

DREAMING AND LIVING ON THE LAND

English, History and Geography

Stage: Early Stage 1 & Stage 1

Outcomes: Ene-11D, The-1, GEe-1

EN1-10C, HT1-2, HT1-4, GE1-1, GE1-2

The cross curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures.



Oral history is central to Aboriginal culture and Dreaming Stories are an integral part of Aboriginal life. These stories are used to pass on knowledge and skills to children and adults alike. During the workshop, students will listen to Dreaming Stories about various animals and learn about the importance of these stories. They will discover the ways in which Aboriginal People have lived on the land, using native flora and fauna to hunt and gather.

SUGGESTED ACTIVITIES- TEACHER RESOURCE

Pre- or Post-Zoo Visit

LEARNING INTENTIONS

1. I know the Aboriginal Language of the land my school is on and can identify some Aboriginal words.
2. I can retell a Dreamtime story and know the meaning of the story

SUCCESS CRITERIA

1. I am able to identify the Aboriginal land and language that my school is situated on. I can identify two words that are Aboriginal.
2. I am able to retell a Dreamtime story in the correct sequence and know the moral of the story.



CONNECT AND DISCOVER

- Invite a local Aboriginal Elder or Community person to talk about their early life
- Research local Dreaming Stories
- Discuss Dreaming Stories, their lessons and their importance to Aboriginal and Torres Strait Islander people.
- Look at old images of your local area and compare how it has changed to now. Think about where food, clothing, medicines and other resources would have come from.
- Invite in an Aboriginal person from your local area to discuss why Country or place is so important to Aboriginal and Torres Strait Islander people

ABORIGINAL & TORRES STRAIT ISLANDER AUSTRALIA

Aboriginal and Torres Strait Islander people are the two indigenous peoples of Australia. Indigenous Australians are a diverse group with different cultures, spiritual beliefs and languages.

Learn about your local Aboriginal community.

Using the link below, find your local language on the map and discover the variety of languages throughout Australia.

LINKS:

[Indigenous Language Map](#)

[Reconciliation Australia](#)

SUGGESTED ACTIVITIES- TEACHER RESOURCE

Pre- or Post-Zoo Visit

WHAT'S IN A WORD?

Numerous Aboriginal words are in common usage throughout Australian English. Many places, animals and plants are called by their Aboriginal names.

Taronga Zoo comes from the Sydney word “taronga” which means “shoulder” .

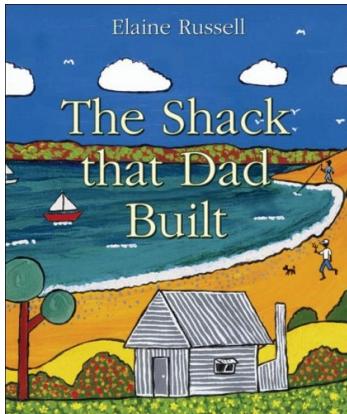
Brainstorm Aboriginal words that you know on the board. Try to put definitions beside them.

E.g. Kangaroo, Koala, Wollongong

MY STORY

As a class read ‘The Shack that Dad Built’ by Elaine Russell.

Students create their own ‘My Story’ picture or picture book about a holiday or special place for their family.



Cover photo & Right: INDIGENOUS ARTWORK AND SCULPTURE TARONGA ZOO'S ENTRANCE by Lorinda Taylor

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DREAMING AND LIVING ON THE LAND

At the Zoo

EXPLORE

When you arrive at the Zoo, walk through our welcome sculptures which recognise the Cammeraigal people, the traditional owners of the land on which Taronga Zoo sits.

If you look carefully you will see:

- a canoe, a fishing line and a fish – interpreting Cammeraigal saltwater culture
- a Red-necked Wallaby and a Cammeraigal blade – acknowledging traditional connections to Country; and
- a goanna, angophora leaves and Regent Honeyeaters – reinforcing the connections between caring for Country and Taronga's wildlife conservation.



DISCOVER

While walking around the Zoo, keep an eye out for our various installations which acknowledge our Aboriginal heritage. Supervising adults can take a photo of the students next to them when they find them



REFLECT

- Talk about the information you learned at the Zoo
- What is the name of the traditional owners of the Mosman region?
- Discuss the different animals that lived in that area. What about plants?
- Photograph your result sheets and provide a short voice recording to explain your results.
- Share your photographs of the Aboriginal heritage installations.