

BAYALA NURA

YARNING
COUNTRY

Primary
Education
Kit



AUSTRALIAN MUSEUM

Contents

Teacher Notes	2
NSW Syllabus for the Australian Curriculum	3
About the exhibition	4
Background Information	5
Pre-visit Activities	6
Post-visit Activities	7
Australian Museum Guide Map	8
Inquiry Card Activity Instructions	9
Glossary	9
Inquiry Cards	10
<i>Bayala Nura: Yarning Country</i> Floorplan	17

Book an Educator-led Program!

Students can engage with the Museum's collections and a Museum educator at the Museum.

- ♦ Aboriginal Fibres and Weaving Workshop
- ♦ Indigenous Art Workshop
- ♦ *Garrigarrang: Sea Country* Exhibition Tour
- ♦ *First Australians Galleries* Tour

Go to <http://australianmuseum.net.au/museum-educator-led-programs>

How to Book

For information about Booking and Risk Assessment information go to:

<http://australianmuseum.net.au/booking-an-education-group>

Teacher Notes

Briefing

On arrival at the Museum the students will be met and briefed about the Museum. Please ensure all students and accompanying adults attend this short briefing.

Bag Storage

Museum staff will securely store the students' bags.

Exhibitions

Outside of any educator-led sessions students and teachers may explore the Museum's exhibitions. Some special exhibitions incur an extra charge. We suggest that you divide the students into small groups to move through the exhibitions to prevent overcrowding of the displays.

Lunch

We recommend that students bring their recess and lunch and eat it in Hyde Park. Alternative locations will be provided in wet weather.

Photography

Students are welcome to bring mobile devices to record their excursion. There may be some photography restrictions for special exhibitions.

Free Wi-fi at the Museum

The Museum offers free Wi-fi for onsite visitors. It is available in 30 minute sessions. Students and teachers can log on for more than one session.

Photocopying

Please photocopy the following materials for students and accompanying adults:

- *Bayala Nura* Inquiry Cards on pages 10 - 16
- *Bayala Nura* Exhibition Floorplan on page 17

Student Mobile Devices

Students can download the *Bayala Nura* Inquiry Cards to their mobile device as a PDF.

Pre-visit student activities

To make the most of your visit to the exhibition we recommend that you prepare your students by completing the suggested pre-visit activities on page 6.

Post-visit student activities

After your visit your students will be full of enthusiasm and ideas. We recommend some post-visit activities to harness their interest on page 7.

NSW Syllabus for the Australian Curriculum

History		
	Stage 1	Stage 2
Outcomes		<p>HT2-4 describes and explains effects of British colonisation</p> <p>HT2-5 applies skills of historical inquiry and communication</p>
Content		<p>-Investigate drawing on ATSI community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music and relationship to Country.</p>

Science		
	Stage 1	Stage 2
Outcomes	<p>ST1-12MW relates the properties of common materials to their use for particular purposes</p> <p>ST1-15I describes a range of familiar information sources and technologies and how their purposes influence their design</p> <p>ST1-16P describes a range of manufactured products in the local environment and how their different purposes influence their design</p>	<p>ST2-13MW identifies the physical properties of natural and processed materials, and how these properties influence their use</p>
Content	<p>-Identify a range of natural materials used by ATSI peoples and share ideas about the ways they are used to suit a particular purpose, eg. The use of wood, stone and fibres in the built environment.</p> <p>-Explore communication methods used by ATSI peoples to share ideas and information eg. Dance, stories, music and art.</p> <p>-Describe a variety of ways in which ATSI peoples have used or continue to use natural materials to make products that meet their needs eg. The use of natural fibres to make woven products</p>	<p>-Generate ideas about how the physical properties of some natural and processed materials influence their use</p>

About the exhibition

Bayala Nura: Yarning Country showcases hundreds of cultural artefacts which demonstrate the beauty, depth and diversity of Aboriginal and Torres Strait Islander peoples and culture.

There are remarkable displays of modern and traditional tools and technologies used for daily life including shields, boomerangs, woomeras, spears, clubs, message sticks, axes, baskets and carriers. A canoe exhibit illustrates the importance of sustainability and the land to Aboriginal and Torres Strait Islander peoples.

The ceremonial artefacts, including didgeridus (also spelt didgeridoos), Pukumani (burial) poles, a Torres Strait Islander mask and ornaments, show exquisite craftsmanship and utilization of natural materials.

The exhibition also incorporates text-based displays and images which examine the themes:

- ***Freedom Rides***
- ***Human Rights***
- ***Secret Histories***
- ***Truganini***
- ***Missions***
- ***Stolen Generations***
- ***The Apology***
- ***Respect for Elders***
- ***Land Rights*** (Native Title, *terra nullius*)
- ***Land***
- ***Spirituality***

Students can also see:

- the manuscript of the Kevin Rudd's Apology in 2008.
- 'Blood Brothers – Freedom Ride' 27 minute film on a small screen.
- 'First Footprints' 3 minute film on a large screen about the longevity of the Aboriginal and Torres Strait Island cultures.

Background Information

Explore Aboriginal and Torres Strait Islander cultural artefacts

Images and information about tools, art and ceremonial artefacts relevant to the student activities are found on the Museum's website at:

<http://australianmuseum.net.au/explore-indigenous-australian-objects>



Languages

The Aboriginal and Torres Strait Islander languages represented throughout the exhibition are from different language groups across Australia. Aboriginal and Torres Strait Islander Australia is a multicultural society with around 250 different language groups in existence today. These groups are the current traditional owners of particular areas of land in Australia. The Australian Museum is built on the land of the Gadigal of the Eora Nation.

The word 'Didgeridu'

'Didgeridu' or 'didgeridoo' (either spelling is used) is the name Europeans gave this musical instrument. The onomatopoeic word phonetically resembles the sound the instrument makes. There are many Aboriginal names for the instrument, such as *yidaki*. *Yidaki* is a popular name that refers to the type of instrument made by the Yolngu people of north-east Arnhem Land.

Indigenous Archaeology

The long history of Indigenous cultures of Australia (at least 50,000 years) has been constructed through fossils and artefacts from the past found in many significant archaeological sites. Archaeological sites include camping sites, quarries, ceremonial sites and middens. Archaeologists examine these sites to recover material evidence and to document the relationships of objects to each other. Evidence includes remnants of various craftworks, bones of consumed animals, rock art and ceremonial arrangements and carved trees which are analysed to learn how Indigenous Australians lived. Kakadu is an example of a significant site in Australia containing one of the largest collections of rock art sites in the world.

Preserving heritage

Aboriginal and Torres Strait Islander peoples have preserved their heritage by passing down, through hundreds of generations, their language, knowledge and stories. Traditions, practices and beliefs have been passed down orally through stories and also through body art, sand art, rock art (including painting and engraving), tree carving, bark painting and objects such as shields and dance-boards. Rock paintings and engravings survive throughout Australia and are some of the oldest in the world.

The Australian Museum is aiding the preservation of Aboriginal and Torres Strait Islander heritage by holding, conserving and displaying traditional cultural objects. Objects that are in the collections and not on display are accessible to Aboriginal and Torres Strait Islander peoples.

The Museum is also travelling to Aboriginal and Torres Strait Islander communities and digitally recording oral stories so they are preserved for the future.

The Australian Museum's Collections

The Australian Museum cares for over 25 000 ethnographic objects acquired from many communities across Australia and over 1 000 000 archaeological objects.

Information on the Museum's Aboriginal and Torres Strait Island Collections:

<http://australianmuseum.net.au/aboriginal-and-torres-strait-collections>

Movie file about how the Museum stores Indigenous objects:

<http://australianmuseum.net.au/movie/indigenous-australians-stores>

Pre-visit Activities

1. Construct a timeline

To reinforce the length of time Indigenous Australians have been in Australia in comparison to Europeans students could do one of the following 3 activities:

- Draw a simple timeline to scale showing Aboriginal Australians occupation 50 000 years ago, British invasion/colonisation and the present.
- Put these dates on a piece of string
- Act out a timeline across the classroom using a student to represent each event and space the students apart according to correct proportional intervals of time.

2. Life before British contact

Students imagine what life was like when there were only Aboriginal people living in Australia. Ask them the following:

- What do you think Sydney Harbour looked like?
- Brainstorm sea and land animals living in the Sydney region.
- What food do you think Aboriginal people living in the Sydney area would have eaten?
- What technology would they have used to catch, carry and cook their food?

3. Natural resources

Students brainstorm some of the natural resources which would have been used by Aboriginal and Torres Strait Islander peoples prior to British invasion/colonisation. Source some of the following natural resources: shells, plant fibres, bark, wood, leaves, resin, rocks, minerals, sand, animal skin, animal fur, seeds, seed cases, wax, flowers, human hair, fruit, nuts, animal meat, teeth, bone, tendon (sinew), soil, water. Use pictures if you are unable to find the real thing.

Also source some manmade resources.

First sort the manmade and natural resources into their groups.

Second focus on the natural resources and sort into these groups: animal, vegetable or mineral.

Discuss the potential uses of the natural resources.

4. Relationship to country

Students think about what their country (Australia) means to them. They could explain what it means to them in writing or through artwork. How is this different or similar to the way Aboriginal and Torres Strait Islander peoples see their traditional country? Note: "Country" to Aboriginal and Torres Strait Islander peoples, is the land and waterways that their language group belong to and look after.

5. Caring for country

Students brainstorm what they do at home and at school that helps to look after their country.

Research the meaning of sustainability and then as a class create a list of activities they are already doing to help care for their school. Create an additional list of things they are not currently doing to help care for their school. Begin acting on this list where possible.

6. Communication

Find an Aboriginal languages map online. Ask students if any of them speak another language at home and, if so, what it is. Brainstorm ways we could communicate amongst each other in the classroom if we couldn't use English as a language. Ideas might be drawing pictures, using body language, sign language or miming. Divide class into groups. Ask each group to think of a message and then to communicate it to the rest of the class without making any noise. The rest of the class has to guess what the message is. This activity prepares students for the concept behind message sticks.

Post-visit activities

Video Conference

Your class could do one of the Australian Museum Video Conferences: Indigenous Totems or Indigenous Art Workshop. Find out about them at:

<http://australianmuseum.net.au/video-conferencing>

1. Relationship to Country

Students reflect on their visit to the *Bayala Nura: Yarning Country* exhibition and brainstorm the relationship between Aboriginal and Torres Strait Islander peoples and the land. To help them, students think about the artefacts they saw on display and how they were used. Ask them to describe and explain this in words or through art.

Ask students how their own relationship with the land is different and/or similar.

2. Boomerang

Ask students to investigate different boomerang designs and their different shapes, sizes and uses. Boomerang types might include the following: *hunting boomerang; club boomerang; cross boomerang; returning boomerang or toy boomerang*.

3. Didgeridu

Students can make their own didgeridu using a paper towel roll. They can create a design for the outside to represent a story of their choice. The colours used on the outside should represent the earth colours used by Aboriginal Australians. They can use symbols and patterns to tell their story.

Students can also practice circular breathing by continuously blowing bubbles in a cup of water through a straw.

4. Canoe

Students can design their own canoe using bark and other natural materials collected from their school yard. Test which canoe floats for the longest and discuss why (design, materials etc.).

5. Message Sticks

Brainstorm with students the different ways we communicate messages to our friends and family today eg. cards, emails, phone calls, e-cards, social media, text messages etc. Have a look at some examples of message sticks and discuss this Aboriginal Australian form of communication. Students then create their own message stick to invite people to a celebration of their choice. They design their message without words using symbols or pictures and paint or draw their design on the outside of a paper towel roll.

6. Create a poster

In groups, students can create a poster about one of the themes or artefacts they investigated at the Museum. They can further research the artefacts using the internet and books. There are many images on the Australian Museum website which they could use.

7. Create a book

As a class, create a book using the inquiry cards. The inquiry cards can be re-printed and information collected at the Museum can be summarised by students and recorded on adjacent pages. Information about artefacts and their educational value can be found here: <http://australianmuseum.net.au/explore-indigenous-australian-object>

Australian Museum Guide Map

4 Rooftop Cafe

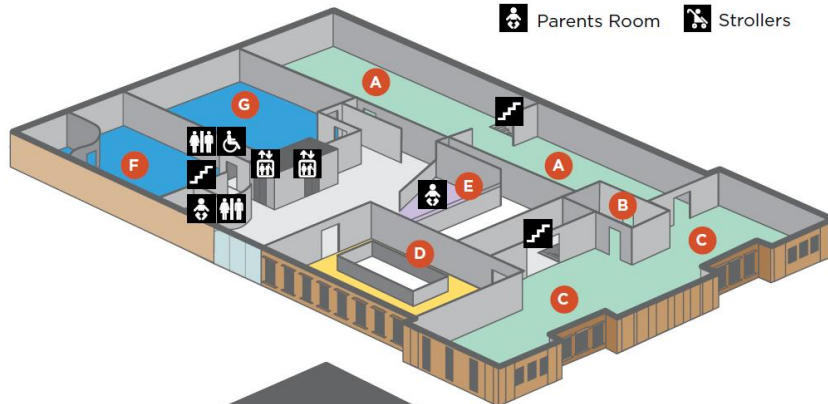
Visit our new Rooftop Cafe
Take the lift or stairs to Level 4
and enjoy food with a view.

- | | | | |
|--|--------------|--|-----------|
| | Admissions | | Theatre |
| | Information | | Stairs |
| | Toilets | | Lifts |
| | Accessible | | Lockers |
| | Parents Room | | Strollers |

2



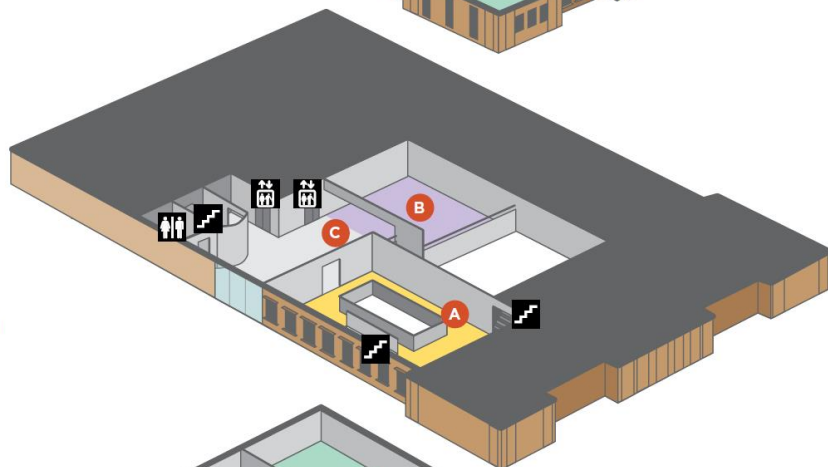
- A** Surviving Australia
- B** Pacific Spirit
- C** Dinosaurs
- D** Birds & Insects
- E** Kidspace
- F** Search & Discover
- G** Education Rooms



1



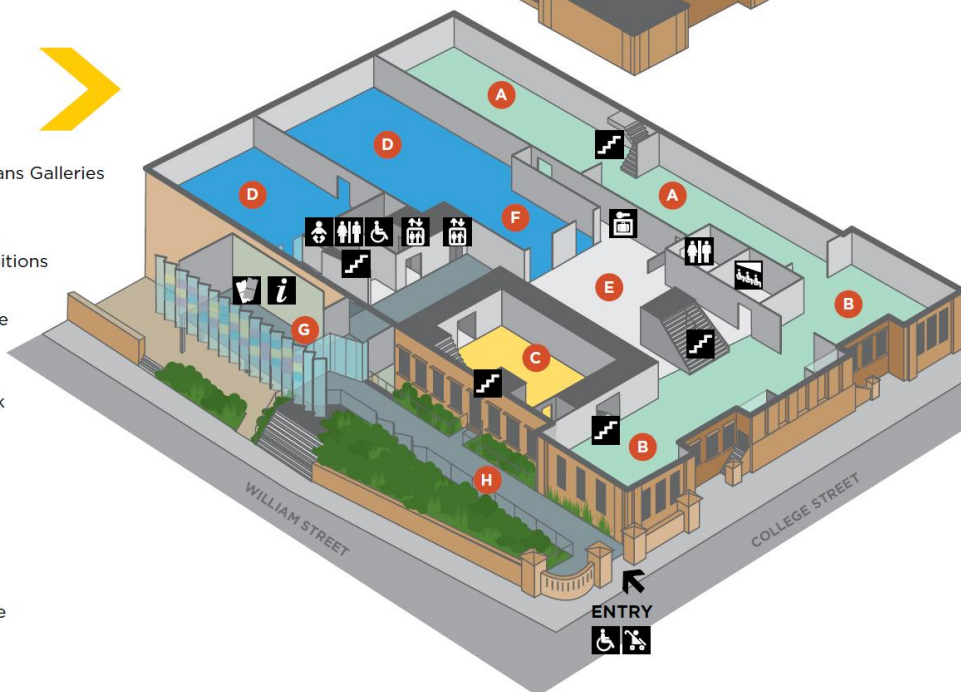
- A** Planet of Minerals
- B** Chapman Mineral Collection
- C** Meteorites & Gemstones



G



- A** First Australians Galleries
- B** Wild Planet
- C** Long Gallery
- D** Special Exhibitions
- E** Atrium
- F** Museum Store
- G** Crystal Hall Entrance
- H** Museum Walk



LG

Members Lounge

Bayala Nura Inquiry Card Activity

Research in museums suggests that students learn better when:

- they are following an area of their own interest
- they work in groups

Divide the class into 5 groups. Each group selects the theme they would like to study first and is given a copy of that card. Groups could study more than one theme.

It is very helpful if there is an adult for each group to lead the students and to help with reading and finding objects. Each adult should be given a copy of the floorplan. The letters on the floorplan relate to the letters on each Inquiry Card.

While doing this activity the Museum recommends:

- Students spend at least 10 minutes generally viewing the exhibition and orientating themselves before they begin the Inquiry Cards.
- An adult or student reads the introductory statement and questions on each card aloud.
- Students discuss their observations and opinions within their group.
- Students take photos to use back at school.

Glossary

ATSI – Aboriginal and Torres Strait Islands

Ember – A small piece of glowing or burning wood or coal in a dying fire.

Prong – A pointed projection or end of something such as a fork or spear.

Tinder – Dry, flammable material, such as wood or paper, used for lighting a fire.

TSI – Torres Strait Islands

Totem – A totem is usually an animal, plant or rock which is spiritually special to Aboriginal and Torres Strait Islander people and acts as a reminder to help look after that particular animal, plant or rock.

Hunting and Battle Inquiry Card

Shields (a)

Shields were used for different purposes. The shape, size and design often indicate how they were used.

Student activity

Find the shield display and look at the different shapes, sizes and designs of the shields.

1. What do you think the different types of shields were used for?
2. How do you think they were made?
3. Choose 2 and describe the patterns on them. Were they painted or carved?



Woomeras (b)

Woomeras are spear throwers that were invented by Aboriginal Australians. A woomera is a way to make your arm longer and stronger. Woomeras can also be used to skin animals.

Student activity

Have a look at the woomeras.

Hold one of your arms up behind your head like you are pretending to hold a woomera and spear. Pretend to throw the spear and imagine the extra force you have created by using the woomera.

1. How far do you think you could throw a spear without a woomera?
2. How far do you think you could throw a spear with a woomera?
3. Which animals do you think a woomera could be used to hunt?



Containers Inquiry Card

Baskets and string bags (c)

Traditionally baskets were made by women using natural fibres. They were created by weaving, plaiting, twining and coiling.

Student activity

Have a look at the different types of baskets and string bags.

1. What different materials are they made from?
2. What different ways were they carried?
3. What do you use to carry your food or water today?



Carriers (d)

Coolamons and kangaroo skin water bags were common carriers that were used to gather food and water. They were different in different areas of Australia.

Student activity

Have a look at the different carriers. Choose 2.

1. What natural materials is each made from?
2. What is special about the materials used that helps its use? Hint: soft; hard; waterproof; strong; heavy; light; bendy



Weapons Inquiry Card

Boomerangs (e)

Boomerangs are throwing tools and used for hunting, fighting or sport.

Student activity

Have a look at the boomerangs.

Some are returning and some non-returning, however they all fly.

1. What do you notice about their shapes and sizes?
2. Which one do you think is a sword boomerang?
3. Why do you think it is so much bigger than the rest?
4. Which is a returning boomerang?



Clubs (f)

Traditionally clubs were made from wood. They can be used for hunting, digging, battle and in ceremonies.

Student activity

Have a look at the different shapes and sizes of all the clubs.

1. What materials apart from wood have been used?
2. Why are most of the clubs bigger at one end?
3. If you had to defend yourself in a battle, which club would you use and why?



Fishing Gear Inquiry Card

Canoe (g)

Many different types of canoes were made by Aboriginal and Torres Strait Islander peoples. These include dug-out canoes, bark canoes and reed canoes.

Student activity

Look at the canoe.

1. How was it made? Hint: look at the pictures.
2. What tools might have been used to make it?
3. How many people do you think would fit in this type of canoe?
4. Why is the canoe better for the environment than a modern fibre glass boat?



Spears (h)

Spears are tools used for hunting, fishing, in battle and for punishment. The spears used for fishing often have more than one prong (point).

Student activity

Pretend your fingers are like the prongs on the end of a spear. Softly spike yourself with one of your fingers and then spike yourself with four of your fingers.

1. How do they feel different?
2. Why do you think it is better to have four prongs on a spear for fishing?
3. How many different types of spear ends can you see on display?



Art and Communication Inquiry Card

Message sticks (j)

Message sticks were used to communicate information to people from different language groups. Patterns and pictures were carved or painted to tell messages.

Student activity

1. What types of messages do you think were passed between people?

Find the two message sticks with figures on them.

2. What might the message be?
3. What would you carve on your own message stick to tell people about a celebration?



Didgeridus (k)

The didgeridu is a musical instrument originally from the Northern Territory. It is used for recreation and ceremonial purposes.

Student activity

Cup your hands together and softly blow into them by loosening your lips as though you are a horse. Can you make a sound similar to the didgeridu? Now look at the didgeridus.

1. What are they made from?
2. How were they made?
3. Pick your favourite design. Was it painted or carved?
4. What is an Aboriginal word for didgeridu?



Tools Inquiry Card

Axes (l)

Aboriginal and Torres Strait Islander people used axes for different purposes like making tools, collecting and preparing food, and chopping wood.

Student activity

Look at the different shapes and sizes of the axes.

1. What do you think they were each used for?
2. What materials are the axes made from?
3. How do you think the axe with no handle was used?
4. Which is your favourite? Why?



Fire (m)

Aboriginal and Torres Strait Islander people used friction to make fire. Fire was used for cooking, ceremonies, warmth, light, signaling and controlled bush burning for new growth and cleared pathways.

Student activity

Rub your hands together to create friction and then place them on your face to feel what happens.

Look at the artefacts used to make fire.

1. How do you think they were used to make fire?
2. How is fire made by people today?
3. Look at the artefacts like the image below. Why do you think fire sticks have covers?



Ceremonial Inquiry Card

TSI mask (n)

Masks were used in ceremonies in the Torres Strait Islands and made to represent peoples, animals and stories from the past.

Student activity

Have a close look at the mask.

1. What materials is it made from? See how many materials you can find.
2. What animal do you think it resembles? Why?
3. How would you wear this in a ceremony?
4. What do you wear to celebrations or ceremonies?



TSI ornaments (o)

Body ornaments are worn by Aboriginal and Torres Strait Islander peoples during ceremonies to bring the dancers, spirits and the sky, water or land together.

Student activity

Have a look at all Torres Strait Islander ornaments.

1. What materials is each of them made from?
2. Where on the body are they worn?
3. Find the ornament seen on the Torres Strait Islands flag.
4. Which part of the body is it worn?



Bayala Nura: Yarning Country Exhibition Floorplan

