

## Teacher guide | Year 10

### 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.

<https://digital-classroom.nma.gov.au/warakurna>

<https://digital-classroom.nma.gov.au/songlines-tracking-seven-sisters>

If you or your students need help accessing Warakurna resources, please email [education@nma.gov.au](mailto:education@nma.gov.au)

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. Purchasing recommended books will help enrich student engagement and enable different methods of knowledge sharing.

As learners are more independent, self-reliant and self-motivated in the last years of high school, they require activities that will prepare them for the outside world.

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 were needed.

**Analyse your year level booklet before delivering to your class:** This will support you in your teaching methods and will 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.

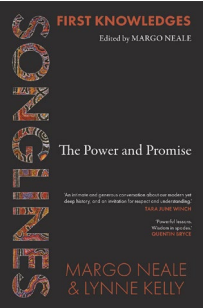
For example: Go through Warakurna digital resource briefly with students before completing activity booklets. You can print out booklets to send home with students and or encourage students to show digital resource and booklets to family before returning the next lesson to complete activities.

**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 in lesson to read together in the classroom.** Be sure that you have a deep understanding of a student's literacy abilities before asking students to read with class.

<p><b>DISCUSSING THE RESOURCE AND CULTURAL CONSIDERATIONS</b></p>	<p>Create time to view the Warakurna resources listed below and ask students to complete the student activity booklet after exploring all diverse content in the below 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 <i>Songlines: The Power and the Promise</i></li> <li>• 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>QUESTION 1, 2, 3</b></p>	<p>These questions focus on the Warakurna community, representations of individuals, groups and places and the region through the below resources:</p> <ul style="list-style-type: none"> <li>• Flip book</li> <li>• About Warakurna</li> <li>• Warakurna artworks</li> <li>• Video 1, 2</li> </ul> <p>Analyse and evaluate how these resources reflect the artists' cultures and beliefs in the unique context of the Warakurna region.</p>

<p><b>QUESTION 4</b></p> <p><b>SUGGESTED READ</b></p> <p>First Knowledges book, <i>Songlines</i>.</p> <p>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.</p> 	<p>These questions focus on literary texts by First Nations Australian, and wide-ranging Australian and world authors. Content provides an opportunity to analyse visual storytelling versus written text while reflecting on First Nations ways of knowledge sharing through Songlines.</p> <p><b>Extended resources:</b> First Knowledges book, <i>Songlines</i>. After exploring the artwork <i>Kungkarrangkalpa</i> (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.</p> <p>There is an opportunity to discuss First Nations Australians' approaches to custodial responsibility and environmental management with an understanding of deep time through recommendation 3.</p>
<p><b>QUESTION 5</b></p>	<p>These questions focus on First Nations Australians' approaches to custodial responsibility and environmental management. The resources provided for this section are:</p> <ul style="list-style-type: none"> <li>• Warakurna artworks</li> </ul>
<p><b>EXTENDED RESOURCES</b></p>	
<p><b>QUESTION 4</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Artworks</li> <li>• Video</li> <li>• Audio</li> <li>• Transcripts</li> </ul>