fish Traps',
www.youtube.com/watch?v=7uYKg1M6PRk

Download

- Student Activity Sheet E25.3: Learning new skills

Aligned resources

Australian Government, 'Australian Indigenous Tools and Technology' australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology

Great Barrier Reef Marine Park Authority, 'Aboriginal Fish Traps and Weirs of Queensland',
www.gbrmpa.gov.au/corp_site/about_us/great_barrier_reef_outlook_report/outlook_report/evidence/01_standard_evidence_page309

National Gallery of Australia, 'Fish Trap Sculpture'

nga.gov.au/Exhibition/Tactility/Detail.cfm?IRN=121378&BioArtistIRN=20430

Screen Australia Digital Learning, 'Fish Traps',

www.nfsa.gov.au/digitalllearning/mabo/xk_fishtraps.shtml

You Tube, 'Baiaimes Ngunnhu - the Story of Brewarrina Fish Traps',

www.youtube.com/watch?v=7uYKg1M6PRk

Useful resources from Education Services Australia

L1202 *Saibai Island canoe*

L1954 *Mystery object: Torres Strait Islands*

R8259 *Dugong Dugong, 1980: The hunt*

R9600 *Prongs of an Indigenous fishing spear, pre-1884*



Learning new skills

- 1 In the table below, list five life skills your father, mother or other adult teaches you outside the classroom. Include different skills, such as those that involve sports, games, cooking, camping, road rules, acceptable behaviour in public and values.

	Life skills
1	
2	
3	
4	
5	

- 2 Watch the clip **Fishing** and answer the following questions:

a What technique does Garadi use to catch a fish?

b What technique does Bunda use to catch a fish?

c What is the lesson their father wants to teach them?

- 3 Find information on local Indigenous fishing techniques. Use this information to write an informative and instructional report.

a Choose one fishing technique and a location where it is used.

b Describe the fishing technique, including the materials and technologies used.

c Find out the Indigenous language group and/or Indigenous Country to which this fishing technique is connected.

d Who passes this knowledge on?

e What other knowledge and information are known, such as maintaining fish numbers and seasonal information?

f How are the fish distributed among Indigenous people (family members and those from other groups/languages) and how is this done over time (eg some fish are dried and stored)?

g What are some different ways the fish can be cooked and eaten?

EPISODE CLIP: FISHING

ACTIVITY 4: SONS AND BROTHERS

Subthemes: Culture; Indigenous perspectives; Relationships

Discover

- As a class, watch the clip **Fishing** and ask the students to observe the relationship between the two brothers, Bunda and Garadi. Discuss how the boys speak to each other, how they react to each other and why each brother feels he is superior and can impress their father. Ask students to think of a time when they had conflict with a sibling or a friend. Have them write down why they think they were 'right' and share this story with a partner.
- Refer students to the **My Place for Teachers** website (www.myplace.edu.au) to read Bunda's journal and note what he thinks about his relationship with his father and brother.
- Focus the attention of the class on the segment in the clip when Bunda finally catches a fish. Ask students to respond to the following questions:
 - 1 Who actually catches the fish?
 - 2 Why does Garadi want to claim the fish as his?
 - 3 What does Garadi do with the fish?
 - 4 How do you think Garadi's actions and language might make Bunda feel?
 - 5 What does their father do with the fish?
 - 6 Why do you think Bunda's father does this with the fish?
 - 7 What lesson did the brothers need to learn through this survival exercise?

Reflect

- Ask students to draw a family tree or ladder that illustrates the relationships in their family (mother, father, sisters, brothers, aunts, uncles, cousins, grandparents, etc). Discuss with students how being the eldest or first-born child in the family can bring more responsibility. They should consider how the order of being born into a family can have consequences on how you are treated or how you act. Ask students to assess whether this perception of 'first born responsibility' could explain Garadi's apparent dislike for his younger brother.
- Students can then write a short paragraph on whether knowing this information changes their opinion of how the brothers treat each other.

Download

- Refer students to Student Activity Sheet E25.4: Sons and brothers

Useful resources from Education Services Australia

L1202 *Saibai Island canoe*

L1454 *My family* [English]

L1954 *Mystery object: Torres Strait Islands*



Sons and brothers

1 Watch the clip **Fishing** and answer the following questions:

a Who actually catches the fish?

b Why does Garadi want to claim the fish as his?

c What does Garadi do with the fish?

d How do you think Garadi's actions and language might make Bunda feel?

e What does their father do with the fish?



Name: _____

f Why do you think Bunda's father does this with the fish?

g What lesson did the brothers need to learn through this survival exercise?



Name: _____

- 2 Draw a family tree or ladder that illustrates the relationships in your family (mother, father, sisters, brothers, aunts, uncles, cousins, grandparents, etc.)

EPISODE CLIP: WATER

ACTIVITY 5: PROBLEM SOLVING

Subthemes: Customs and traditions; Indigenous perspectives; Social order and education

Discover

- As a class, watch the clip **Water** and explain to the students that Bunda and his older brother Garadi have been set a challenge by their father to collect some fresh water and transport it back to him. While the brothers interpret this task as a competition, in fact their father wants the boys to work together to solve the problem and so collect more water. Ask students to assess the problem-solving abilities of each brother. Ask them to list the positive and negative aspects of each brother's solution. List these aspects on the board.
- Draw students' attention to the way the filmmakers reinforce this sense of competition through image and sound in the clip. Discuss the use of camera positions to tell the stories of both boys, how the music enhances the tensions and the use of props to add to the reality of the storytelling. Use the **Student Activity Sheet E25.5: Problem solving**.
- Focus students' attention on the conversation between the two boys when Garadi says that Bunda made him feel like an 'idiot' and 'useless' to which Bunda replies, 'Now you know how it feels'.

Reflect

- Ask students to write a letter from one of the boys' perspectives to their father, apologising for not cooperating with each other on the day of the water task.
- Ask students to identify the Indigenous names for five local animals. Some useful websites about Indigenous Australian languages are:
 - 1 ABC Indigenous, 'Indigenous Language Map', www.abc.net.au/indigenous/map/
 - 2 Australian Institute of Aboriginal and Torres Strait Islander Studies, www.aiatsis.gov.au
- There is also an interactive Aboriginal language CD and dictionary called 'Gayarragi, Winangali' (Find and Hear) created by Larrissa Behrendt which may be useful. It is available for download at:
Gayarragi, Winangali: Find and Hear, <http://lah.soas.ac.uk/projects/gw/>

Download

- Student Activity Worksheet E25.5: Problem solving



Aligned resources:

ABC Indigenous, 'Indigenous Language Map', www.abc.net.au/indigenous/map/

Australian Institute of Aboriginal and Torres Strait Islander Studies, www.aiatsis.gov.au

Gayarragi, Winangali: Find and Hear, <http://lah.soas.ac.uk/projects/gw/>

Useful resources from Education Services Australia

R10097 *May O'Brien talks about Aboriginal storytelling, 2008*



Problem solving

- 1 List the positive and negative aspects (pros and cons) of each brother's solution in the table below:

Bunda		Garadi	
Pros	Cons	Pros	Cons

- 2 View the clip **Water** and answer the questions below about how it reinforces the sense of competition between the brothers both visually and through sound.

a Describe the music used on the soundtrack.

b Does the music have a fast or slow beat?

c How does the music make you feel?

d Notice the camera angles and frames between Bunda making his raft and Garadi climbing over the hill. Count how many different frames are used.

Bunda: _____

Garadi: _____



e What is the purpose of cutting between the different scenes showing what each boy is doing?

f What does Bunda yell out to Garadi when he is on his raft?

g How do you think Bunda's comment made Garadi feel?

h How does the music change when both boys return to their father?

i Why do you think the filmmakers use music to create tension?

3 Identify the Indigenous names for five local animals:

EPISODE CLIP: WATER

ACTIVITY 6: COOPERATION

Subthemes: Beliefs; Customs and traditions; Indigenous perspectives

Discover

- As a class, watch all of Episode 25 | Before Time: Bunda. On the board, list the activities that Bunda and Garadi's father has asked them to do together. In the list, place a tick next to the activities where the boys have worked together successfully and in a cooperative manner.
- As a class, watch the clip **Water** in which Bunda and Garadi's father tells them he wants them to bring him something that 'takes two to get'. In pairs, have students list some games, sports and hobbies that 'take two'.
- Ask students to find out about local Indigenous stories, knowledges and information about water. Be aware that the colonisation process has caused much dispossession of and dislocation from land, language and knowledge. Be aware of local histories in your area and approach these discussions with respect and sensitivity.
- Consider ways of working with local Indigenous communities:
 - 1 Aboriginal Education, Board of Studies, 'Working with Communities', <http://ab-ed.boardofstudies.nsw.edu.au/go/7-10/science/working-with-communities>
- Alternatively, ask students to research one other Indigenous language group from Australia to find out about the importance of water and their local environment. Indigenous peoples from across the country have intricate, collective knowledge of their local environment and ingenuity in adapting it to meet their needs. Look at different regions of Australia to find different knowledges, including materials and methods used for collecting water. The Western Desert communities, the North Queensland Cape York communities and the Tasmanian Indigenous communities are different regions to research. The research can be presented as a poster or slideshow presentation.
- Some useful websites are:
 - 1 CSIRO Tropical Ecosystems Research Centre, 'Indigenous Values and North Australian Water Resource Management', www.terc.csiro.au/research.asp?Program=socvalues&Project=WATERVALUES
 - 2 Government of Western Australia, Aboriginal Education, 'Goldfields: Local Resources', www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/district-websites/goldfields/local-resources/?oid=com.arsdigita.cms.contenttypes.ArticleSection-id-9554214&tab=Main
 - 3 —'Mind Maps', www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/mind-maps/



Reflect

- Ask students to rewrite the outcome of this clip and to imagine that they are a scientist discovering the water-gathering techniques of an ancient Indigenous community. They have come across the 'myth' or 'legend' of Bunda and Garadi and need to translate it into a story with a moral that teaches others the importance of cooperation.
- Ask students to use their research of other Indigenous water-finding/gathering techniques to build the story with authentic information. The students can choose any region of Australia to set their myth/legend. They may also illustrate their story.

Download

- Student Activity Sheet E25.6: Cooperation

Aligned resources

Aboriginal Education, Board of Studies, 'Working with Communities', <http://ab-ed.boardofstudies.nsw.edu.au/go/7-10/science/working-with-communities>

CSIRO Tropical Ecosystems Research Centre, 'Indigenous Values and North Australian Water Resource Management',

www.terc.csiro.au/research.asp?Program=socvalues&Project=WATERVALUES

Government of Western Australia, Aboriginal Education, 'Goldfields: Local Resources',

www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/district-websites/goldfields/local-resources/?oid=com.arsdigita.cms.contenttypes.ArticleSection-id-9554214&tab=Main

—'Mind Maps', www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/mind-maps/

National Museum of Australia, 'Yiwarra Kuju: The Canning Stock Route',

www.nma.gov.au/exhibitions/yiwarra_kuju/

National Water Commission, 'Indigenous Water Management', www.nwc.gov.au/www/html/273-indigenous-water-management.asp

Useful resources from Education Services Australia

R8510 *Indigenous wooden container from New South Wales*

R9598 *Wallaby-skin water carrier, pre-1885*

Cooperation

- 1 Research an Indigenous language group from Australia to find out about the importance of water and their local environment. Indigenous peoples from across the country have intricate, collective knowledge of their local environment and ingenuity in adapting it to meet their needs.

To find different knowledges, including materials and methods used for collecting water, look at different regions of Australia such as the Western Desert communities, the North Queensland Cape York communities and the Tasmanian Indigenous communities.

Some useful websites are:

- a CSIRO Tropical Ecosystems Research Centre, 'Indigenous Values and North Australian Water Resource Management',
www.terc.csiro.au/research.asp?Program=socvalues&Project=WATERVALUES
- b Government of Western Australia, Aboriginal Education, 'Goldfields: Local Resources',
www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/district-websites/goldfields/local-resources/?oid=com.arsdigita.cms.contenttypes.ArticleSection-id-9554214&tab=Main
- c —'Mind Maps',
www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/mind-maps/
- d National Museum of Australia, 'Yiwarra Kuju: The Canning Stock Route',
www.nma.gov.au/exhibitions/yiwarra_kuju/
Exhibition based on the waterholes, water soaks and springs of the Western Desert
- e National Water Commission, 'Indigenous Water Management',
www.nwc.gov.au/www/html/273-indigenous-water-management.asp



The research can be presented as a poster or slideshow presentation. Use the table below for taking research notes.

Indigenous community	
Location	
Climate	
Terrain	
Where water is located	
Techniques used to find water	
Techniques used to gather water	
Vessels used	
Who gathers water	
Other information and stories connected to water in the region	



Lily Place
FOR TEACHERS

Name: _____

- 2** Rewrite the outcome of this clip from the viewpoint of a scientist discovering the water-gathering techniques of an ancient Indigenous community. You have come across the 'myth' or 'legend' of Bunda and Garadi and need to translate it into a story with a moral that teaches others the importance of cooperation.

Use your research of Indigenous water finding/gathering techniques to build the story with authentic information. You may also illustrate your story.
