



## 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/](http://www.abc.net.au/dustechoes/)  
Stories from the Northern Territory
  - 2 Australian Museum, 'Stories of the Dreaming', [australianmuseum.net.au/Stories-of-the-Dreaming](http://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](http://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/](http://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](http://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/](http://www.abc.net.au/dustechoes/)

Australian Museum, 'Stories of the Dreaming', [australianmuseum.net.au/Stories-of-the-Dreaming](http://australianmuseum.net.au/Stories-of-the-Dreaming)

Grey Matter, 'Aboriginal Elders Voices', [www.greymatter.net.au/pdf/book/AVE.pdf](http://www.greymatter.net.au/pdf/book/AVE.pdf)

Injalak, 'Stone Country Arts and Crafts', [www.injalak.com/](http://www.injalak.com/)

Jackie's Resources for Learning and Teaching, 'Aboriginal Dreaming Stories',

[www.teachers.ash.org.au/jmresources/dreaming/stories.html](http://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/](http://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/](http://www.nma.gov.au/education/school_resources/permanent_exhibitions/telling_our_indigenous_stories/)

New South Wales Board of Studies, 'Aboriginal Educational Contexts', [http://ab-](http://ab-ed.boardofstudies.nsw.edu.au/)

[ed.boardofstudies.nsw.edu.au/](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](http://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](http://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](http://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](http://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](http://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/](http://www.abc.net.au/dustechoes/)
- Australian Museum, 'Stories of the Dreaming', [australianmuseum.net.au/Stories-of-the-Dreaming](http://australianmuseum.net.au/Stories-of-the-Dreaming)
- Grey Matter, 'Aboriginal Elders Voices', [www.greymatter.net.au/pdf/book/AVE.pdf](http://www.greymatter.net.au/pdf/book/AVE.pdf)
- National Library of Australia, 'Bringing Them Home Oral History Project', [www.nla.gov.au/oh/bth/](http://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?

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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.

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

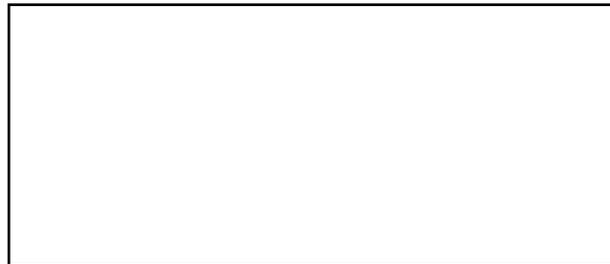
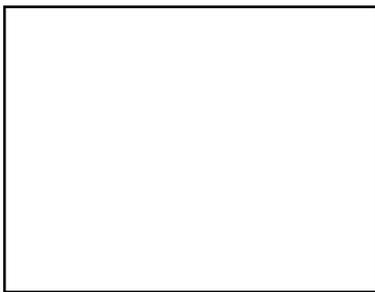
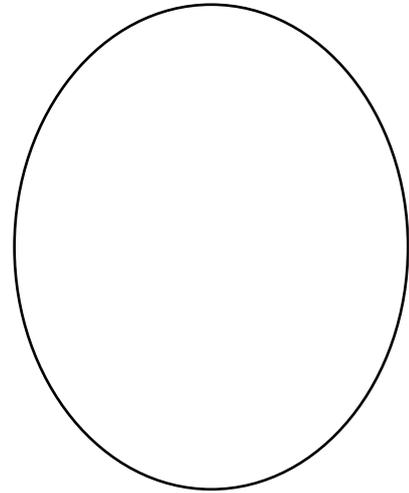
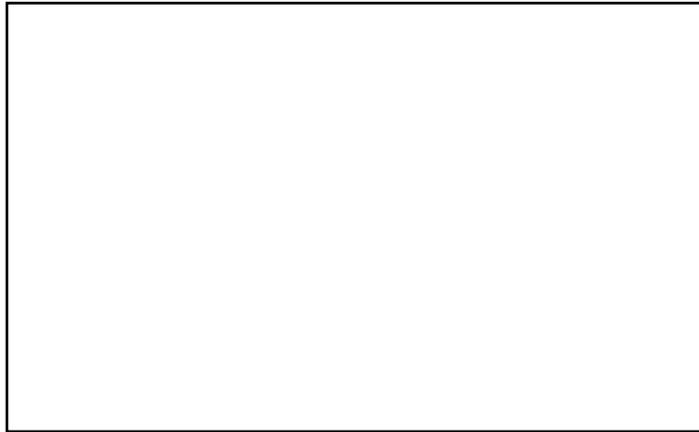
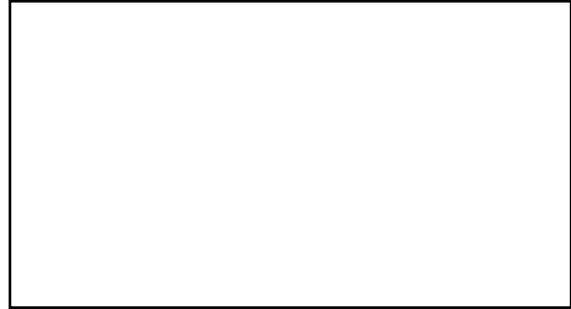
5 You can use a storyboard/graphic novel strip to tell your story.





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](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/](http://www.bangarra.com.au/)
  - 2 Descendance, 'Aboriginal and Torres Strait Islander Dance Theatre', [www.descendance.com.au/](http://www.descendance.com.au/)
  - 3 Tjapukai Aboriginal Cultural Park, [www.tjapukai.com.au/](http://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](http://www.abc.net.au/local/stories/2011/02/09/3136620.htm)

Bangarra Dance Theatre, [www.bangarra.com.au/](http://www.bangarra.com.au/)

Descendance, 'Aboriginal and Torres Strait Islander Dance Theatre', [www.descendance.com.au/](http://www.descendance.com.au/)

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

[http://filmaustraliaceremony.com.au/pdf/teachers\\_notes.pdf](http://filmaustraliaceremony.com.au/pdf/teachers_notes.pdf)

Laura Aboriginal Dance Festival, [www.lauradancefestival.com/](http://www.lauradancefestival.com/)

Message Sticks Indigenous Film Festival, [www.blackfellafilms.com.au/messagesticks/](http://www.blackfellafilms.com.au/messagesticks/)

The Dreaming, 'Woodfordia', [www.thedreamingfestival.com/](http://www.thedreamingfestival.com/)

Thullii Dreaming, [www.thullii.com.au/](http://www.thullii.com.au/)

Tjapukai Aboriginal Cultural Park, [www.tjapukai.com.au/](http://www.tjapukai.com.au/)

Treeline, 'TreeLine @ The Bunya Dreaming', [www.treeline.org.au/program/treeline-bunya-dreaming](http://www.treeline.org.au/program/treeline-bunya-dreaming)

Wadumbah Dance Group, [www.wadidge.com.au/wadumbah/](http://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*

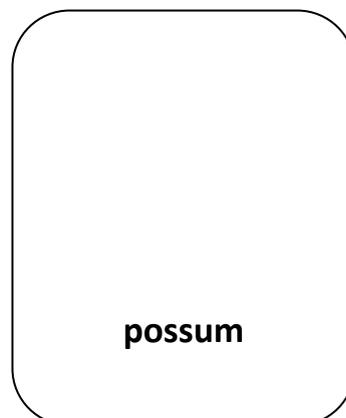
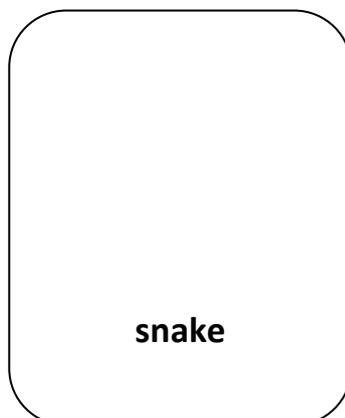
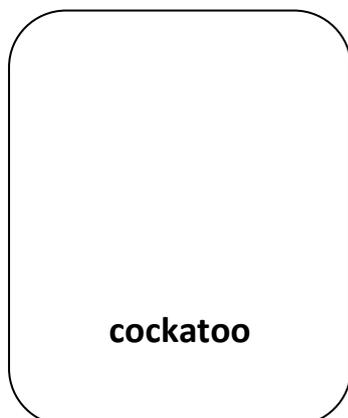
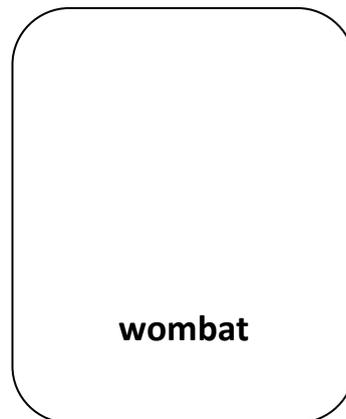
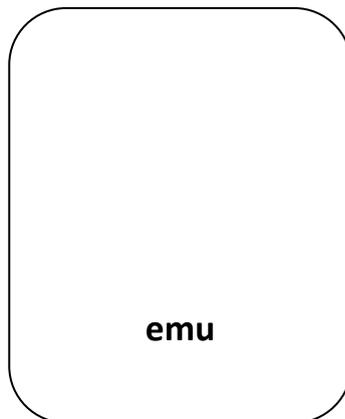
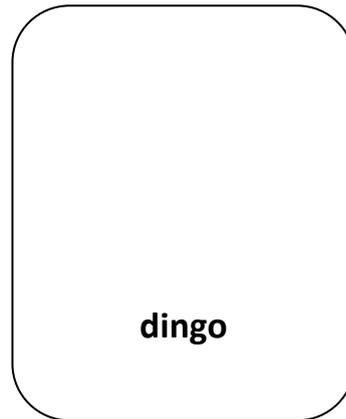
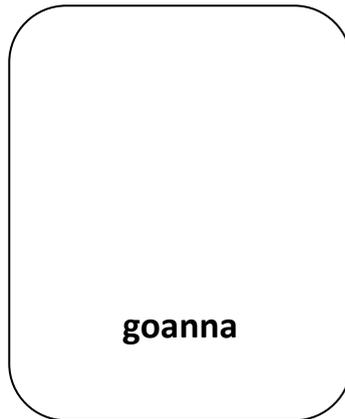
R7770 *Torres Strait turtleshell pendants, c1880s*

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

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

### Let's dance

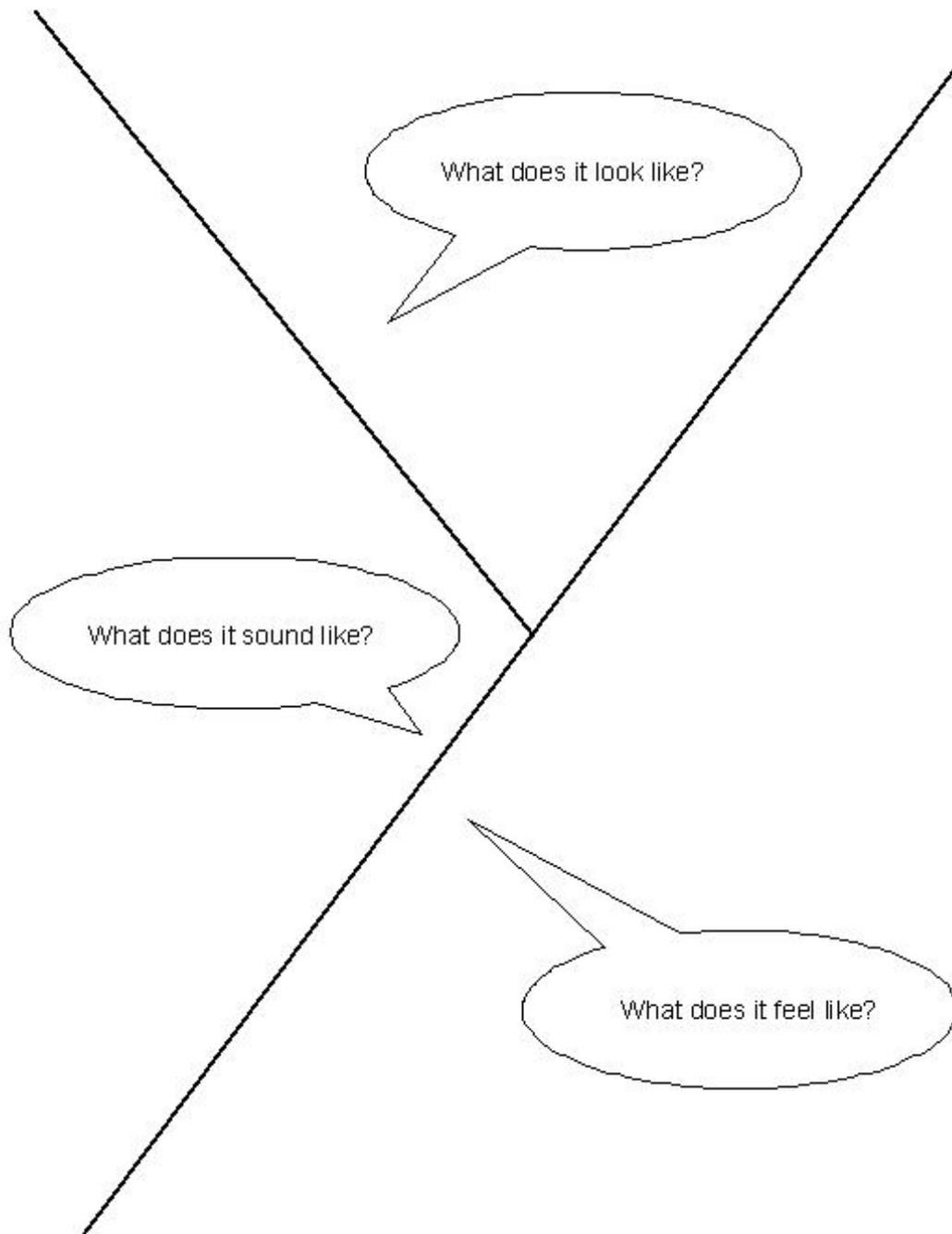
- 1 Group activity: Australian animal cards.
  - a Paste the template below onto a sheet of cardboard and cut out each card.
  - b On the back of each card, draw a picture of the animal listed on the front.





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/](http://www.abc.net.au/dustechoes/)
  - 3 Grey Matter, 'Aboriginal Elders Voices', [www.greymatter.net.au/pdf/book/AVE.pdf](http://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:**

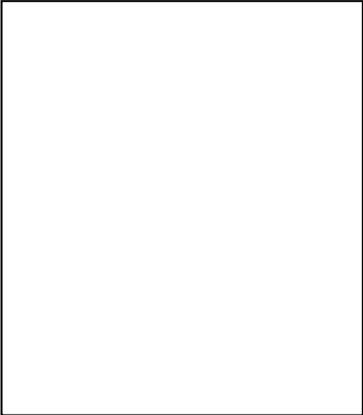
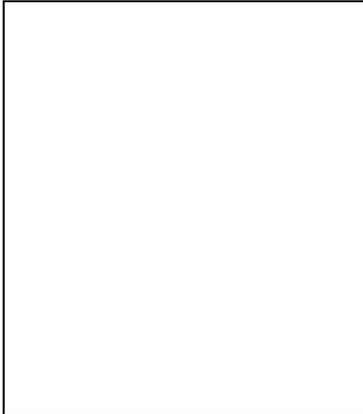
**Transcription of the account:**



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

### Newspaper article

Title	Author

Author	Message
	<b>Subtitle:</b>
<b>Illustration</b>  	



**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/](http://www.naidoc.org.au/)
  - 2 National Sorry Day Committee, 'Sorry Day', [www.nsdcc.org.au/](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.emsiandd.com/toolbox/hints.htm)

NAIDOC, 'NAIDOC Week', [www.naidoc.org.au/](http://www.naidoc.org.au/)

National Sorry Day Committee, 'Sorry Day', [www.naidoc.org.au/](http://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](http://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](http://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](http://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](http://www.tsra.gov.au/the-torres-strait/events/mabo-day.aspx)

TreeLine, 'TreeLine @ The Bunya Dreaming', [www.treeline.org.au/program/treeline-bunya-dreaming](http://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*



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

Student Activity Sheet: H26.4  
Activity 4: Celebrate!

Episode 26 | Before Time: Barangaroo  
Clip: Yabbies

## 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.

<b>January</b>
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.
<b>February</b>
<b>March</b>
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**



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

**October**

**November**

**December**



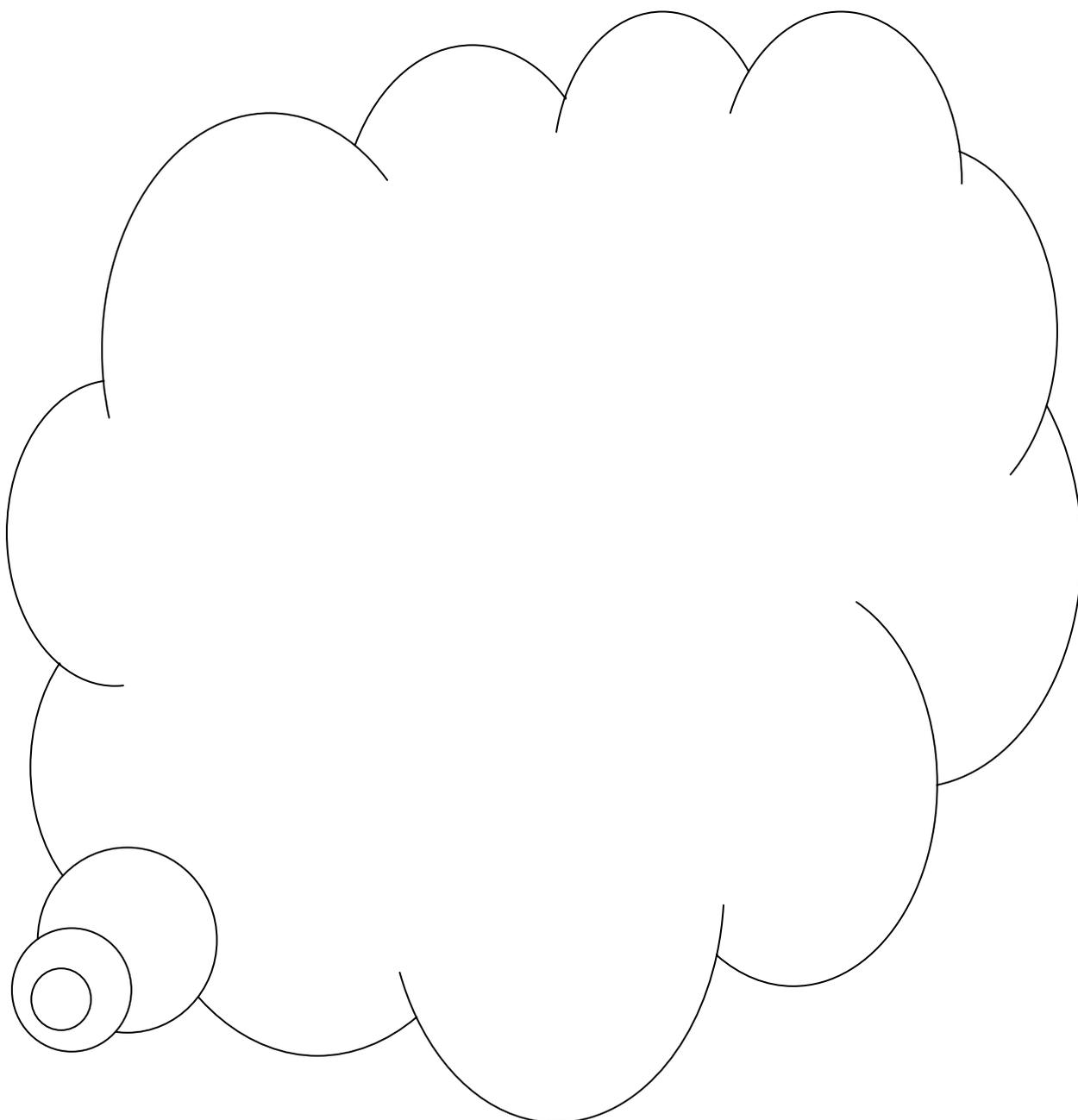


Name: \_\_\_\_\_

- 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>





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

**4 Event planning checklist**

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