

## Teacher guide | Year 8

### LESSON PREPARATION

This activity requires investigating the *Warakurna: All the stories got into our minds and eyes* educational resource package in collaboration with the extended resource *Songlines* on the Australia's Defining Moments Digital Classroom.

As there are many diverse information styles available, the Museum suggests you create opportunities for students to involve family for some research components to strengthen engagement beyond the classroom.

As learners are more independent, self-reliant and self-motivated in the second year of high school, they require activities that will push thinking boundaries and validate their inner confidence. Learners are likely to have settled into friendship groups and are encouraged to engage with diverse personalities within their class cohorts, creating extended connections within your school community.

Provided is a student activity booklet which can be completed over time in the following ways:

- **in a class lesson as a group activity** (entire class or smaller collaborating groups)
- **as an individual to take home** (building support at home with family members and adding diverse cultural understanding to objectives)
- **edited/adjusted for learner needs** (The Warakurna digital resource provides multiple year level activities. These resources make it easier for teachers to support learner needs that may require adjustments. It is encouraged to investigate the ability of a student if needing extra support. For example: if student needs further support look at other year level activity booklets and trial a lower level, then build to the required level. If student is functioning at a higher-level, trial higher level booklets to stimulate and provide extra work where needed).



Analyse your year level booklet before delivering to your class. This will support you in your teaching methods and allow for adding your own expertise to the structure if needed. Explain the activities to students and encourage them to discuss with family members before the activities are to be completed. Ensure that First Nations students consult with and seek permission from their Elders before completing the activities.

For example: Go through the Warakurna digital resource briefly with students before completing activity booklets. You can print out booklets to send home with students and/or encourage students to show digital resource and booklets to family before returning the next lesson to complete activities.

Provide support for students to prepare for presenting activities outcomes to class cohort. Encourage different ways to present information such as:

- PowerPoint
- digital video platforms approved by your school that support growth in digital literacy.

Encourage students to read recommended books or take time to read together in the classroom. Be sure that you have a deep understanding of a student's literacy abilities before asking them to read with class.

<p><b>DISCUSSING THE RESOURCE AND CULTURAL CONSIDERATIONS</b></p>	<p>Create time to view the Warakurna resources and ask students to complete the student activity booklet after exploring all diverse content in these resources:</p> <ul style="list-style-type: none"> <li>• Flip book</li> <li>• Artworks</li> <li>• Artists</li> <li>• Videos</li> <li>• First Knowledges book</li> <li>• <i>Songlines: The Power and the Promise</i> by Margo Neale and Lynne Kelly (2020) Extended resource <i>Songlines</i></li> </ul> <p><b>Cultural considerations</b></p> <p>The way that First Nations people express generational knowledge and pass on stories is unique in memory storing. The characters they use and the style of storytelling embeds knowledge in a practical way of learning. Being, doing and knowing is a key element in cultural practices. Location is a large factor of diversity and will impact knowledge sources and understanding of being.</p>
<p><b>STUDENT ACTIVITIES</b></p>	
<p><b>QUESTIONS 1, 2, 3, 4</b></p> 	<p>These questions focus on the Warakurna community and region through these resources:</p> <ul style="list-style-type: none"> <li>• Flip book</li> <li>• About Warakurna</li> </ul> <p>Explore the Warakurna region through the provided map. These tasks build a greater understanding of the location and communities that make the Warakurna community. Students are asked to investigate names of the community on the internet, which may need further guidance from the teacher.</p>
<p><b>QUESTIONS 5, 6, 7</b></p> 	<p>These questions focus on the Warakurna region and wider Australia through these resources:</p> <ul style="list-style-type: none"> <li>• Flip book</li> <li>• About Warakurna</li> <li>• Video 3</li> <li>• The Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia. <a href="https://digital-classroom.nma.gov.au/images/map-indigenous-australia">https://digital-classroom.nma.gov.au/images/map-indigenous-australia</a></li> </ul> <p>To build on knowledge learnt, practical tasks have been created to complement the research theory tasks and engage students in diverse ways of deeper understanding. These opportunities develop the ability to relate to Country/Place through the Warakurna program.</p> <p>As students gather answers, the practical artwork will exhibit knowledge learnt and provide a unique representation for teachers to assess individuals.</p>

**QUESTIONS 8, 9, 10, 11, 12**



These questions focus on language and the use of different platforms to deliver the same topic or message. The resources provided for this section are:

- About Warakurna
- Flip Book
- Warakurna artists
- Videos 1, 2

The activities explore Warakurna artist Eunice Yunurupa Porter and the diverse forms of language that are provided through her knowledge sharing. Students are given an opportunity to find an English translation of the Yiparrka woman's welcome to the Warakurna program and to source her place of birth. This creates a more personal relationship that builds on the broader approach in Q1, Q2, Q3, and Q4. By exploring text and listening to the audio, students are given a unique opportunity to analyse the Warakurna content beyond an artwork. The discussions originating from these activities will enhance the understanding of language features and support the ability to recognise tone when writing or speaking.

**QUESTION 13**



This question focuses on the artwork, *Kungkarrangkalpa (Seven Sisters Dreaming)*, 2011, Judith Yinyika Chambers and leads into the extended resource *Songlines* through these resources:

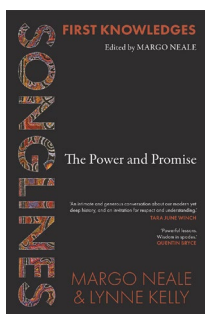
- Flip book
- Warakurna artworks
- Warakurna artists

The discussion points used to investigate the artwork provide ways in understanding values of individuals and groups who belong to a region. It is suggested to ask questions about kinship and relationships that are shown within the artwork. It is encouraged to leave students guessing as the extended resources will answer and build on possible questions.

## SUGGESTED READ

First Knowledges –  
*Songlines: The Power and  
the Promise.*

This book invites readers to understand a remarkable way for storing knowledge in memory by adapting song, art, and most importantly, Country, into their lives.



After exploring the artwork *Kungkarrangkalpa (Seven Sisters Dreaming)*, 2011, created by Judith Yinyika Chambers it is a great time to investigate the meaning of Songlines and move into extended resources.

This suggested read will require teachers to have a strong understanding of student's individual literacy abilities.

**Recommendation 1:** is the teacher reads within class time or provides opportunities for group reading after assessing individual capabilities.

**Recommendation 2:** choose sections of the book to read that relate to the activities and provide authentic understanding. This way of cherry-picking through the book must go with understanding that reading the entire book will give a better understanding but may invite students to read more while gaining basic meanings and an introduction to world authors.

Cherry picking suggestion 1:

Become familiar with Songlines and the meaning of it nationally.

### Contents

- **Chapter 2: Everything starts and finishes with Country**

- What's in a name? Pages 42–44**

- This section will give a wider understanding of the word Songline and how translations are not exactly fitting.

- **Chapter 3: Knowledge in Country and the third archive, page 52**

- This section will give a wider understanding of the word Songline and how translations are not exactly fitting.

- Page 45–48**

- This section gives insight into views of various First Nations people and ideas of knowledge storing of culture and Country.

- Page 49**

- This section gives understanding of a Museum's role in knowledge archiving. It will open an opportunity to return to the Warakurna artwork *Kungkarrangkalpa (Seven Sisters Dreaming)*, 2011, by Judith Yinyika Chambers and a discussion about how this artwork captured a story in a Songline and is now archived by the National Museum of Australia.

- Page 50**

- This section shows how First Nation artists are archivists.

- **Chapter 5: Songlines and synapses**

- Page 84–90 Songlines are for everyone**

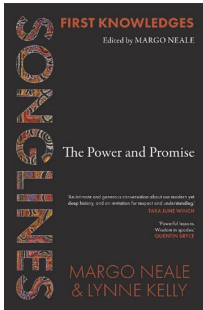
- Page 90 Singing up Country: Taking it inside**

- This section is a valuable insight into learning in Country and the different ways of which we learn. It shows how Country is a key element in First Nations knowledge.

**SUGGESTED READ:  
EXTENSION**

First Knowledges –  
*Songlines: The Power and  
the Promise.*

This book invites readers to understand a remarkable way for storing knowledge in memory by adapting song, art, and most importantly, Country, into their lives.



Cherry picking suggestion 2:

• **Chapter 2: Everything starts and finishes with Country**  
**Teacher led: Page 35–38**

This section is a pathway from Year 7 deep time history curriculum and is a great way to extend learning from Year 7 to Year 8 with familiar knowledge. It provides several other books and topics for further reading and extends into the Civics and Citizenship curriculum. Reading on through to page 42 requires a skill to engage students, however, provides a great start to move into Year 9. To support engagement the below resource can be completed while reading page 35 through to 42.

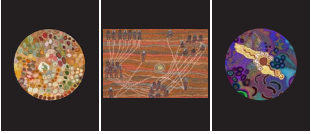
• **Warakurna Year 7 deep time activities**

Looking at the Year 7 deep time activities will enforce knowledge understanding. Warakurna artworks *Land Management, Burning Country*, 2012, by Dianne Ungukalpi Golding.



## EXTENDED RESOURCES

### QUESTIONS 14, 15, 16



These questions focus on the different meanings of artworks and knowledge systems when shared by individuals and groups. They will ask students to compare expressions of knowledge and the different ways they are exhibited. These questions will provide opportunities for conversations while providing different types of resources to stimulate learning ways such as:

- Artwork
- Video
- Audio
- Transcripts

#### Resource 1

- Refer to question 13

#### Resource 2

- *Songlines: Tracking the Seven Sisters*
- Artwork: *Minyipuru at Pangkal*  
<https://digital-classroom.nma.gov.au/songlines-tracking-seven-sisters>

#### Resource 3

- *Creating and curating Songlines*
- The *Travelling Kungkarrangkalpa* digital dome art experience features artworks, animations and vision of the Seven Sisters flying into the night sky, narrated by Shellie Morris.  
<https://www.nma.gov.au/exhibitions/songlines>