



EPISODE 23 | 1788: WARUWI

Unit focus: English

Year levels: 3–6

EPISODE CLIP: THE ENCOUNTER

ACTIVITY 1: LIFE SKILLS

Subthemes: Chores, business and employment; Customs and traditions; Indigenous perspectives

Discover

- Prior to watching this clip, have students find out about Indigenous peoples in their local area by inviting local Indigenous people to speak to students about their heritage and family histories.
- Consider the lifestyles of Indigenous peoples in your local area prior to 1788 and reflect on how these lifestyles have changed. Investigate the importance of the land and seas in the lives of Indigenous peoples, past and present. Consider the following in respect to the past:
 - 1 Food – what was eaten and what technologies were used to find and prepare different food types?
 - 2 Shelter – what materials and technologies were used?
 - 3 Types of clothing that were worn for particular seasons and purposes
 - 4 Languages spoken in the area and neighbouring areas
 - 5 The diversity of customs and beliefs between different groups.
- Images or stories that relate to their research could be written up as a report or story and presented as part of a local history project or slideshow presentation. Refer to **My Place for Teachers**, 'Decade timeline' for more information or some weblinks about Indigenous histories and cultures. Be sure to also discuss with local Indigenous families, groups and individuals.
- Consider Indigenous educational frameworks that might guide your work in developing local histories, for example:
 - 1 Holistic Teaching and Learning framework, 'My Land My Tracks' (Uncle Ernie Grant), <http://education.qld.gov.au/schools/indigenous/educators/cultural-aware-localstory.html>
 - 2 8 Aboriginal ways of learning, <http://8ways.wikispaces.com/>
 - 3 Ask students to think about life skills. Ask them to list ten skills they have that help them live in the modern age. Encourage students to consider a role-reversal in which Waruwi reflects on the students' daily activities, to raise awareness about the skills students use on a day-to-day basis. Compare the two lists. Which skills are the same and which are different?



- As a class, watch the whole episode and then ask students to write a list of the skills that Waruwi demonstrates. Focus their attention on the fact that she can move silently through the bush; that she can climb trees barefoot; that she can make a fire without matches; that she can see any changes that occur in the surrounding landscape, such as noticing footprints in the earth; and that she knows how to get rid of footprints. Also ask the students to add to their list, in a separate section, the skills that Waruwi's Nana has, such as using smoke to keep mosquitoes away, and also to think about roles and responsibilities in the family. Refer students to **Student Activity Sheet E23.1: Life skills**.

Reflect

- Form students into pairs. With their partner they are to imagine a meeting with Waruwi. Ask students to write a script for a scene in the episode which takes place before or after the episode time. Role-play a conversation between them in character: one is Waruwi, and one a new character that the pair have devised. The new character could be Indigenous from the same language group, or from a different language group with different ways of doing things; they could be a colonist or a convict. Students should consider the age of the character; whether they are male or female; their position of power, etc. Encourage students to consider the different impacts these attributes will have on how the two characters relate. Ask students to focus on Waruwi and her thoughts and feelings about 'her place', as well as how she thinks about the new character's feelings of belonging to 'their place'.

Download

- Student Activity Sheet E23.1: Life skills

Aligned resources

8 Aboriginal Ways of Learning, 8ways.wikispaces.com/

My Place 2 2011, DVD, Australian Children's Television Foundation, Sydney.

Queensland DET, 'Holistic Teaching and Learning Framework: My Land My Tracks' (Uncle Ernie Grant), education.qld.gov.au/schools/indigenous/educators/cultural-aware-localstory.html

Reconciliation Australia, 'Developing a School Reconciliation Action Plan', www.reconciliation.org.au/home/reconciliation-action-plans/raps-for-schools



Life skills

- 1 Fill in the table. In the first column write down the skills you have. In the next column write down how these skills help you to live in the world today.

My skills	How this skill helps me in my daily life

- 2 Complete the following table. In the first column write down Waruwi's skills. In the next column, write down why this skill helps her live in the bush.

Waruwi's skills	Why this skill helps her in her daily life

EPISODE CLIP: THE ENCOUNTER

ACTIVITY 2: NEW ARRIVALS

Subthemes: Beliefs; Language and scripting; Relationships

Discover

- Focus the students' attention on the start of the clip, in which Waruwi sees the cow for the first time. Ask students to respond to the following questions:
 - 1 Why has Waruwi never seen a cow before?
 - 2 How does she describe the cow to her Nana?
 - 3 What does Waruwi call the marines?
 - 4 Why do you think she uses these words to describe them?
 - 5 What do these words make you think of?
 - 6 How does her Nana refer to the soldiers? (She describes them in more than one way.)
- Refer students to Student Activity Sheet E23.2: New arrivals.
- Ask students to think about the power of words and the effect names have in influencing how we see people and objects. Ask students to list 10 naming words (nouns) used in the episode and their meanings.
- Ask students to find the meaning of these words in a foreign language. Using a dictionary or translator they are to also find the words for the following: house, sister or brother, food, water and dog.

Reflect

- Ask students to imagine they are Dan. What would he say to his family in England about his first encounter in the new country? Ask students to imagine they are Waruwi telling her friends about her encounter with the cow and the young marine. How do they communicate with no knowledge of the other's language? Ask students to write a short note from each character, describing the events of their day's encounters.
- Play a game of charades where students use non-verbal gestures and expressions to communicate.

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- Student Activity Sheet E23.2: New arrivals



New arrivals

1 Respond to the following questions:

a Why has Waruwi never seen a cow before?

b How does she describe the cow to her Nana?

c What does Waruwi call the marines?

d Why do you think she uses these words to describe them?

e What do these words make you think of?

f How does her Nana refer to the soldiers? (She refers to them in more than one way.)



- 2 List 10 naming words (nouns) used in the episode and their meanings. Find the meanings of these words in another language.

Word	Meaning	How to say it in _____
house		
sister / brother		
food		
water		
dog		

- 3 Imagine you are Dan. What would you say to your family about your first encounter in the new country? Alternatively, imagine you are Waruwi telling your friends in another clan about your encounter with the cow and the young marine.

EPISODE CLIP: LITTLE DRUMMER BOY

ACTIVITY 3: CHILDREN'S CLOTHING

Subthemes: Culture; Fashion; Gender roles and stereotypes

Discover

- Prior to watching the clip, ask students to research the fashion of English children's clothing in the 1780s. Draw their attention to the fact that in the 1780s children were often treated (and always dressed) as miniature adults. Ask students to choose either a boy or a girl, from a wealthy or poor English family and draw, or find an image, of the fashions of the time. The picture is to then be labelled and accompanied by a brief description of what the child is wearing.
- The following websites may be useful:
 - 1 Museum of Childhood, 'Clothing', www.vam.ac.uk/moc/collections/clothing/index.html
 - 2 Spinning the web, 'Clothing & Products', www.spinningtheweb.org.uk/clothing/
- As a class, view the clip and discuss the style of clothing and appearance of the marines. Ask students to focus on the clothing of Dan, the little drummer boy. Ask students to describe the individual components of Dan's costume:
 - 1 shirt
 - 2 hair style
 - 3 breeches
 - 4 jacket
 - 5 shoes
 - 6 accessories
- Ask students to compare the clothing of Dan with that of the adult marines. They should record the similarities and differences in a Venn diagram. Refer students to **Student Activity Sheet E23.3: Children's clothing** and ask students the following questions:
 - 1 What materials is the marines' uniform made from?
 - 2 Is this material suitable for the hot summer of the Australian climate?
 - 3 Why do you think the marines wore this uniform?
 - 4 What are the advantages and disadvantages of these uniforms?

Reflect

- Focus students' attention on what happens to Waruwi once she tries on Dan's shoes. Ask the students to conduct a think-pair-share activity, in which they think of the reason for what happens and then get into pairs and share it. Walking in another's shoes is a symbol of understanding someone else's culture. As a class, view the whole episode and list other symbolism that is used in the story.



- Ask students to design an outfit for the soldiers that they think would make them feel more comfortable. The outfit can incorporate ideas and designs that are in keeping with the fashions of the time but can also use ideas from clothing worn by Waruwi and Nana in the clip. It should take into account the climate of the region. Share your designs with the class and hold a vote for the best design.

Download

- Student Activity Sheet E23.3: Children's clothing

Aligned resources

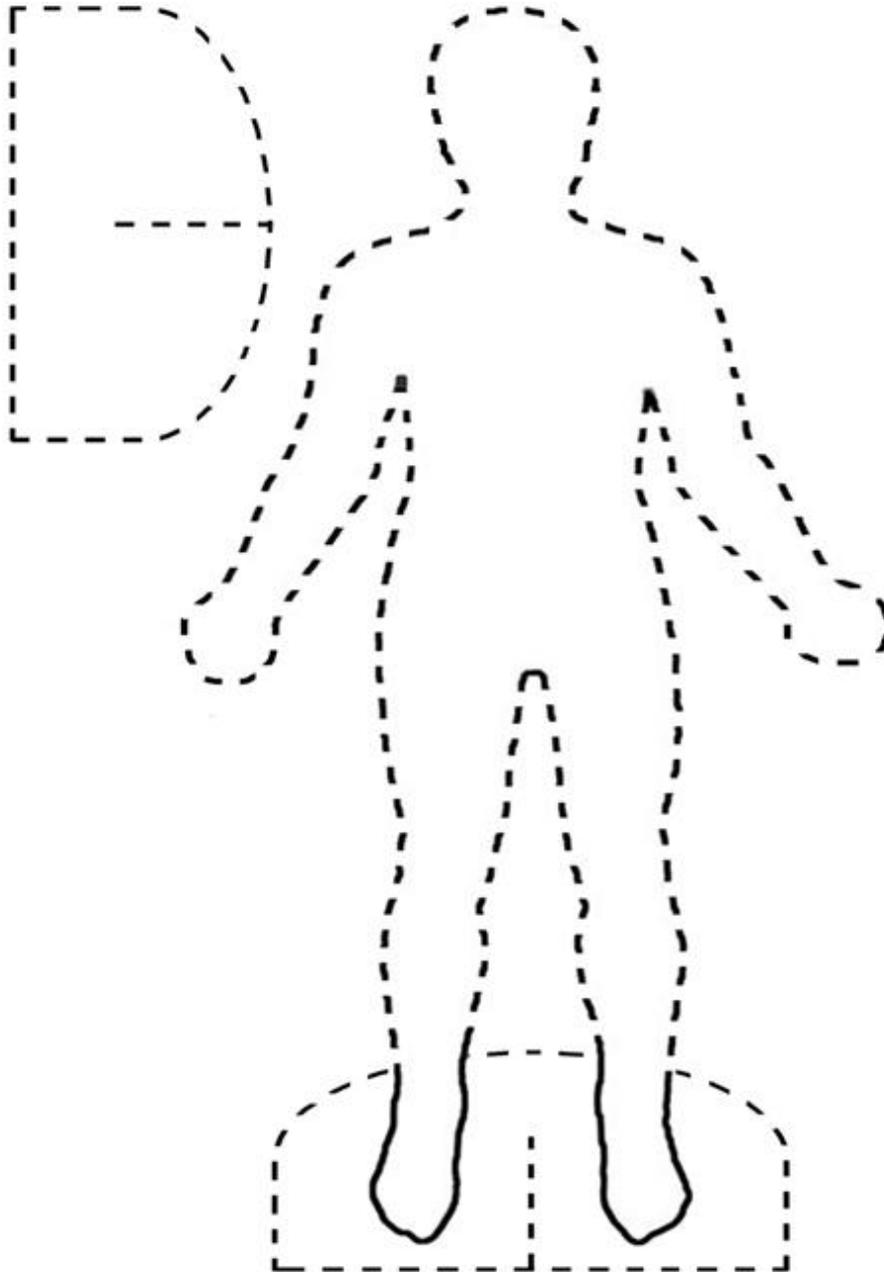
Museum of Childhood, 'Clothing', www.vam.ac.uk/moc/collections/clothing/index.html

Spinning the web, 'Clothing & Products', www.spinningtheweb.org.uk/clothing/



Children's clothing

- 1 Research English children's clothing in the 1780s. Choose a boy or a girl, from a wealthy or a poor family, and draw or find an image of the fashions of the time. Label the picture with the names of the different pieces of clothing.





2 Write a brief description of what the child is wearing.

3 Describe the individual components of Dan's costume.

Shirt	
Hairstyle	
Breeches	
Jacket	
Shoes	
Accessories	

4 Answer the following questions:

a What materials are the marines' uniforms made from?

b Is this material suitable for the hot summer of the Australian climate?

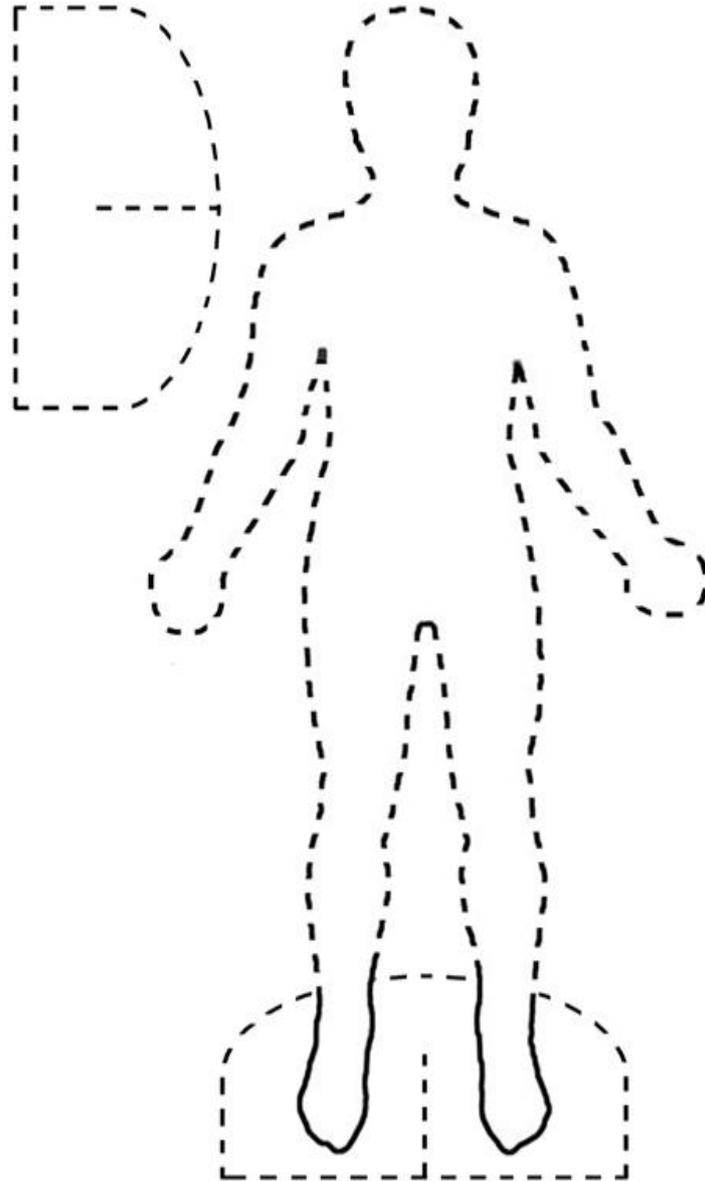
c Why do you think the marines wore this uniform?

d What are the advantages and disadvantages of these uniforms?



- 5 Design an outfit for the soldiers that you think would make them feel more comfortable. You should keep it in line with the fashions of the time, but you can also include the knowledge and clothing of the Indigenous people of the region at the time.

Draw a picture of your outfit design:





EPISODE CLIP: LITTLE DRUMMER BOY

ACTIVITY 4: MAKING A CONNECTION

Subthemes: Culture; Indigenous perspectives; Language and scripting;

Discover

- As a class, view the clip and ask students to concentrate on the scene in which Waruwi is listening to the music being played by one of the marines. Ask the students the following questions:
 - 1 How do we as an audience know that Waruwi is enjoying the music?
 - 2 What do the filmmakers do to make this clear to the audience?
- Refer students to **Student Activity Sheet E23.4: Making a connection**. Ask students to read the lyrics of the 'Soldier's song' and answer the following questions:
 - 1 Why is his boat gone?
 - 2 What are rations?
 - 3 Why might the rations be low?
 - 4 What do you think they'll do for food now?
 - 5 Who have 'all taken flight'?
 - 6 What does the singer mean by this expression?
 - 7 What does the singer say 'illuminate[s] the night'?
 - 8 Judging from the singer's words, do you think this soldier is sad about his situation?
 - 9 How does the marine show his attitude to Indigenous people?
 - 10 Describe his reaction when he sees Waruwi.
 - 11 If they could talk each other's language, what do you think they would have said to each other?
 - 12 Although they do not have a common language, how do they communicate to each other in this clip?
- Choose a selection of Indigenous poets. Find out about them: who they are and where they are from. Share their poems with the class and discuss.
- The following websites may be useful:
 - 1 Oodgeroo Noonuccal: Biographic note and poetry, www.ict.griffith.edu.au/~davidt/redlandbay/oodgeroo.htm
 - 2 University of Queensland Fryer Library, 'Oodgeroo Noonuccal Kath Walker 1920–1993' www.library.uq.edu.au/fryer/worth_fighting/2.html
 - 3 'Aboriginal visitors to Sydney' 1971, in *New Dawn: a magazine for the Aboriginal people of New South Wales*, vol. 2, no. 8, November, online at dawn.aiatsis.gov.au/docs/v20/s08/11.pdf (article reprints with permission three poems by Jack Davis).
 - 4 OzArts, 'Herbert Wharton' http://www.ozarts.com.au/artists/herbert_wharton
 - 5 Anita Heiss, www.anitaheiss.com/
 - 6 Mudrooroo, mudrooroo.com/biographical/



Reflect

- Ask students to imagine that they are shipwrecked on a desert island, far from home. Alternatively, ask students to imagine they are Waruwi and consider their reactions and reflections on life since the British have arrived. Ask them to write a poem or a song in which they narrate what has happened to them, how they feel about being stuck and their hopes for the future.
- Ask students to select the style of poetry they would like to use: Acrostic (for younger students), Cinquain, Quatrain or Concrete. Alternatively the Soldier's song itself can be used as a template.

Download

- Student Activity Sheet E23.4: Making a connection

Aligned resources

'Aboriginal visitors to Sydney' 1971, in *New Dawn: a magazine for the Aboriginal people of New South Wales*, vol. 2, no. 8, November, online at dawn.aiatsis.gov.au/docs/v20/s08/11.pdf (article reprints with permission three poems by Jack Davis).

Anita Heiss, www.anitaheiss.com/

Mudrooroo, mudrooroo.com/biographical/

Oodgeroo Noonuccal: Biographic note and poetry,

www.ict.griffith.edu.au/~davidt/redlandbay/oodgeroo.htm

OzArts, 'Herbert Wharton' www.ozarts.com.au/artists/herbert_wharton

University of Queensland Fryer Library, 'Oodgeroo Noonuccal Kath Walker 1920–1993'

www.library.uq.edu.au/fryer/worth_fighting/2.html

Useful resources from Education Services Australia

L9461 Poetry writing tool: haiku, cinquain, cyber

L9466 Poetry writing tool: sense, concrete, cyber



Making a connection

1 How do we as an audience know that Waruwi is enjoying the music?

2 What do the filmmakers do to make this clear to the audience?

3 Read the lyrics to the 'Soldier's song'.

Verse One:

Our boat is gone,

Our rations lost.

Our future is not clear.

Verse Two:

A sorry plight,

Would bring you right

To freeman far from here

Verse Three:

But black of skin,

Are well-hidden,

And they've all taken fright.

Verse Four:

But when all is quiet,

Their sparkling fires,

Illuminate the night.

4 Answer the following questions:

a Why is the boat lost?

b What are rations?

c Where have the rations gone?



d What do you think they'll do for food now?

e Who have 'all taken flight'?

f What does he mean by this expression?

g What does he say 'illuminates the night'?

h Judging from his words, do you think this soldier is sad about his situation?

i What do you think he feels towards Indigenous peoples?

j Describe his reaction when he sees Waruwi.

k If they could speak each other's language, what do you think they would have said to each other?

l Although they do not have a common language, how do they communicate to each other in this clip?
