



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? | | | | |



Name: _____

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.rbg.vic.gov.au/_data/assets/pdf_file/0004/6808/Indig.pdf
- 2 Royal Botanic Gardens Melbourne, 'Education Service Teachers' Kit: Aboriginal Resources Trail', www.rbg.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

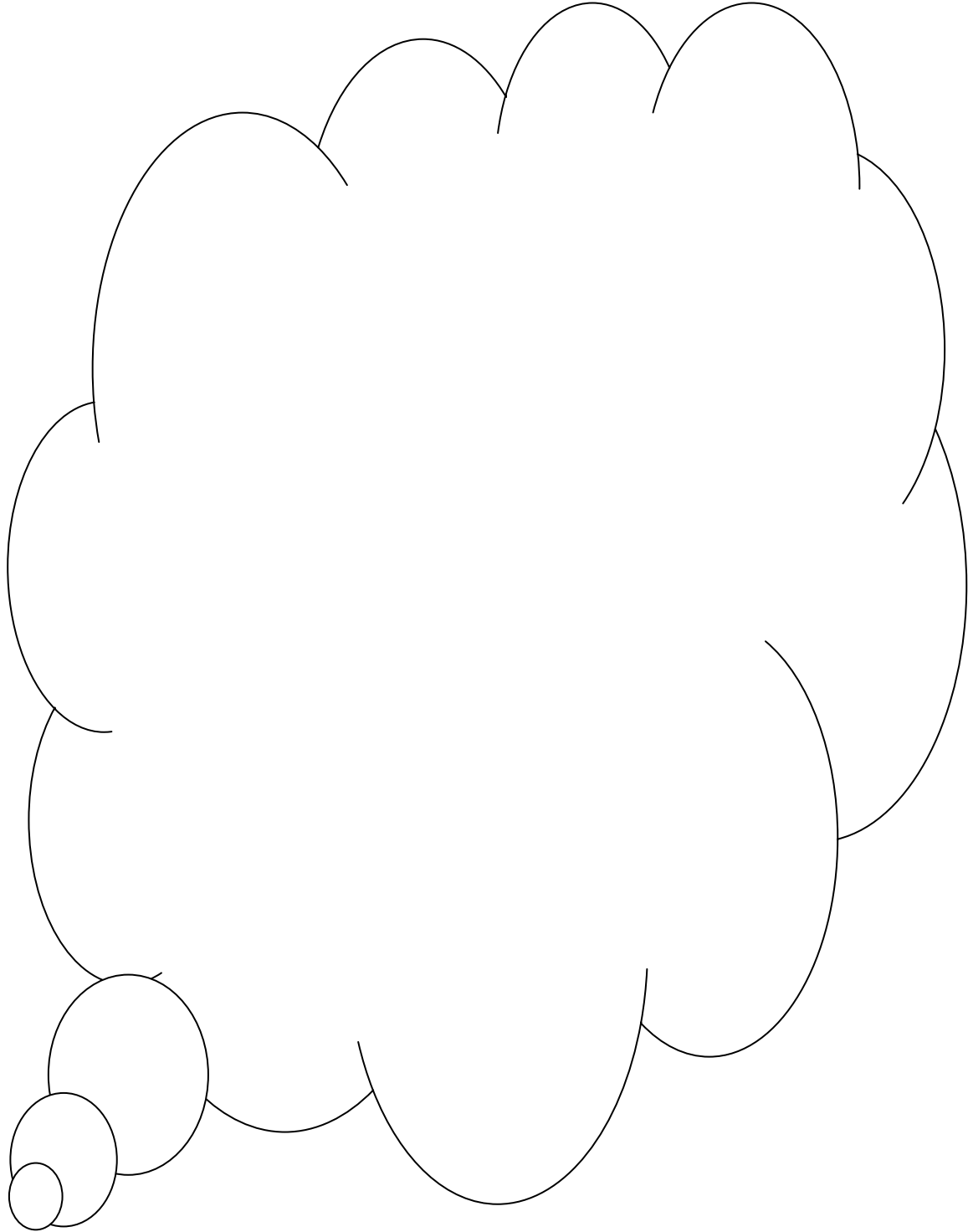
Useful resources from Education Services Australia

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, 'Baiaemes Ngunnhu - The Story of the Brewarrina Fish Traps' www.youtube.com/watch?v=7uYKg1M6PRk
 - 2 Australian Government Department of Sustainability, Environment, Water, Population and Communities, 'Brewarrina Aboriginal Fish Traps (Baiaeme'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>
 - 2 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.
 - 3 — 'Catching Barramundi' http://burarra.questacon.edu.au/pages/fish_trap.html
 - 4 Students should read through the explanation of how such fish traps worked.
 - 5 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

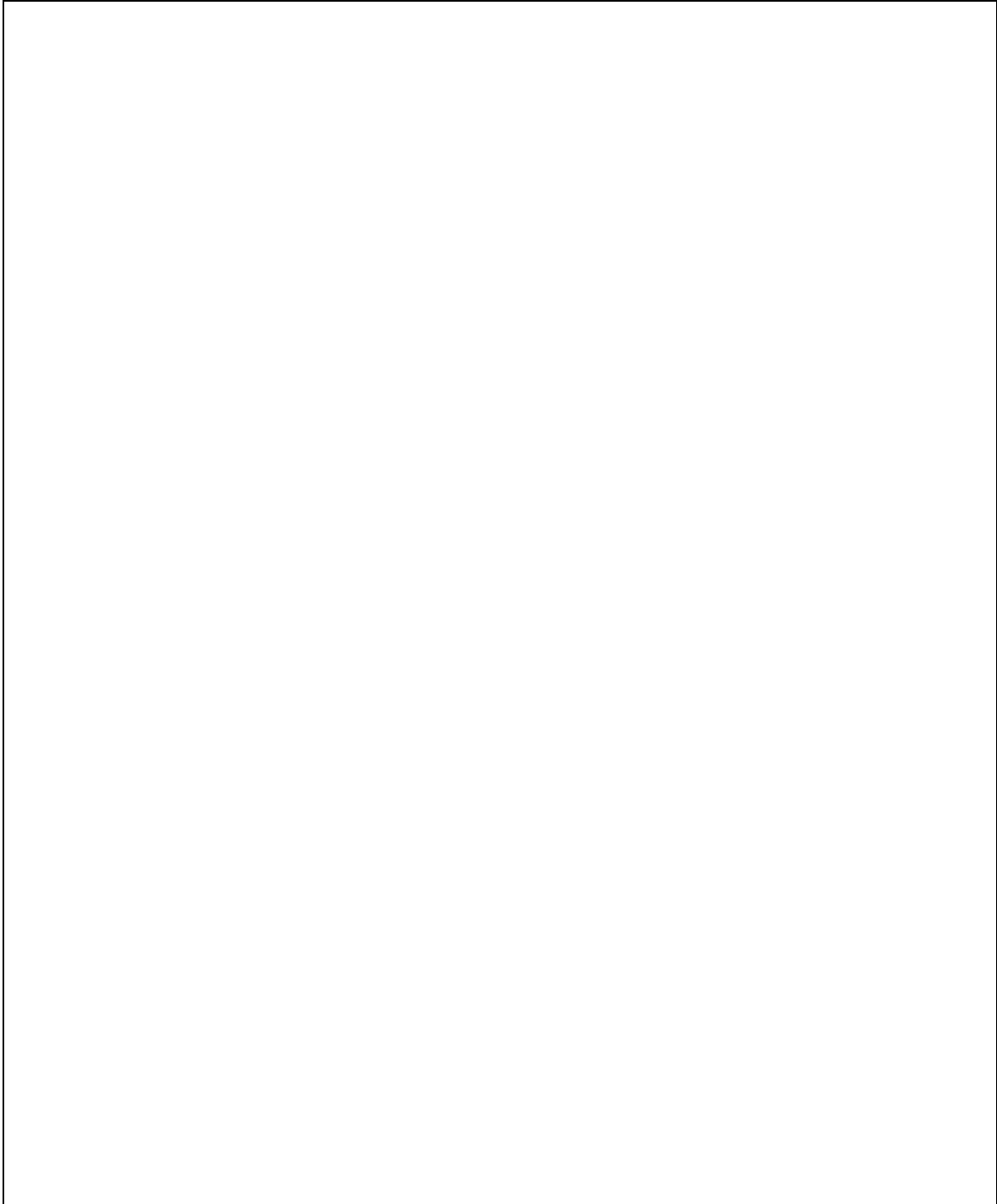
Useful resources from Education Services Australia

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=0AZZThDCu3oJRZGdrdmdjanhfNjYzZGzdmZncHI&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=0AZZThDCu3oJRZGdrdmdjanhfNjYzZGzdmZncHI&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*

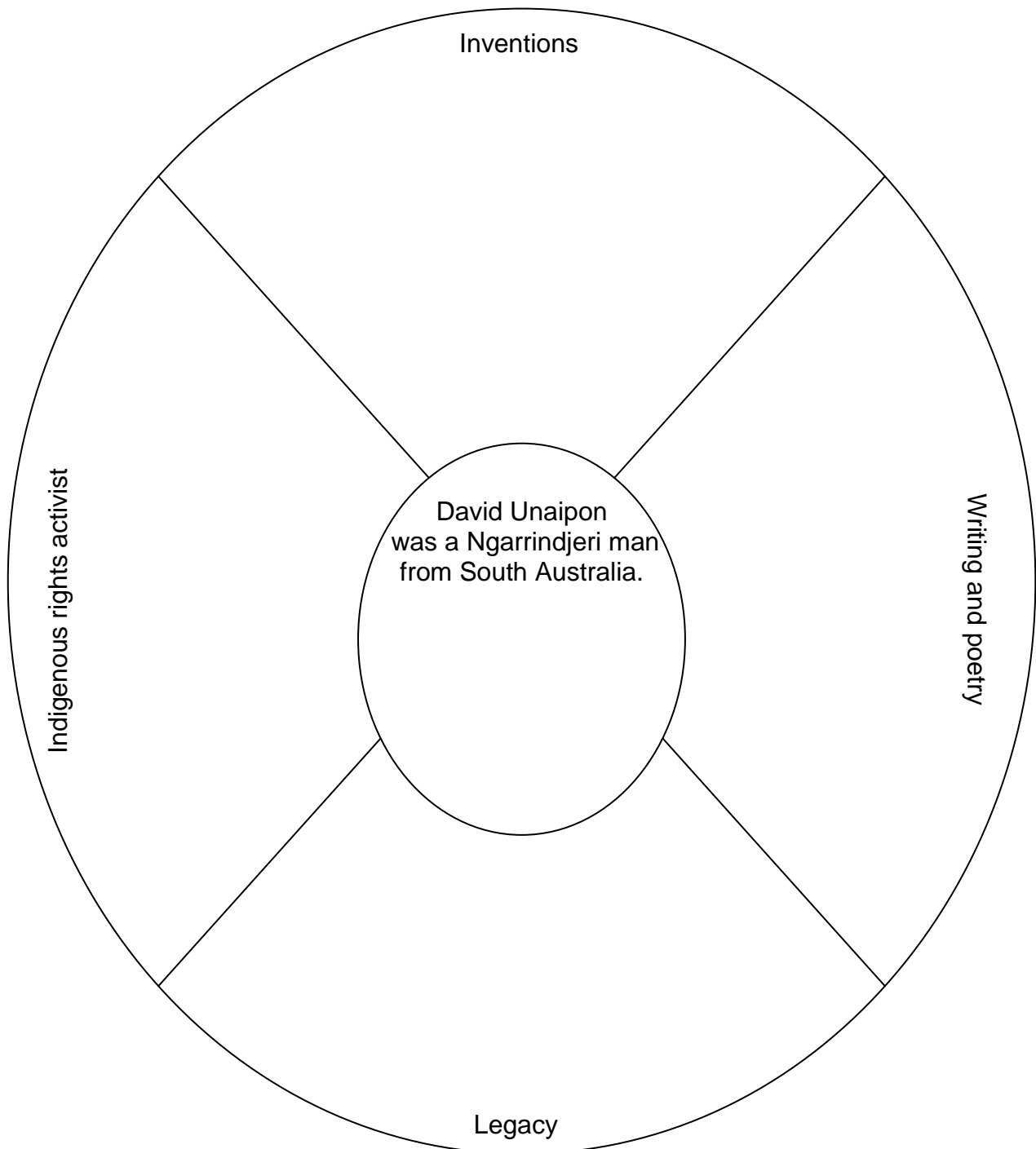
R7747 *Mark Wilson and David Unaipon, 1930s*



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 | |



Name: _____

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



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

| Different | Same |
|-----------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



- 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



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 |
|--------------------------------------|---|----------------|---------------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |



Name: _____

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?
