

## 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](http://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](http://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](http://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](http://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](http://www.bangarra.com.au/About/Vision.aspx)
  - 2 Ten Canoes, [www.tencanoes.com.au/tencanoes/](http://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/](http://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](http://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](http://australia.gov.au/about-australia/australian-story/austn-indigenous-ceremony)

Bangarra Dance Theatre, 'Vision', [www.bangarra.com.au/About/Vision.aspx](http://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](http://www.learningplace.com.au/deliver/content.asp?pid=28643)

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

[ozoutback.com.au/Australia/videos.html](http://ozoutback.com.au/Australia/videos.html)

Ten Canoes, [www.tencanoes.com.au/tencanoes/](http://www.tencanoes.com.au/tencanoes/)

Twelve Canoes, [www.12canoes.com.au/](http://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?

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

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

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

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

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- 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](http://www.australed.iinet.net.au/aust_aborigines.html)
  - 2 ABC TV, 'Us Mob', [www.abc.net.au/usmob/](http://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



*My Place*  
FOR TEACHERS

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## Aligned resources

Austral Ed, 'Children's Books – Books about Australian Indigenous Peoples',  
[www.australed.iinet.net.au/aust\\_aborigines.html](http://www.australed.iinet.net.au/aust_aborigines.html)

ABC TV, 'Us Mob', [www.abc.net.au/usmob/](http://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?

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**b** What can it do with its teeth?

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**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?

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**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:

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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](http://www.australed.iinet.net.au/aust_aborigines.html)
  - 2 ABC, 'Us Mob', [www.abc.net.au/usmob/](http://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/](http://www.abc.net.au/usmob/)

Austral Ed, 'Children's Books - Books about Australian Indigenous Peoples',  
[www.australed.iinet.net.au/aust\\_aborigines.html](http://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?

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

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

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- d How does the story end?

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

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

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

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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*



## Leadership

- 1** How does Barangaroo prove that she is a good leader? List the qualities that she shows below:

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- 2** Write an action plan for Barangaroo and her friends to use in finding Mung. The children need to work as a team.

List the stages of the search and who is responsible for searching particular areas. Make sure that the plan elects Barangaroo as the leader and makes clear that her role is to oversee the search.

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- 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
<b>A map of the escape route</b>	