

## EPISODE 25 | BEFORE TIME: BUNDA

Unit focus: English

Year levels: 3-6

### EPISODE CLIP: SNAKEBITE

#### ACTIVITY 1: SIBLING RIVALRY

Subthemes: Indigenous perspectives; Relationships; Social order and education

##### Discover

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

##### Reflect

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

##### Download

- Student Activity Sheet: E25.1: Sibling rivalry



## Aligned resources

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

### **Useful resources from Education Services Australia**

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

R8259 *Dugong Dugong, 1980: The hunt*



## Sibling rivalry

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

a What does Bunda accuse Garadi of doing to him?

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b What did Bunda do to Garadi's spear?

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c Why did Bunda do that?

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d What does Garadi say to Bunda in response?

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

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



## EPISODE CLIP: SNAKEBITE

### ACTIVITY 2: SNAKES ALIVE!

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

#### Discover

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

#### Reflect

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



- 3 Queensland Museum, 'Medicines', [www.southbank.qm.qld.gov.au/Events+and+Exhibitions/Exhibitions/Permanent/Dandiiri+Maiwar/Living+and+working+the+land/Medicines](http://www.southbank.qm.qld.gov.au/Events+and+Exhibitions/Exhibitions/Permanent/Dandiiri+Maiwar/Living+and+working+the+land/Medicines)
- 4 Soul Food Cafe, 'The Digtree', [www.outbackonline.net/digtree/dig\\_activity9.htm](http://www.outbackonline.net/digtree/dig_activity9.htm)
- 5 South Australia Museum, 'Ngurunderi: An Aboriginal Dreaming', [samuseum.sa.gov.au/online/gallery/ngurunderi/ng3htm.htm](http://samuseum.sa.gov.au/online/gallery/ngurunderi/ng3htm.htm)  
Plant use including medicines
- 6 University of Sydney, 'Our Indigenous Garden', [science.uniserve.edu.au/school/quests/nativeplants.html](http://science.uniserve.edu.au/school/quests/nativeplants.html)  
An Internet web quest on Indigenous use of plants with many links

### Download

- Student Activity Sheet E25.2: Snakes alive!

### Aligned resources

Australian Fauna, 'Australian Snakes – Overview', [www.australianfauna.com/australiansnakes.php](http://www.australianfauna.com/australiansnakes.php)

Australia Zoo, 'Venomous Snakes', [www.australiazoo.com.au/our-animals/amazing-animals/reptiles/?reptile=venomous\\_snakes](http://www.australiazoo.com.au/our-animals/amazing-animals/reptiles/?reptile=venomous_snakes)

Macquarie University, 'Bush Medicine', Research with Yaegl People of NSW, [www.science.mq.edu.au/the\\_faculty/news\\_and\\_events/news/bush\\_medicine](http://www.science.mq.edu.au/the_faculty/news_and_events/news/bush_medicine)

Museum Victoria, 'Australian Snakes – the Victorian Fauna', [www.museumvictoria.com.au/bioinformatics/snake/](http://www.museumvictoria.com.au/bioinformatics/snake/)

Music Outback Foundation, 'Bush Medicine', [www.youtube.com/watch?v=zF8gTYCzNPU](http://www.youtube.com/watch?v=zF8gTYCzNPU)

National Film & Sound Archive, '5 Seasons', [aso.gov.au/titles/documentaries/5-seasons/clip3/](http://aso.gov.au/titles/documentaries/5-seasons/clip3/)

Queensland Museum, 'Medicines',

[www.southbank.qm.qld.gov.au/Events+and+Exhibitions/Exhibitions/Permanent/Dandiiri+Maiwar/Living+and+working+the+land/Medicines](http://www.southbank.qm.qld.gov.au/Events+and+Exhibitions/Exhibitions/Permanent/Dandiiri+Maiwar/Living+and+working+the+land/Medicines)

— 'Snakes', [www.qm.qld.gov.au/features/snakes](http://www.qm.qld.gov.au/features/snakes)

Soul Food Cafe, 'The Digtree', [www.outbackonline.net/digtree/dig\\_activity9.htm](http://www.outbackonline.net/digtree/dig_activity9.htm)

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

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

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

University of Sydney, 'Our Indigenous Garden',

[science.uniserve.edu.au/school/quests/nativeplants.html](http://science.uniserve.edu.au/school/quests/nativeplants.html)

### Useful resources from Education Services Australia

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



## Snakes alive!

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

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

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

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





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

Some useful websites are:

- a** Macquarie University, 'Bush Medicine',  
Research with Yaegl people of NSW
- b** Music Outback Foundation, 'Bush Medicine',  
[www.youtube.com/watch?v=zF8gTYCzNPU](http://www.youtube.com/watch?v=zF8gTYCzNPU)  
Music video clip of Indigenous elders and kids from Laramba community
- c** Queensland Museum, 'Medicines',  
[www.southbank.qm.qld.gov.au/Events+and+Exhibitions/Exhibitions/Permanent/Dandiiri+Maiwar/Living+and+working+the+land/Medicines](http://www.southbank.qm.qld.gov.au/Events+and+Exhibitions/Exhibitions/Permanent/Dandiiri+Maiwar/Living+and+working+the+land/Medicines)
- d** Soul Food Cafe, 'The Digtree',  
[www.outbackonline.net/digtree/dig\\_activity9.htm](http://www.outbackonline.net/digtree/dig_activity9.htm)
- e** South Australia Museum, 'Ngurunderi: An Aboriginal Dreaming',  
[samuseum.sa.gov.au/online/gallery/ngurunderi/ng3htm.htm](http://samuseum.sa.gov.au/online/gallery/ngurunderi/ng3htm.htm)  
Plant use including medicines
- f** University of Sydney, 'Our Indigenous Garden',  
[science.uniserve.edu.au/school/quests/nativeplants.html](http://science.uniserve.edu.au/school/quests/nativeplants.html)  
An Internet web quest on Indigenous use of plants with many links:

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

Some useful websites are:

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

## EPISODE CLIP: FISHING

### ACTIVITY 3: LEARNING NEW SKILLS

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

#### Discover

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

#### Reflect

- Using the information they found while researching Indigenous fishing techniques, ask students to write an instruction manual for how to catch these fish using local Indigenous knowledges. Students should cover all aspects, including what is used for bait, how Indigenous people make hooks, the different types of fish they catch and how they cook these fish. They are to write in an informative and instructional style.
- Use these websites to guide you:
  - 1 Australian Government, 'Australian Indigenous Tools and Technology' [australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology](http://australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology)  
Includes stone fish traps
  - 2 Great Barrier Reef Marine Park Authority, 'Aboriginal Fish Traps and Weirs of Queensland', [www.gbrmpa.gov.au/corp\\_site/about\\_us/great\\_barrier\\_reef\\_outlook\\_report/outlook\\_report/evidence/01\\_standard\\_evidence\\_page309](http://www.gbrmpa.gov.au/corp_site/about_us/great_barrier_reef_outlook_report/outlook_report/evidence/01_standard_evidence_page309)



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

### Download

- Student Activity Sheet E25.3: Learning new skills

## Aligned resources

Australian Government, 'Australian Indigenous Tools and Technology' [australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology](http://australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology)

Great Barrier Reef Marine Park Authority, 'Aboriginal Fish Traps and Weirs of Queensland',  
[www.gbrmpa.gov.au/corp\\_site/about\\_us/great\\_barrier\\_reef\\_outlook\\_report/outlook\\_report/evidence/01\\_standard\\_evidence\\_page309](http://www.gbrmpa.gov.au/corp_site/about_us/great_barrier_reef_outlook_report/outlook_report/evidence/01_standard_evidence_page309)

National Gallery of Australia, 'Fish Trap Sculpture'

[nga.gov.au/Exhibition/Tactility/Detail.cfm?IRN=121378&BioArtistIRN=20430](http://nga.gov.au/Exhibition/Tactility/Detail.cfm?IRN=121378&BioArtistIRN=20430)

Screen Australia Digital Learning, 'Fish Traps',

[www.nfsa.gov.au/digitalllearning/mabo/xk\\_fishtraps.shtml](http://www.nfsa.gov.au/digitalllearning/mabo/xk_fishtraps.shtml)

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

[www.youtube.com/watch?v=7uYKg1M6PRk](http://www.youtube.com/watch?v=7uYKg1M6PRk)

### Useful resources from Education Services Australia

L1202 *Saibai Island canoe*

L1954 *Mystery object: Torres Strait Islands*

R8259 *Dugong Dugong, 1980: The hunt*

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



## Learning new skills

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

	Life skills
1	
2	
3	
4	
5	

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

a What technique does Garadi use to catch a fish?

\_\_\_\_\_

b What technique does Bunda use to catch a fish?

\_\_\_\_\_

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

\_\_\_\_\_

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

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

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

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

d Who passes this knowledge on?

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

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

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



## EPISODE CLIP: FISHING

### ACTIVITY 4: SONS AND BROTHERS

Subthemes: Culture; Indigenous perspectives; Relationships

#### Discover

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

#### Reflect

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

#### Download

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

#### Useful resources from Education Services Australia

L1202 *Saibai Island canoe*

L1454 *My family* [English]

L1954 *Mystery object: Torres Strait Islands*



## Sons and brothers

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

**a** Who actually catches the fish?

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

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**c** What does Garadi do with the fish?

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

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**e** What does their father do with the fish?

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Name: \_\_\_\_\_

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

## EPISODE CLIP: WATER

### ACTIVITY 5: PROBLEM SOLVING

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

#### Discover

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

#### Reflect

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

#### Download

- Student Activity Worksheet E25.5: Problem solving



## Aligned resources:

ABC Indigenous, 'Indigenous Language Map', [www.abc.net.au/indigenous/map/](http://www.abc.net.au/indigenous/map/)

Australian Institute of Aboriginal and Torres Strait Islander Studies, [www.aiatsis.gov.au](http://www.aiatsis.gov.au)

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

## Useful resources from Education Services Australia

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



### Problem solving

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

Bunda		Garadi	
Pros	Cons	Pros	Cons

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

a Describe the music used on the soundtrack.

\_\_\_\_\_  
\_\_\_\_\_

b Does the music have a fast or slow beat?

\_\_\_\_\_  
\_\_\_\_\_

c How does the music make you feel?

\_\_\_\_\_  
\_\_\_\_\_

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

Bunda: \_\_\_\_\_

Garadi: \_\_\_\_\_



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

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

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

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

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

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**3** Identify the Indigenous names for five local animals:

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## EPISODE CLIP: WATER

### ACTIVITY 6: COOPERATION

Subthemes: Beliefs; Customs and traditions; Indigenous perspectives

#### Discover

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



## Reflect

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

## Download

- Student Activity Sheet E25.6: Cooperation

## Aligned resources

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

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

[www.terc.csiro.au/research.asp?Program=socvalues&Project=WATERVALUES](http://www.terc.csiro.au/research.asp?Program=socvalues&Project=WATERVALUES)

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

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

—'Mind Maps', [www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/mind-maps/](http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/mind-maps/)

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

[www.nma.gov.au/exhibitions/yiwarra\\_kuju/](http://www.nma.gov.au/exhibitions/yiwarra_kuju/)

National Water Commission, 'Indigenous Water Management', [www.nwc.gov.au/www/html/273-indigenous-water-management.asp](http://www.nwc.gov.au/www/html/273-indigenous-water-management.asp)

## Useful resources from Education Services Australia

R8510 *Indigenous wooden container from New South Wales*

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



## Cooperation

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

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

Some useful websites are:

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





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

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

