



EPISODE 26 | BEFORE TIME: BARANGAROO

Unit focus: History

Year levels: 3–6

EPISODE CLIP: DANCE-OFF

ACTIVITY 1: DREAMING STORIES

Subthemes: Beliefs; Culture; Indigenous perspectives

Discover

- As a class, view the clip and discuss the relationship between Aunty and the children. She warns the children to stay away from Mumuga. Discuss why Aunty would have warned the children of this 'spirit'. Indigenous Australians have passed on information from one generation to another over many thousands of years, predominantly through the spoken word. These oral traditions exist in many different forms. The main forms include, but are not limited to:
 - 1 group stories or collective histories that are usually about early contact periods with colonists
 - 2 cultural practices that are passed down through generations
 - 3 life histories of individuals told as biographical stories
 - 4 spiritual narratives that are based on teachings about law including relationships with family, with land and seas, and gathering food. Some groups separate these narratives into creation stories and dreaming stories.
- Ask students to list the skills and knowledges that the children are learning in the clip and the type of oral exchange that takes place between Aunty and the children.
- Some useful background notes may be found at the following websites:
 - 1 ABC, 'Ancient Stories, New Voices', www.abc.net.au/dustechoes/
Stories from the Northern Territory
 - 2 Australian Museum, 'Stories of the Dreaming', australianmuseum.net.au/Stories-of-the-Dreaming
Stories of the Dreaming from each Australian state
 - 3 Grey Matter, 'Aboriginal Elders Voices', www.greymatter.net.au/pdf/book/AVE.pdf
 - 4 National Library of Australia, 'Bringing Them Home Oral History Project', www.nla.gov.au/oh/bth/
Includes many oral histories of Indigenous peoples experiences from across Australia
- As a class, listen to or read some of the stories on the websites (preferably from your local area or state) and talk about some of the similarities to and differences between the different types of stories. Make a list of the similarities and differences.
- Find out about the Indigenous language groups of your local area and talk to Indigenous families, groups and communities who now live in the region or neighbouring areas about local stories from your (or their) region. Remember to observe Indigenous protocols carefully and be aware of the sensitive nature of some information and experiences. Don't include anything the local community does not consider appropriate to share.

- For suggestions about appropriate protocols and working with Indigenous communities see:
 - 1 New South Wales Board of Studies, 'Working with Communities', <http://ab-ed.boardofstudies.nsw.edu.au/go/7-10/science/working-with-communities>
 - 2 Queensland Studies Authority, 'Indigenous perspectives support materials', www.qsa.qld.edu.au/3035.html

Reflect

- Ask students to choose a story, nursery rhyme, myth or legend from their culture, heritage or religion, such as a family history (group or individual) or a story connected to spirituality or particular practices shared. They should examine the story and research its origins, characters, setting and plot.
- Students can then choose to present their story through a particular medium such as song, dance, art or storytelling. Ask them to draft their story and illustrate their ideas using the storyboard/graphic novel strip provided in **Student Activity Worksheet H26.1: Dreaming stories**.
- If students select an Indigenous story, remind them that they are not allowed to copy the ideas, designs or symbols. They are to develop their own personal symbols and use their own style of interpretation to present their story. The collection of stories and presentations should be presented, displayed or developed into a class storybook or calendar using illustrations and photographs.

Download

Student Activity Sheet H26.1: Dreaming stories

Aligned resources

Kowanko, R 1994. *Aboriginal Art and the Dreaming*, Curriculum Resources, South Australia.

ABC, 'Ancient Stories, New Voices', www.abc.net.au/dustechoes/

Australian Museum, 'Stories of the Dreaming', australianmuseum.net.au/Stories-of-the-Dreaming

Grey Matter, 'Aboriginal Elders Voices', www.greymatter.net.au/pdf/book/AVE.pdf

Injalak, 'Stone Country Arts and Crafts', www.injalak.com/

Jackie's Resources for Learning and Teaching, 'Aboriginal Dreaming Stories', www.teachers.ash.org.au/jmresources/dreaming/stories.html

National Film and Sound Archive, 'Dreamings, Through Indigenous Art', <http://dl.nfsa.gov.au/module/726/>

National Library of Australia, 'Bringing Them Home Oral History Project', www.nla.gov.au/oh/bth/

National Museum of Australia Canberra, Education, 'First Australians: Telling our Indigenous Stories', www.nma.gov.au/education/school_resources/permanent_exhibitions/telling_our_indigenous_stories/

New South Wales Board of Studies, 'Aboriginal Educational Contexts', <http://ab-ed.boardofstudies.nsw.edu.au/>

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

Queensland Studies Authority, 'Indigenous perspectives support materials', www.qsa.qld.edu.au/3035.html

State Library of Queensland, 'Aboriginal and Torres Strait Islander People', <http://www.slq.qld.gov.au/coll/aptsi>



—'Aboriginal and Torres Strait Islander People's Community History',

www.slq.qld.gov.au/info/ind/community

Screen Australia Digital Learning, 'Mabo: The Native Title Revolution',

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

South Australian Department of Education and Children's Services, Aboriginal, Multicultural Languages & Learning, 'Aboriginal resources',

www.lmrc.sa.edu.au/default.asp?id=35528&navgrp=634

State Library of Western Australia, 'Indigenous Oral History',

www.slwa.wa.gov.au/for/indigenous_australians/indigenous_oral_history

Useful resources from Education Services Australia

L3248 *Making a difference: Windradyne*

L5205 *Making a difference: Barak*

R11483 *Our history - unit of work*

R11484 *My history - unit of work*



Name: _____

Student Activity Sheet: H26.1	Episode 26 Before Time: Barangaroo
Activity 1: Dreaming stories	Clip: Dance-off

Dreaming stories

Listen to or read some of the Indigenous stories from the websites provided below:

- ABC, 'Ancient Stories, New Voices', www.abc.net.au/dustechoes/
- Australian Museum, 'Stories of the Dreaming', australianmuseum.net.au/Stories-of-the-Dreaming
- Grey Matter, 'Aboriginal Elders Voices', www.greymatter.net.au/pdf/book/AVE.pdf
- National Library of Australia, 'Bringing Them Home Oral History Project', www.nla.gov.au/oh/bth/

1 Complete the table below with information about the stories you have heard or read.

Indigenous stories

Story	Country/language group the story is connected to	What is the story about?	What category of story is this? What is the importance of this story?



Name: _____

2 What were the most effective images used to convey the story and meaning?

3 After watching and listening to some Indigenous stories, draft your own story.

My family story

Story	Country/culture/ family from which the story comes	What is the story about?	What category of story is this and why is it important?

4 What is the most effective way I can convey the story and the meaning? Some ideas might be song, dance or art.



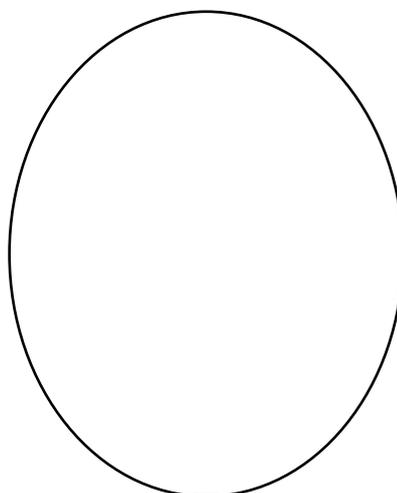
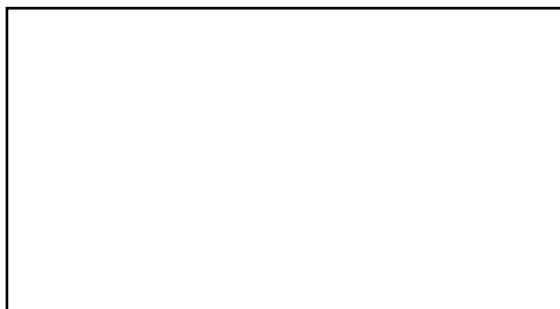
Name: _____

5 You can use a storyboard/graphic novel strip to tell your story.



Name: _____

6 You can use the shapes below to create an illustrated family history.



EPISODE CLIP: DANCE-OFF

ACTIVITY 2: LET'S DANCE

Subthemes: Culture; Customs and traditions; Indigenous perspectives

Discover

- As a class, view the clip and discuss the relationship between Aunty and the children. The clip illustrates the education of Indigenous children through oral traditions such as storytelling. Oral communication of Indigenous groups has been translated through many different mediums such as message sticks, rock and sand art, carvings, body painting, dance and song. More contemporary stories and information are passed on through visual arts, songs, performance art, multimedia and literature such as prose, poetry and plays.
- In Episode 26 | 1778: Before Time: Barangaroo there is a competition between Barangaroo and her friend to see who is best at mimicking local animals through dance. Ask students to think about other ways they could transfer information about these animals, such as through the painting, dance or song. Divide the class into small groups and give each group three cards with the name of a different Australian animal on each. The cards can be made by pasting the template provided in **Student Activity Sheet H26.2: Let's dance** on a sheet of cardboard, and cutting out each card. You may wish to include an image of the animal on the back of each card to ensure all students know what the animal looks like.
- In small groups, students should come up with creative ideas for how they could communicate the animals on the cards to the rest of the group without using words. Ask each group in turn to share their ideas with the class and have the rest of the students guess which animal they are trying to portray. At the end of this activity, discuss with students how body language, sign language and facial expressions can be used to convey meaning.
- Dance is an important means by which all cultural groups, including Indigenous people, pass on knowledge, including spiritual stories and sacred knowledge. For many Indigenous people this knowledge is only available to and appropriate for particular people and not for public knowledge.
- Show the class the introduction to the film *Ceremony: the Djungguwan of Northeast Arnhem Land* (2006), which documents the 'law ceremony' of the Yolgnu people. The Yolgnu have shared some of their ceremony and it should be presented and discussed respectfully. Be sure to read the teacher notes:
Film Australia, 'Ceremony: the Djungguwan of Northeast Arnhem Land',
http://www.filmaustraliaceremony.com.au/pdf/teachers_notes.pdf
Background knowledge and information to ensure students have the context to discuss this ceremony appropriately
- Ask students to answer the following questions as they watch:
 - 1 How do the Yolgnu people pass on their sacred knowledge?
 - 2 What is the Djungguwan ceremony teaching?
 - 3 What is the story being told in the ceremony?
- Once they have formulated their answers, ask students to discuss them with a partner. Finally, ask students to share their answers with the class.

Reflect

- Ask students to find out about a ceremony from their own or another religious or cultural group in Australia that may be shared as public knowledge. They should research the ceremony and reflect on how it sounds, looks and feels to be involved. It may be a ceremony that they have been a part of in some way, one they can ask their family or wider community about or one that they can research on the internet. Students can use the Y-chart provided in **Student Activity Sheet H26.2: Let's dance** to record their findings.

1 What does it sound like?

Once students have researched and found out as much as they can about the ceremony, ask them to record the sounds they would hear during the performance of the ceremony. They should list these in the relevant section of the Y-chart.

2 What does it look like?

As students will have seen, meaning and messages at ceremonies can be transmitted through many different forms such as song, dance, dress, body painting and art. Body paint, for example, is used to help communicate the story in many Indigenous ceremonies. Students should list examples in the relevant section of the Y-chart.

3 What does it feel like?

Invite students to experience what it feels like to be dressed up and performing as part of such a ceremony. Talk to people who have taken part, watch videos or read about the ceremonies. Students should list how it feels in the relevant section of the Y-chart.

- Encourage students to share what they have found out about their ceremonies and display the Y-charts for discussion.
- Within Australia today, there are many Indigenous dance groups who keep the tradition of dance ceremonies alive. There may be some in your local area that you could find out about and invite to perform or conduct workshops. Many of these groups have websites which your students can explore:
 - 1 Bangarra Dance Theatre, www.bangarra.com.au/
 - 2 Descendance, 'Aboriginal and Torres Strait Islander Dance Theatre', www.descendance.com.au/
 - 3 Tjapukai Aboriginal Cultural Park, www.tjapukai.com.au/
- Divide students into groups of eight and ask them to find out about a local, state or national Indigenous festival.
- Each group could develop a poster advertising the festival, including what it looks, sounds and feels like, to encourage people to attend, or choreograph a short dance that imitates the movements of an Australian animal.

Download

Student Activity Sheet H26.2: Let's dance

Aligned resources

ABC Gold Coast, 'Bumehla Festival in Pictures - Celebrating Gold Coast's Indigenous Heritage', www.abc.net.au/local/stories/2011/02/09/3136620.htm

Bangarra Dance Theatre, www.bangarra.com.au/

Descendance, 'Aboriginal and Torres Strait Islander Dance Theatre', www.descendance.com.au/

Film Australia, 'Ceremony: the Djungguwan of Northeast Arnhem Land',

http://filmaustraliaceremony.com.au/pdf/teachers_notes.pdf

Laura Aboriginal Dance Festival, www.lauradancefestival.com/

Message Sticks Indigenous Film Festival, www.blackfellafilms.com.au/messagesticks/

The Dreaming, 'Woodfordia', www.thedreamingfestival.com/

Thullii Dreaming, www.thullii.com.au/

Tjapukai Aboriginal Cultural Park, www.tjapukai.com.au/

Treeline, 'TreeLine @ The Bunya Dreaming', www.treeline.org.au/program/treeline-bunya-dreaming

Wadumbah Dance Group, www.wadidge.com.au/wadumbah/

Yothu Yindi Foundation, 'Garma Festival', <http://www.yyf.com.au/pages/About-Festival.html>

Useful resources from Education Services Australia

L1954 *Mystery object: Torres Strait Islands*

R6688 *Ceremonial headdress, c1921*

R7770 *Torres Strait turtleshell pendants, c1880s*

R8782 *Crocodile mask from the Torres Strait Islands, pre-1907*

R8805 *Dance boards by Emma Nungarrayi, 1970s and 80s*

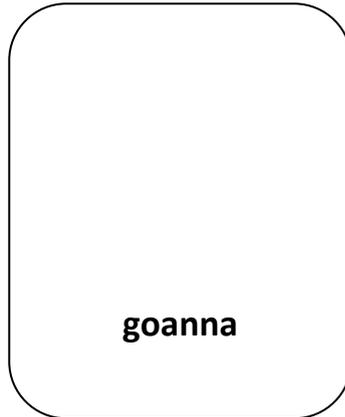


Let's dance

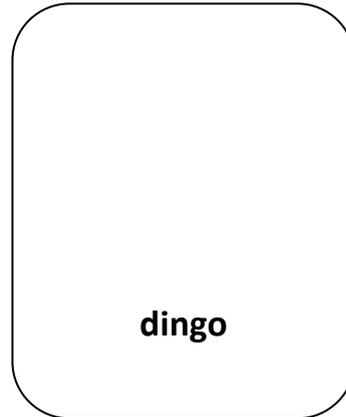
- 1 Group activity: Australian animal cards.
 - a Paste the template below onto a sheet of cardboard and cut out each card.
 - b On the back of each card, draw a picture of the animal listed on the front.



kangaroo



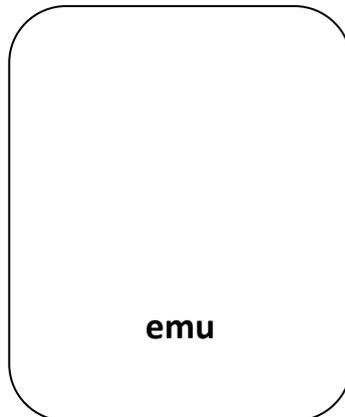
goanna



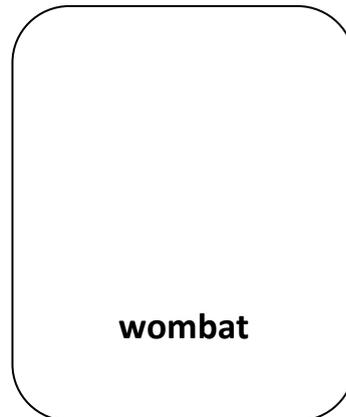
dingo



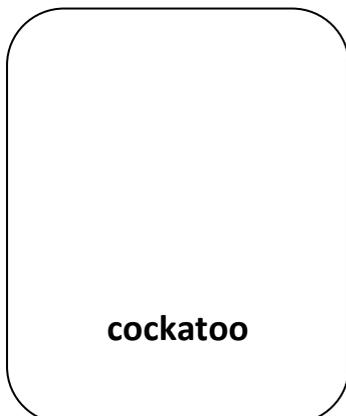
brilga



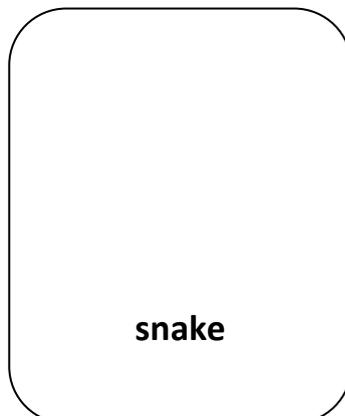
emu



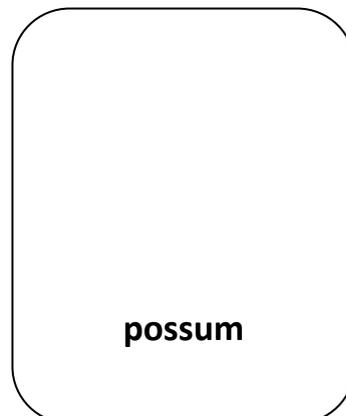
wombat



cockatoo



snake

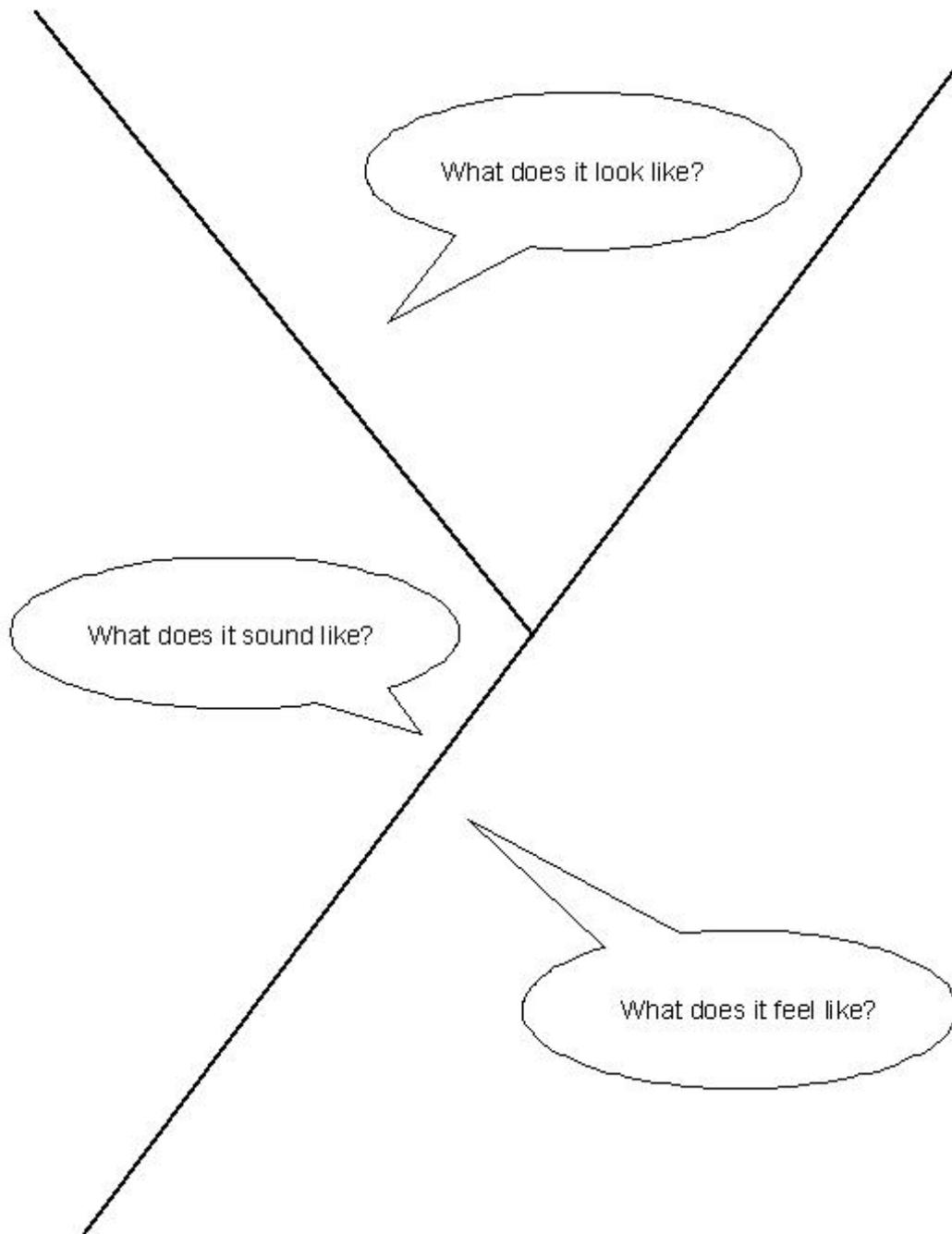


possum



Name: _____

2 Use the Y-chart below to record your research about a ceremony.



EPISODE CLIP: YABBIES

ACTIVITY 3: THE MUMUGA

Subthemes: Beliefs; Culture; Indigenous perspectives

Discover

- As a class, view the clip, **Yabbies**, and discuss the relationship between the two children, Barangaroo and Mung. As an Indigenous female child, Barangaroo is skilled in catching yabbies and looking after the younger members of the tribe. She is a natural leader though finds opposition to her ideas from the boys. The clip focuses on the expectations for children to learn their cultural heritage.
- In *My Place* Episode 26, Barangaroo and her friends have been warned away from the area where the Mumuga lives. The Dharawal people, from the south coastal areas of New South Wales, tell stories about the Mumuga, a monster which lived in caves in mountainous areas.
- Ask students to explore, find, document and share at least one other Indigenous story at the following website:
 - 1 'Stories of the Dreaming', Australian Museum, <http://australianmuseum.net.au/Stories-of-the-Dreaming>
 - 2 ABC, 'Ancient Stories, New Voices', www.abc.net.au/dustechoes/
 - 3 Grey Matter, 'Aboriginal Elders Voices', www.greymatter.net.au/pdf/book/AVE.pdf
- Students should identify the relevant group and area when they share the story.

Reflect

- Divide the class into small groups and ask them to develop their own story of the Mumuga based on the evidence revealed in the TV series. Students should jot down what is said about the Mumuga by the different characters and analyse each of the accounts to determine whether it is a first-hand account or a second-hand account.
 - *A first-hand account* is reported by the person who actually had contact with the subject of the account.
 - *A second-hand account* is reported by others and is not always considered to be as reliable as first-hand accounts.
- Once they have analysed the episode and collated the accounts, they should write a newspaper article about a sighting of the Mumuga using the accounts they have collected. They should illustrate what they think the Mumuga looks like and include this as an illustration in the article.
- *Remember that when teaching and sourcing Indigenous stories to be respectful of their significance and meaning. Students should understand that they can't copy Indigenous stories or artworks as these may have special cultural meaning to the community and to individuals. If you are in doubt about how to teach Indigenous perspectives, connect with your local Indigenous community to discuss and share their ideas about such issues.*



Download

Student Activity Sheet H26.3: The Mumuga

Aligned resources

'Stories of the Dreaming', Australian Museum, <http://australianmuseum.net.au/Stories-of-the-Dreaming>



Research card

ACCOUNTS

Illustration

Type of account:

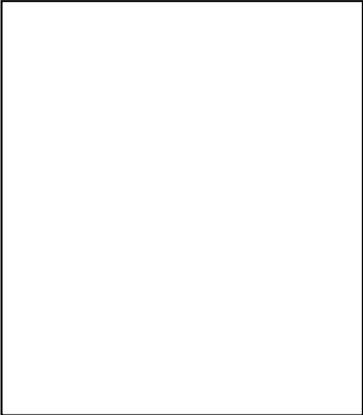
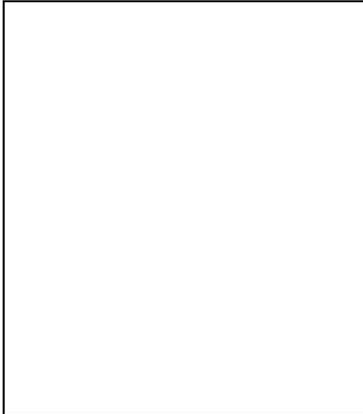
Transcription of the account:



Name: _____

Newspaper article

Title	Author

Author	Message
	Subtitle:
Illustration  	



Method:

Step 1.

Step 2.

Step 3.

EPISODE CLIP: YABBIES

ACTIVITY 4: CELEBRATE!

Subthemes: Celebrations; Customs and traditions; Indigenous perspectives

Discover

- As a class, view the clip and discuss the relationship between the two children, Barangaroo and Mung. As an Indigenous female child, Barangaroo is skilled in catching yabbies and looking after the younger members of the group. Although she is a natural leader, she finds opposition to her ideas from the boys. The clip illustrates the education of Indigenous children and the expectations on them to learn the ways of the group and be brave when faced with the Mumuga.
- In Episode 26 | 1778: Before Time: Barangaroo the children plan a feast and catch yabbies and fish in preparation. Use the websites below to find out when events which celebrate or commemorate Aboriginal and Torres Strait Islander peoples and cultures will fall this year:
 - 1 NAIDOC, 'NAIDOC Week', www.naidoc.org.au/
 - 2 National Sorry Day Committee, 'Sorry Day', www.nsdcc.org.au/
 - 3 New South Wales Aboriginal Land Council, 'Survival Day', <http://www.alc.org.au/nswalc-in-the-community/survival-day-2011.aspx>
 - 4 Reconciliation Australia, 'National Reconciliation Week 2011 - Let's talk recognition', www.reconciliation.org.au/home/get-involved/national-reconciliation-week
 - 5 Secretariat of National Aboriginal and Islander Child Care, 'National Aboriginal and Islander Children's Day', www.snaicc.asn.au/news-events/dsp-default.cfm?loadref=58
 - 6 Torres Strait Regional Authority, 'The Coming of the Light Festival', www.tsra.gov.au/the-torres-strait/events/coming-of-the-light.aspx
 - 7 —'Mabo Day', www.tsra.gov.au/the-torres-strait/events/mabo-day.aspx
 - 8 Treeline, 'TreeLine @ The Bunya Dreaming', www.treeline.org.au/program/treeline-bunya-dreaming
- Create a calendar of events that includes local festivals held in your region.
- Encourage students to find out more about what happens on each of these occasions and what each day celebrates and commemorates. Students should plan, organise, create and participate in a celebratory festival for that day.

Reflect

- Choose an event which is occurring soon. Students should research the reasons for the celebration or commemoration and write a letter to the school principal explaining why they think it is important that the class either organise a festival to celebrate the event or take part in festivities organised by a local community group.
- Next, students should brainstorm ways they can celebrate the event in a culturally sensitive way. This could include creating an exhibit, artistic display or performance and inviting an Indigenous community member, cultural teacher or Elder into the school for the day.
- Once the class has decided on how they will celebrate or participate in the event they can use the checklist provided in **Student Activity Sheet H26.3: Celebrate!** to plan their involvement. Allow time for students to create their event or choreograph their performance.



- Students should also design posters to market and promote their event.

Download

Student Activity Sheet H26.4: Celebrate!

Aligned resources

Briggs, Sue, Harvey, Bev (2003), *Celebrating*, Reconciliation, Scholastic, New South Wales.

For upper Primary

Park, Louise (2003), *Festivals*, Reconciliation, Scholastic, New South Wales.

For lower Primary

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

Australian Human Rights Commission, 'International Day of the World's Indigenous People', www.hreoc.gov.au/about/media/media_releases/2007/54_07.html

Exhibit Management Solutions, 'Tradeshaw Toolbox: Hints-n-Tips', www.emsiandd.com/toolbox/hints.htm

NAIDOC, 'NAIDOC Week', www.naidoc.org.au/

National Sorry Day Committee, 'Sorry Day', www.naidoc.org.au/

New South Wales Aboriginal Land Council, 'Survival Day', <http://www.alc.org.au/nswalc-in-the-community/survival-day-2011.aspx>

Queensland Studies Authority, Indigenous Perspectives Support Materials, www.qsa.qld.edu.au/3035.html

Reconciliation Australia, 'National Reconciliation Week 2011 - Let's talk recognition', <http://www.reconciliation.org.au/home/get-involved/national-reconciliation-week>

Secretariat of National Aboriginal and Islander Child Care, 'National Aboriginal and Islander Children's Day', www.snaicc.asn.au/news-events/dsp-default.cfm?loadref=58

Torres Strait Regional Authority, 'The Coming of the Light Festival', www.tsra.gov.au/the-torres-strait/events/coming-of-the-light.aspx

—'Mabo Day', www.tsra.gov.au/the-torres-strait/events/mabo-day.aspx

TreeLine, 'TreeLine @ The Bunya Dreaming', www.treeline.org.au/program/treeline-bunya-dreaming

Useful resources from Education Services Australia

L1954 *Mystery object: Torres Strait Islands*

L5207 *Making a difference: the Day of Mourning protesters*

R10908 *Doug Nicholls*

R11054 *After Mabo, 1997: A country's shame*

R11295 *William Cooper, Indigenous Australian activist*

R11296 *Day of Mourning protest*



Celebrate!

- 1 Find out what celebrations and commemorations Indigenous peoples observe. List these events in the months that they occur and explain what the celebration is and why it is celebrated or commemorated. Include local festivals held in your region.

January

31 January: Australia Day, also known by many Australians as Day of Mourning, Survival Day or Invasion Day, celebrates the survival of Indigenous peoples and cultures.

February

March

21 March: Harmony Day celebrates the diversity, rich heritage and cultures of all Australians.



April

May

26 May: Sorry Day. As a recommendation from the *Bringing Them Home* report, this national day commemorates the impact of government policies on Indigenous Australians.

27 May–3 June: National Reconciliation Week celebrates the rich, diverse cultures of the first Australians and encourages conversations on working together.

June

3 June: Mabo Day celebrates the 1992 High Court decision that recognised the existence of Native Title in Australia.

3–11 June: NAIDOC Week celebrates the history, culture and achievements of Aboriginal and Torres Strait Islander people. The National Aborigines and Islanders Day Observance Committee traces its origins to Aboriginal rights groups of the 1920s.



July

1 July: The Coming of the Light Festival is the day Torres Strait Islander peoples, both in Torres Strait and throughout the mainland, celebrate the religious and cultural ceremonies of the region. It was the day in 1871 that the London Missionary Society first arrived in Torres Strait.

August

4 August: National Aboriginal and Islander Children's Day advocates for Indigenous children of Australia. It was first observed in 1988.

9 August: International Day of the World's Indigenous Peoples was first commemorated by the United Nations Working Group on Indigenous Populations in Geneva in 1982.

September



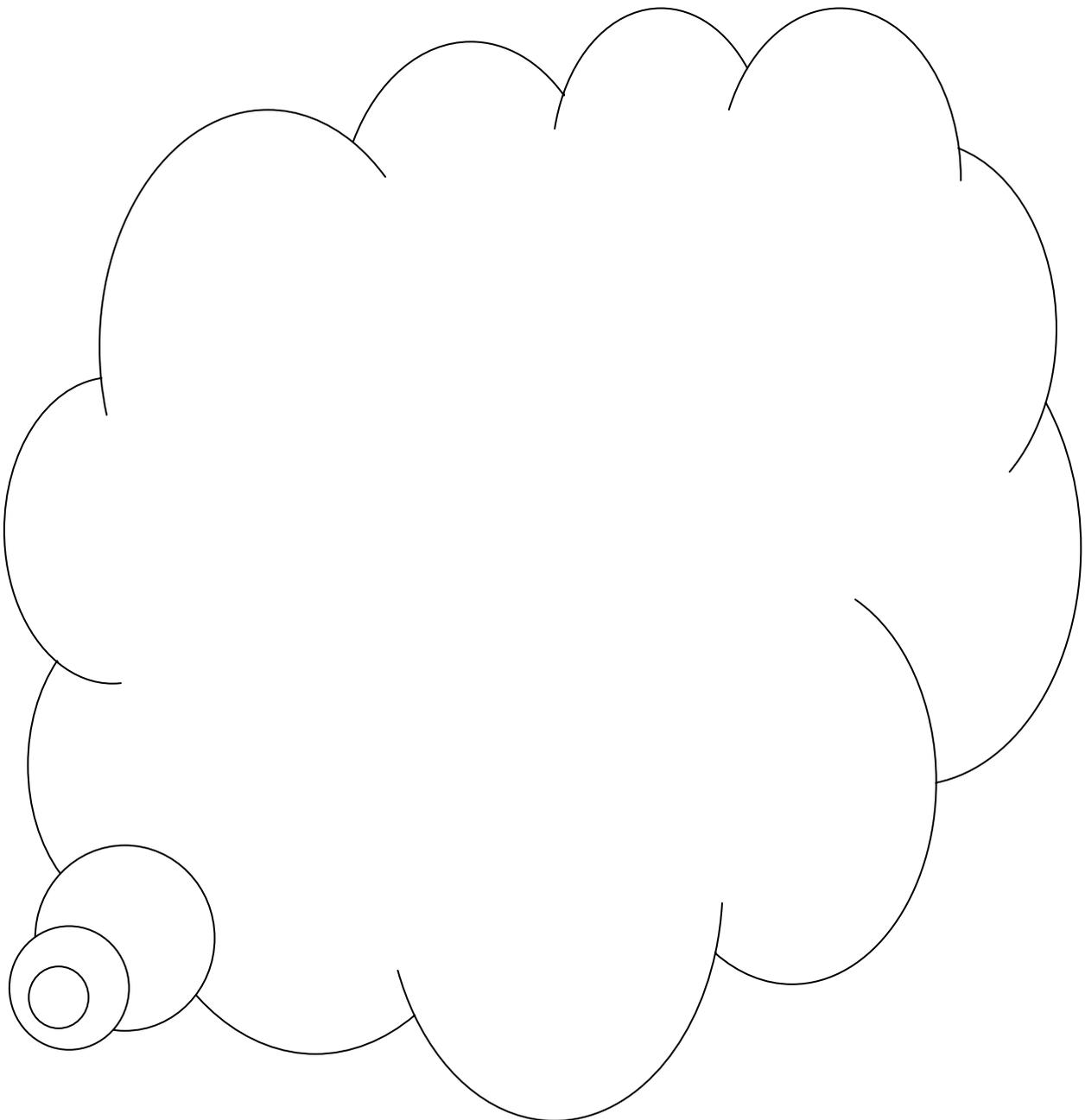
October
November
December



- 3** Brainstorm ways you can celebrate the Indigenous event in a culturally sensitive way. This could include creating an exhibit, artistic display or performance and inviting an Indigenous member of the community, a cultural teacher or an Elder into the school for the day.

For protocols and guidelines for working with Indigenous communities, go to:

- a** Queensland Studies Authority, Indigenous perspectives support materials, <http://www.qsa.qld.edu.au/3035.html>
- b** Aboriginal Education: Board of Studies NSW, 'Working with Communities', <http://ab-ed.boardofstudies.nsw.edu.au/go/7-10/science/working-with-communities>





4 Event planning checklist

Space	
Where will we hold our exhibit/performance?	
How will we use this space? Make a plan.	
Allocate tasks	
What jobs and tasks need to be performed?	
Who will do these jobs and tasks?	
Create exhibit/performance	
What do we need to create our exhibit or performance?	
What is our schedule for creating our exhibit or performance?	
Make a budget	
Will we need any extra money for our performance?	
How can we raise the necessary funds?	
Market and promote	
How will we promote the event?	

EPISODE 26 | BEFORE TIME: BARANGAROO

Unit focus: English

Year levels: 3–6

EPISODE CLIP: DANCE-OFF

ACTIVITY 1: CULTURE

Subthemes: Beliefs; Customs and traditions; Indigenous perspectives

Discover

- Prior to watching this clip, have students research the importance of dance as part of Indigenous cultures. Some useful websites include:
 - 1 ABC, Indigenous Arts and Events, 'Performance', www.abc.net.au/indigenous/arts_events/PERFORMANCE.htm
 - 2 Australia.gov.au, 'Australian Indigenous Ceremony - Song, Music and Dance', australia.gov.au/about-australia/australian-story/austn-indigenous-ceremony
 - 3 Oz Outback, 'Dances and Ceremonies from Indigenous Australia', ozoutback.com.au/Australia/videos.html
- Consider dance as part of a holistic Indigenous knowledges framework:

Education Queensland: The Arts, 'Indigenous Perspectives in The Arts – Dance', www.learningplace.com.au/deliver/content.asp?pid=28643
- Extracts of dance scenes from such films as *Ten Canoes* (2006) and filmed productions from the Bangarra Dance Theatre could be used as examples:
 - 1 Bangarra Dance Theatre, 'Vision', www.bangarra.com.au/About/Vision.aspx
 - 2 Ten Canoes, www.tencanoes.com.au/tencanoes/
- Stories from the Yolngu people of Ramingining in the northern part of central Arnhem Land are featured on the following website:

Twelve Canoes, www.12canoes.com.au/
- There is a map showing Ramingining on the 'Where in the World' page of this website. You can navigate to it from 'About Us'. For this group, consider dance within ceremony and how it fits with all aspects of life – land, environment, language, culture and relationships.
- Watch the clip **Dance off** from Episode 26 | 1778 : Before Time: Barangaroo and focus students' attention on the performance. Ask students the following questions:
 - 1 Which three animal movements did Barangaroo mimic?
 - 2 Which animal movements did Mani try to mimic?
 - 3 What are three other animals they could have tried to use in the dance?

- Ask students to research information from your local Indigenous language group (or dance group if there is one available), or from another particular region, in response to the questions below.
 - 1 How is dance important to the life and culture of the group? How is it connected to the land, the environment and relationships between people?
 - 2 What are some of the stimulus ideas for dance movements and choreography for this group?
 - 3 What other preparation is involved in terms of dressing up and/or social organisation of the group/s?
 - 4 What are the roles and responsibilities of people and their relationships to dance within the group?
 - 5 Which ceremonies involve dances and who is able to share, know and learn about these?
- Be sure to reinforce that it is not appropriate to recreate Indigenous images, movements or music as they could have particular spiritual significance that is not appropriate to share. It is also important for students to create what they know rather than seeking it elsewhere.

Reflect

- Ask students to work in groups of three. Ask each group to create a dance mimicking three different Australian animals from your local area or beyond that have some significance for the students. Students should observe the movements of the selected animals and practise the movements for them. Each set of movements should be repeated three times in a sequence. In preparation, ask students to develop an instruction sheet on how to perform their dance. Refer students to **Student Activity Sheet E26.1: Culture**. Students could create their own backing music for the dance.
- Host a dance-off for the class where each group performs their dance based on the three sequences of the animals they selected. The rest of the class can guess which animals are mimicked. The group can invite the rest of the class to learn and practise the dance with them.
- The students may use costumes and body decoration for added impact.

Download

- Student Activity Sheet E26.1: Culture

Aligned resources

ABC, Indigenous Arts and Events, 'Performance',

www.abc.net.au/indigenous/arts_events/PERFORMANCE.htm

Australia.gov.au, 'Australian Indigenous Ceremony - Song, Music and Dance', australia.gov.au/about-australia/australian-story/austn-indigenous-ceremony

Bangarra Dance Theatre, 'Vision', www.bangarra.com.au/About/Vision.aspx

Education Queensland: The Arts, 'Indigenous Perspectives in The Arts – Dance',

www.learningplace.com.au/deliver/content.asp?pid=28643

Oz Outback, 'Dances and Ceremonies from Indigenous Australia',

ozoutback.com.au/Australia/videos.html

Ten Canoes, www.tencanoes.com.au/tencanoes/

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



Useful resources from Education Services Australia

R6688 *Ceremonial headdress, c1921*

R8805 *Dance boards by Emma Nungarrayi, 1970s and 80s*



Culture

1 Research information from your local Indigenous language group (or dance group if there is one available) or from another particular region in response to the following questions:

a How is dance important to the life and culture of the group? How is it connected to the land, the environment and relationships between people?

b What are some of the stimulus ideas for dance movements and choreography for this group?

c What other preparation is involved in terms of dressing up and/or social organisation of the group/s taking part?

d What are the roles and responsibilities of people and their relationships to dance within the group?

e Which ceremonies involve dances and who is able to share, know and learn about these?



- 2 Work in groups of three and create a dance mimicking three different Australian animals from your local area or beyond that have some significance for you.
- a Observe the movements of your three selected animals and practise the movements for each. Each set of movements should be repeated three times in a sequence.
 - b Develop instructions on how to perform your dance.
 - c Create some backing music for your dance.

Step one	Step two	Step three	Step four
Step five	Step six	Step seven	Step eight

EPISODE CLIP: DANCE-OFF

ACTIVITY 2: STORIES OF MUMUGA

Subthemes: Beliefs; Customs and traditions; Indigenous perspectives

Discover

- As a class, view the clip and focus attention on the conversation between Wiyanga and the children, particularly when she tells them to stay away from the Mumuga. As a class, brainstorm all of the different types of stories and lessons students learn from their grandparents, parents, other family and important people in their lives. These could be oral histories about the family or individuals within it, lessons on morals and values, religious stories about spirituality, or practical lessons about cooking, making or fixing things, or looking after each other.
- Have students focus on the conversation between the children about the powers of the Mumuga. Refer students to **Student Activity Sheet E26.2: Stories of Mumuga** and ask them to respond to the following questions:
 - 1 What do the children think the Mumuga can do with its claws?
 - 2 What can it do with its teeth?
 - 3 What about it smells really bad?
 - 4 What can this smell do to its victims?
 - 5 What does it do to bodies while they're still warm?

Reflect

- Focus attention on the conversation between Mung and Barangaroo, when Mung asks if the Mumuga took his mum. This question develops the understanding that the Mumuga is dangerous and to be feared. Ask students to imagine their own feared animal or monster. Ask students to write a children's story as an imaginative text or as a graphic story. For examples of children's books, refer to the work of Shaun Tan as an example of a graphic novel and Mem Fox as an example of repetitive text for a children's story. And importantly, find examples of Indigenous children's books and discuss their illustrations and stories.
 - 1 Austral Ed, 'Children's Books – Books about Australian Indigenous Peoples', www.australed.iinet.net.au/aust_aborigines.html
 - 2 ABC TV, 'Us Mob', www.abc.net.au/usmob/
- Ask students to draw what they think the Mumuga looks like. The illustration should be labelled with all the horrifying features that Barangaroo and the children talk about.
- Refer students to **Student Activity Sheet E26.2: Stories of Mumuga**.

Download

- Student Activity Sheet E26.2: Stories of Mumuga



Aligned resources

Austral Ed, 'Children's Books – Books about Australian Indigenous Peoples',
www.australed.iinet.net.au/aust_aborigines.html

ABC TV, 'Us Mob', www.abc.net.au/usmob/

Useful resources from Education Services Australia

R11483 *Our history - unit of work*

R11484 *My history - unit of work*



Stories of Mumuga

1 Focus on the conversation between the children about the powers of the Mumuga monster. Answer the following questions:

a What do the children think the Mumuga can do with its claws?

b What can it do with its teeth?

c What about it smells really bad?

d What can this smell do to its victims?

e What does it do to bodies while they're still warm?

2 Imagine you held a belief in a feared animal or monster. Write a story about the monster as an imaginative text or as a graphic story. Look at the children's books of Shaun Tan for a graphic novel, and Mem Fox as an example of repetitive text in a children's story. Write your draft story here:



Name: _____

- 3 Either draw a picture of the Mumuga and label it with all the horrifying features that Barangaroo and the other children think it has, or draw the monster for your story above.

EPISODE CLIP: YABBIES

ACTIVITY 3: FEAR

Subthemes: Beliefs; Character; Indigenous perspectives

Discover

- As a class, view the clip and focus attention on the opening shot of the Mumuga's mountain. Draw students' attention to the use of loud and foreboding music, mist, a close-up, and Mung's frightened assertion. These are various ways that the filmmaker creates a sense of fear for the audience. Ask students to evaluate the effectiveness of these techniques to convey meaning and expression. Students can show their response by placing themselves on an imaginary line that ranges from completely effective at one end to not at all effective at the other.
- As a class, list the different camera angles used to deliver a sense of foreboding about the Mumuga. Students should also assess the style and tempo of the music used to enhance audience response.
- As a class, find out about different Indigenous stories in your local area or research stories from a particular country/language group across Australia. These stories are often oral traditions that have been passed down from one generation to the next. Some may be traditional stories that have been passed down over hundreds of thousands of years while others will be more recent, contemporary stories. Many have now been written down.
- Stories may include life histories (individual or collective), spiritual narratives (including creation stories) and cultural practices (teachings about ways of doing things, seeing things and being). Some of these stories are meant to evoke 'fear' in the reader which is important in the art of children's storytelling. Ask students to suggest reasons why the story is written in this way and how it would act as a warning to children.
- Ask students to research and find many different types of Indigenous stories and Indigenous writers. Have students choose one Indigenous story from their local area or from a particular language group or region across Australia. They should consider the following questions about the story and respond using **Student Activity Sheet E26.3: Fear**.
 - 1 Who are the main characters in the story?
 - 2 What is the setting? What country and/or people is it connected to?
 - 3 What happens and how is it linked to the place?
 - 4 How does the story end?
 - 5 Does it have a particular message and if so what is it?
 - 6 How is 'fear' translated in the story?
 - 7 Why was 'fear' used in the story?

Reflect

- Find examples of Indigenous children's book writers using the following websites:
 - 1 Austral Ed, 'Children's Books - Books about Australian Indigenous Peoples', www.australed.iinet.net.au/aust_aborigines.html
 - 2 ABC, 'Us Mob', www.abc.net.au/usmob/



- Ask students to design the front and back covers of a storybook for their chosen Indigenous story. On the front they need to include the title, the author's name and a meaningful illustration that draws the viewer's attention. On the back they should write a short summary of the story without giving the ending away. Refer students to **Student Activity Sheet E26.3: Fear**.

Download

- Student Activity Sheet E26.3: Fear

Aligned resources

ABC, 'Us Mob', www.abc.net.au/usmob/

Austral Ed, 'Children's Books - Books about Australian Indigenous Peoples',
www.australed.iinet.net.au/aust_aborigines.html

Useful resources from Education Services Australia

R11468 *'True' stories - unit of work*



Fear

- 1 Choose one Indigenous story from your local area or from a particular language group or region across Australia.

Consider the following questions about the story:

- a Who are the main characters in the story?

- b What is the setting? What country and/or people is it connected to?

- c What happens and how is it linked to the place?

- d How does the story end?

- e Does it have a particular message and if so what is it?

- f How is 'fear' constructed in the story?

- g Why was the representation of 'fear' used in the story?



Name: _____

- 2** Design the front cover for your chosen story. You need to include the title of the story, the author's name and an illustration that captures the attention of the reader.

- 3** Design the back cover for your chosen story. You need to include a summary of the story but do not include the ending. Use just enough information to get the reader interested.

EPISODE CLIP: YABBIES

ACTIVITY 4: LEADERSHIP

Subthemes: Character; Gender roles and stereotypes; Indigenous perspectives

Discover

- Prior to watching this clip, discuss with students the ideas of leadership, working as a team and facing your fears. Brainstorm things that students are frightened of and list the ways they have tried to overcome those fears.
- As a class, view the clip and focus on the part in which Barangaroo and Mung are catching yabbies. Ask the students to respond to the following questions:
 - 1 How is Barangaroo catching yabbies?
 - 2 How is Mung catching yabbies?
 - 3 What does Barangaroo say to Mung that makes him leave?
 - 4 How do you think it may have made him feel?
- Have students focus on the part when Barangaroo returns to the camp site. Ask students the following questions:
 - 1 Why is Wiyanga angry with Barangaroo?
 - 2 Where does Barangaroo think Mani has gone?
 - 3 What is her reason for thinking this?
 - 4 Who is the first to go to find Mung?
 - 5 What are the two reasons given by Mani's friends for why they don't want to go into the Mumuga's cave?
 - 6 What does Mani say to convince them to stay?
- Barangaroo wants to be considered the leader of the children. Ask students to list how she proves that she is a good leader. Ask students to list what they feel makes her a good leader.

Reflect

- Ask students to write an action plan for Barangaroo and her friends that they could use to find Mung. They need to work as a team and systematically list the stages of the search and who is responsible for searching particular areas. Make sure that the plan elects Barangaroo as the leader. It should articulate her role to oversee the search plan.
- The action plan instructions could include tools the children might need, a map of the territory with an escape route drawn on it, and a list of food items they could take with them.
- Students need to keep to the authentic time and setting of the clip. They should complete research into how Indigenous Australians lived and what resources they utilised through their understanding of their environment.

Download

- Student Activity Sheet E26. 4: Leadership

Useful resources from Education Services Australia

R7717 *Moodeitj Yorgas, 1988: Aboriginal women in leadership*



Name: _____

- 3 Write instructions to go with the plan. The action plan instructions could include tools the children might need, what food they could take with them and a map of the territory with an escape route drawn on it.

Action Plan

Tools/weapons needed	Food to be taken
A map of the escape route	