

# SYDNEY LEARNING ADVENTURES

## Gadigal Mudjin (Gadigal Family)

Teacher Resource Pack





## Acknowledgements

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### Welcome - Budyari Gamarruwa

Sydney Learning Adventures acknowledges and pays respect to the Gadigal people of the Eora Nation on whose land our excursions take place. We recognise the continuous connection all First Australians have with country, community, water, and sky.

Sydney Learning Adventures pays its respect to Elders past, present and emerging.

The education and teachers' learning materials for this program were developed by Place Management NSW Aboriginal staff in consultation with the Metropolitan Local Aboriginal Land Council (MLALC), the Aboriginal Education Consultative Group (AECG), and the Aboriginal Studies Association (ASA) whose support and guidance we gratefully acknowledge. Their advice, expertise and input were invaluable and assisted in the development of the Aboriginal Education Programs.

Sydney Learning Adventures is an initiative of Major Venues, Place Management NSW.

The information utilised to develop these programs is a matter of public record. Materials within this resource pack may only be reproduced for educational purposes relating to a program booked with Sydney Learning Adventures.

### Disclaimer

This resource pack contains names and images of Aboriginal and Torres Strait Islander people now deceased. It also contains links to sites that may use images of Aboriginal and Torres Strait Islander people now deceased.



A Native going to Fish with a Torch and a flambeau, while his Wife and children are broiling fish for their Supper - Natural History Museum, London.

## Contents

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Acknowledgements .....	2
Your Learning Experience.....	4
Curriculum Links.....	5
Schedule for the Day.....	16
Boora Birra: Eora Eel Dreaming .....	17
Gadigal Language.....	18
Glossary of Terms .....	19
The Rocks Discovery Museum.....	22
Map of The Rocks .....	23
Suggested Teaching & Learning Resources.....	24
Contact and Booking Details .....	26





## Your Learning Experience

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Gadigal Mudjin is a Sydney Learning Adventures' Aboriginal education program targeted at Early Stage 1 and Stage 1 school students. Gadigal Mudjin means Gadigal Family in the language of the Gadigal people, the original people of The Rocks area. Aboriginal people have been in this land for many thousands of years, and they share a recent (just over 200 years) history with non-Aboriginal Australians.

Students will learn about the history of Aboriginal people from an Aboriginal perspective. Exploring the history through storytelling and inquiry. They'll gain knowledge about the life of the families before and after colonisation and The Dreaming learning the same way children would then, through story-telling, images, the environment and mimicry.

Students will be introduced to the Gadigal language, learn the Aboriginal place names for areas around The Rocks and some of the important historical events that impacted on the lives of Aboriginal people.

# Curriculum Links

## Early Stage 1 (Kindergarten)

Topic	<b>History K-10: Early Stage 1</b>
Outcomes & Inquiry Questions	<b>Personal &amp; Family Histories</b> <b>Key Inquiry Questions:</b> <ul style="list-style-type: none"><li>• What is my history, how do I know?</li><li>• What stories do other people tell about the past?</li><li>• How can shared stories of the past be told and shared?</li></ul> <b>A Student:</b> <ul style="list-style-type: none"><li>• communicates stories of their own family heritage and the heritage of others <b>HTe-1</b></li><li>• demonstrates developing skills of historical inquiry and communication <b>HTe-2</b></li></ul>

### Content

#### The different structures of families and family groups today, and what they have in common (ACHHK002)

Students:

- identify and record similarities and differences between families, eg the number of children in the family, family languages spoken at home, number of adults in the immediate family
- compare and contrast various family groups through photographs and stories and identify differences between past and present
- engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups

### Historical Concepts and Skills

#### Concepts

- Continuity and change
- Cause and effect
- Perspectives
- Empathetic understanding
- Significance
- Contestability

#### Skills

- Comprehension (**ACHHS015, ACHHS016**)
- Use of sources (**ACHHS018**)
- Perspectives and interpretations (**ACHHS020**)
- Empathetic understanding
- Research (**ACHHS017**)
- Explanation and communication (**ACHHS021, ACHHS022**)

#### Suggested Site Studies include:

- A museum visit



Two Native Boys of New South Wales Practising Throwing Spears

## Early Stage 1 (Kindergarten)

Topic **Aboriginal Languages K-10 Syllabus:  
Early Stage 1 including Stage 1**

### Content

#### Using Language – Listening and Responding

Students learn about:

- the importance of listening and observing.
- the variety of contexts which familiar words can be identified.
- appropriate ways to respond using language and gesture.

Students learn to:

- listen actively to aid comprehension.
- identify and respond to key words and phrase in context, eg songs, rhymes, dance, actions and games.
- associate language with known actions, objects or ideas, eg this is a kangaroo.
- identify the purpose of short-spoken texts, such as greetings, requests, statements, eg hello, look out, good.
- respond to greetings, questions, commands in verbal and nonverbal ways in familiar social interactions such as games, role-plays, classroom instructions, eg sit down ey!

#### Using Language – Reading and Responding

Students learn about:

- the relationship between printed text and corresponding sounds and meanings.
- different ways of showing comprehension.

Students learn to:

- recognise symbols, words and phrases of the language in print, eg as labels, captions and in charts.
- demonstrate comprehension, eg by answering questions, matching words to pictures, actions, bingo.

#### Using Language – Speaking

Students learn about:

- the importance of correct pronunciation, intonation and stress for effective communication.
- appropriate forms of verbal and nonverbal behaviour in social interaction.
- working in teams to communicate effectively with others.

Students learn to:

- develop pronunciation and intonation skills by singing and reciting, and repeating words and phrases in context.
- participate in social exchanges with teacher and peers, eg greetings, introducing self and others.
- use the language in classroom activities, eg songs, games, role-plays.

### Outcomes

A student recognises and responds to words, phrases and simple sentences in Aboriginal languages **1.UL.1**

A student identifies and responds to features of written Aboriginal languages **1.UL.2**

A student uses known words in Aboriginal languages to interact in everyday **1.UL.3**

## Content

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### Making Linguistic Connections

Students learn about:

- the variety of languages that are used in the community.
- familiar concepts that are expressed across languages and cultures.

Students learn to:

- aware of the various sounds and symbols of languages in the community.
- recognise the diverse ways in which familiar concepts are expressed, eg greetings.

Students learn about:

- elements of the spoken language.
- key features of nonverbal communication.
- symbols and features of the written language.

Students learn to:

- recognise and reproduce sounds in Aboriginal languages.
- use nonverbal communication such as gestures and facial expression in role-play and mime, eg lip pointing, varieties of handshakes.
- recognise symbols and features of the written language as representations of sound, eg digraphs – ng, rr, dh.

### Moving Between Cultures

Students learn about:

- cultural characteristics of the local community
- characteristics that all people share as well as some of the differences.
- visible representations of cultural identity.

Students learn to:

- identify local places of cultural significance, eg shops, restaurants, places of worship.
- recognise ways in which people express their culture, eg music, dance, food, games, celebrations.
- recognise symbols of identity, eg flags, maps, geographical locations, traditional dress, landmarks.

Students learn about:

- significant aspects of the culture in social interaction.
- symbols and practises that reflect places and events of importance to Aboriginal communities.
- similarities and differences between local communities' lifestyles and those of other Aboriginal and/or non-Aboriginal communities.

Students learn to:

- recognise specific customs and traditions in social interactions, eg greetings, gestures, shaking hands.
- explore cultural symbols and practices, eg through games, stories, songs, craft and realia.
- compare aspect of lifestyles, including food, family, gender roles.

## Outcomes

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A student recognises the diversity of language systems

### 1.MCL.1

A student explores ways in which meaning is conveyed in Aboriginal languages. **1.MCL.2**

A student demonstrates awareness of cultural diversity.

### 1.MBC.1

A student identifies cultural practises in Aboriginal communities and relates these to personal experiences.

### 1.MBC.2

## Early Stage 1 (Kindergarten)

Topic	Science K-6: Early Stage 1 – Living World, Physical World, Earth and Space
Inquiry & Focus Questions – Knowledge & Understanding	<p><b>LIVING WORLD</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• What do we notice about living things?</li><li>• How can living things be used to meet our needs?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate ideas. <b>STe-1WS-S</b></li><li>• explores the characteristics, needs and uses of living things. <b>STe-3LW-ST</b></li></ul> <p><b>PHYSICAL WORLD</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• What causes objects to move in different ways?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate ideas. <b>STe-1WS-S</b></li><li>• identifies how daily and seasonal changes in the environment affect human and other living things. <b>STe-6ES-S</b></li></ul> <p><b>EARTH &amp; SPACE</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• How do daily and seasonal change affect the environment?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate ideas. <b>STe-1WS-S</b></li><li>• identifies how daily and seasonal changes in the environment affect human and other living things. <b>STe-6ES-S</b></li></ul>

### Content Focus and Outcomes

#### LIVING WORLD

Students:

- recognise that living things have basic needs including air, food and water **(ACSSU002)**
- compare the basic needs of some plants and animals
- participate in guided investigations to identify living things and the external features of plants and animals in the local environment **SciT**
- communicate findings of observations of living things in their environment **SciT**
- recognise that plants and animals can be used as food, or materials (fibres) for clothing and shelter **(ACTDEK003)**
- explore a range of foods obtained from plants and animals, for example:
  - customary Aboriginal and Torres Strait Islander foods
  - foods from a range of cultures, eg African, American, German, Indian, Japanese
- explore everyday items that are designed and produced from fibres sourced from plants and animals, for example: **DesT**
  - fabrics and yarns used for clothing
  - wood products used for shelters

### Values, Attitudes and Skills

#### Values and Attitudes

Students:

- value the importance and contribution of science and technology in developing solutions for current and future personal, social and global issues and in shaping a sustainable future
- appreciate the importance of using evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- value developing solutions to problems and meeting challenges through the application of Working Scientifically, and Design and Production skills.

#### Skills; Working Scientifically

##### Planning and conducting investigations

- make observations using senses through participation in guided scientific investigations
- record observations using drawings, simple digital recording methods, oral descriptions and/or simple visual representations **(AC SIS011)**
- work cooperatively with others to investigate ideas
- develop safe skills when using materials and equipment

##### Communicating

- share observations and ideas based on guided investigations **(AC SIS012)**

##### Design and Production

##### Identifying and defining

- identify and describe needs or opportunities for designing
- identify the technologies needed to achieve designed solutions **(ACTDEP005)**



## Content Focus and Outcomes

### PHYSICAL WORLD

Students:

- observe the way a variety of familiar objects move, for example: **(ACSSU005)**
  - sliding
  - rolling
  - spinning
  - bouncing
- observe the effects of push and pull forces on familiar objects, for example: **(ACSSU033) SciT**
  - changes in motion, eg starting, stopping, changing speed or direction
  - changes in shape, eg stretching, breaking
- participate in guided investigations to explore how particular objects move on land, water and/or in the air, and how these objects are affected by forces **(ACTDEK002) SciT**

### EARTH & SPACE

Students:

- identify daily and seasonal changes that occur in our environment, such as day and night, and changes in the weather, for example: **(ACSSU004) ComT, SysT**
  - daily temperature variation
  - monthly rain, snow or frost
- explore how living things respond to regular changes in their environment, for example:
  - animals that migrate or hibernate
  - changes in human behaviour and clothing
- observe, ask questions about and describe changes in objects and events **(ACSHE013) SciT**

## Values, Attitudes and Skills

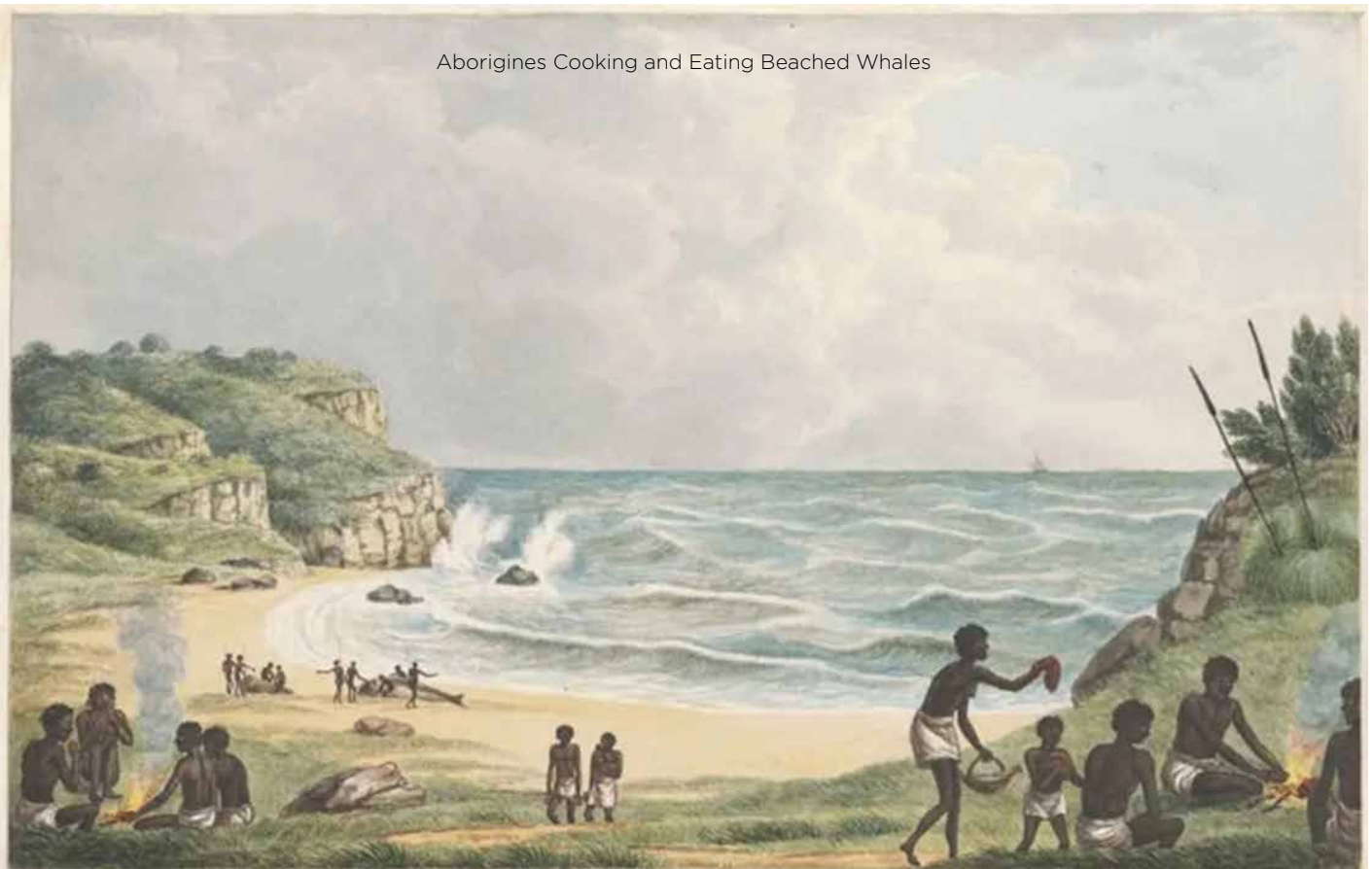
### Questioning and predicting

- pose questions about familiar objects and events
- respond to questions about familiar objects and events **(ACIS014)**

### Processing and analysing data

- engage in discussions about observations
- represent ideas based on results of investigations **(ACIS233)**

Aborigines Cooking and Eating Beached Whales



## Early Stage 1 (Kindergarten)

Topic	Geography: Early Stage 1 – People Live in Places
Key Inquiry Questions – Knowledge and Understanding	<b>Key Inquiry Questions:</b> <ul style="list-style-type: none"><li>• What are places like?</li><li>• What makes a place special?</li><li>• How can we look after the places we live in?</li></ul> <b>A student:</b> <ul style="list-style-type: none"><li>• identifies places and develops an understanding of the importance of places to people <b>GEE-1</b></li><li>• communicates geographical information and uses geographical tools <b>GEE-2</b></li></ul>

### Content Focus and Outcomes

#### Important places

Students:

- investigate the importance of places they live in and belong to, for example: **(ACHGK002, ACHGK004)**
  - identification of places they live in and belong to **GS VR**
  - discussion of why places are special and how people care for them **F**
  - explanation of why people need to take care of places

#### Aboriginal and Torres Strait Islander places

Students:

- investigate the Countries/Places important to Aboriginal or Torres Strait Islander Peoples, for example: **(ACHGK003)**
  - identification of an Aboriginal or Torres Strait Islander site, Country or Place
  - discussion of why the site, Country or Place is important

#### Locating places

Students:

- investigate how the location of places can be represented, for example: **(ACHGK001)**
  - location of familiar and local places on maps **M ST**
  - description of the location of place

### Concepts, Tools and Skills

#### Concepts

**Place:** the significance of places and what they are like eg places students live in and belong to and why they are important.

**Space:** the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in eg location of a place in relation to other familiar places.

**Environment:** the significance of the environment in human life, and the important interrelationships between humans and the environment eg how and why places should be looked after

#### Inquiry Skills

##### Acquiring geographical information

- pose questions and make observations **(ACHGS001)**
- record geographical data and information **(ACHGS002)**

##### Processing geographical information

- represent data using charts or graphs **(ACHGS003)**
- draw conclusions based on discussions of observations **(ACHGS004)**

##### Communicating geographical information

- present information **(ACHGS005)**
- reflect on their learning **(ACHGS006)**

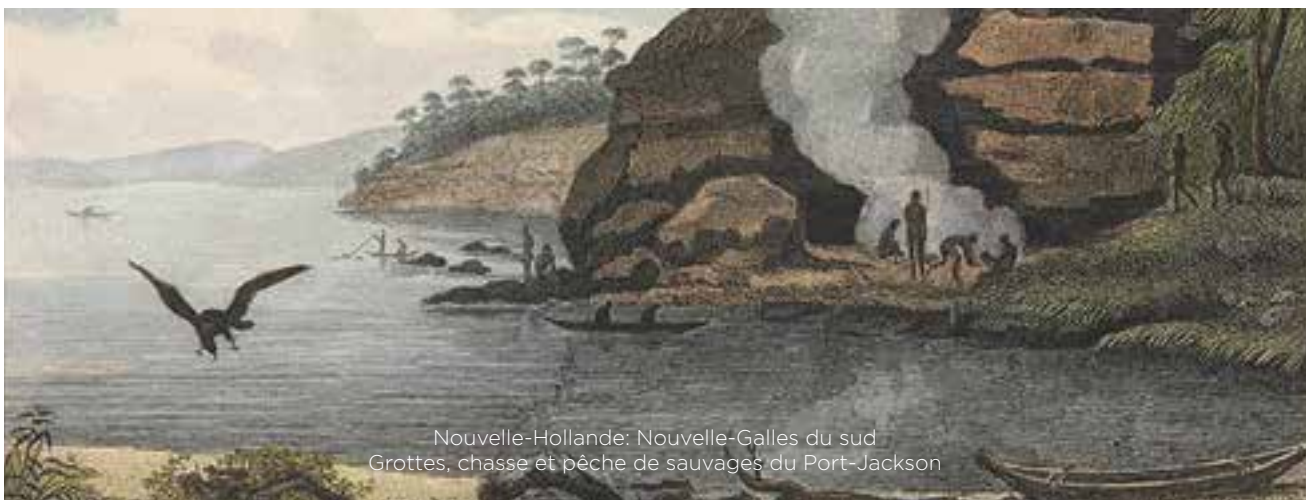
#### Tools

**Maps – M** - pictorial maps

**Fieldwork – F** - observing and recording data

**Spatial technologies – ST** - virtual maps

**Visual representations – VR** - photographs, illustrations, story books, multimedia



## Stage 1 (Year 1-2)

Topic	<b>History K-10: Stage 1 – The Past and the Present</b>
Outcomes & Inquiry Questions	<b>Present and Past Family Life</b> <b>Key Inquiry Questions:</b> <ul style="list-style-type: none"><li>• How has family life changed or remained the same over time?</li><li>• How can we show that the present is different from or similar to the past?</li><li>• How do we describe the sequence of time?</li></ul> <b>A student:</b> <ul style="list-style-type: none"><li>• communicates and understanding of change and continuity in family life using appropriate historical terms. <b>HT1-1</b></li><li>• describes the effects of changing technology on people’s lives over time <b>HT1-3</b></li><li>• demonstrates skills of historical inquiry and communication <b>HT1-4</b></li></ul>

### Content

Differences in family structures and roles today, and how these have changed or remained the same over time **(ACHHK028)**

Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications **(ACHHK030)**

Students:

- compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences
- investigate the roles of present family members and compare with the roles of earlier generations using a range of sources
- discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology/communications over time through a range of sources

How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons **(ACHHK029)**

Students:

- identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated
- define and use terms relating to times, sequencing objects or photographs from the past, eg *then* and *now*, *past* and *present*, *a long time ago*

### Historical Concepts and Skills

#### Concepts

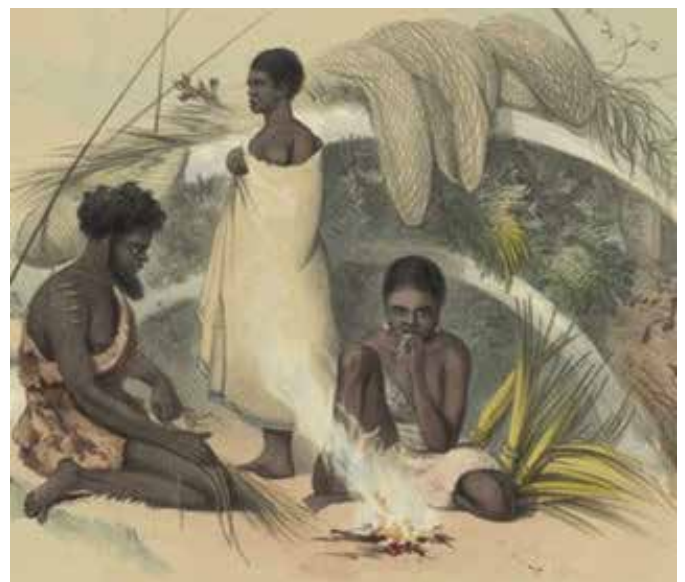
- Continuity and change
- Cause and effect
- Perspectives
- Empathetic understanding
- Significance
- Contestability

#### Skills

- Comprehension **(ACHHS031, ACHHS047)**
- Use of sources **(ACHHS034, ACHHS050, ACHHS035, ACHHS051)**
- Perspectives **(ACHHS036, ACHHS052)**
- Empathetic understanding
- Research **(ACHHS033, ACHHS049)**
- Explanation and communication **(ACHHS037, ACHHS053, ACHHS038, ACHHS054)**

#### Suggested Site Studies include

- A museum visit



Left: Natives of Encounter Bay Making Cord for Fishing Nets, in a Hut Formed of the Ribs of a Whale, 1847. James William Giles. National Library of Australia

## Stage 1 (Year 1-2)

Topic	Science K-6: Stage 1 - Living World, Material World, Earth and Space
Inquiry & Focus Questions - Knowledge and Understanding	<p><b>LIVING THINGS</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• What are the external features of living things?</li><li>• How do humans use plants and animals?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate and compare ideas <b>ST1-1WS-S</b></li><li>• uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST1-2DP-T</b></li><li>• describes observable features of living things and their environments <b>ST1-4LW-S</b></li><li>• identifies how plants and animals are used for food and fibre products <b>ST1-5LW-T</b></li></ul> <p><b>MATERIAL WORLD</b> <b>Inquiry and Focus questions:</b></p> <ul style="list-style-type: none"><li>• What changes occur when materials are combined?</li><li>• How do the properties of materials determine their use?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate and compare ideas <b>ST1-1WS-S</b></li><li>• uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST1-2DP-T</b></li><li>• identifies that materials can be changed or combined <b>ST1-6MW-S</b></li><li>• describes how the properties of materials determine their use <b>ST1-7MW-T</b></li></ul> <p><b>PHYSICAL WORLD</b> <b>Inquiry &amp; Focus questions:</b></p> <ul style="list-style-type: none"><li>• What are the different forms of energy around us and how can we detect them?</li><li>• How are forces used for a purpose?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate and compare ideas <b>ST1-1WS-S</b></li><li>• uses materials, tools and equipment to develop solutions for a need or opportunity <b>ST1-2DP-T</b></li><li>• describes common forms of energy and explores some characteristics of sound energy <b>ST1-8PW-S</b></li><li>• investigates how forces and energy are used in products <b>ST1-9PW-ST</b></li></ul> <p><b>EARTH &amp; SPACE</b> <b>Inquiry &amp; Focus Questions:</b></p> <ul style="list-style-type: none"><li>• How can we investigate the observable changes that occur in the sky and on the land?</li><li>• What are Earth's resources and how do we use and care for them?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• observes, questions and collects data to communicate and compare ideas <b>ST1-1WS-S</b></li><li>• recognises observable changes occurring in the sky and on the land and identifies Earth's resources <b>ST1-10ES-S</b></li></ul>

### Content Focus & Outcomes

#### LIVING THINGS

##### External features of living things

Students:

- Describe the external features of a variety of living things (**ACSSU017**)
- Identify and group plants and animals using their external features, for example: **SciT SysT**
  - native and introduced plants and animals
  - worms, insects, fish, reptiles, birds and mammals

##### Plants and animals used for food and fibre

Students:

- identify some plants and animals that are grown and used for food production (**ACTDEK003**) **SysT**

### Values, Attitudes and Skills

Students:

- value the importance and contribution of science and technology in developing solutions for current and future personal, social and global issues and in shaping a sustainable future
- appreciate the importance of using evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- value developing solutions to problems and meeting challenges through the application of Working Scientifically, and Design and Production skills.



## Content Focus & Outcomes

- explore the plants and animals used in customary practices of Aboriginal and Torres Strait Islander Peoples
- explore the tools, equipment and techniques used to prepare food safely and hygienically for healthy eating **(ACTDEK003) SysT**
- investigate ways people use scientific and technological knowledge and skills to sustainably grow plants and animals to produce fibre for clothing and/or shelter **SciT**

### MATERIAL WORLD

#### Materials can be combined and changed

Students:

- investigate how materials can be changed by bending, twisting and stretching **(ACSSU018) DesT SysT**
- investigate how different materials can be combined **(ACSSU031)**

#### Materials are used for a specific purpose

Students:

- identify a range of natural materials available locally or through trade used by Aboriginal and/or Torres Strait Islander Peoples for a specific cultural purpose **DesT SysT**
- design and evaluate a product, demonstrating understanding of the suitability of materials for a purpose.

### PHYSICAL WORLD

#### Energy comes in different forms that can be detected

Students:

- produce and describe different sounds, for example:
  - by blowing, scraping, striking, shaking
  - by observing musical instruments from different cultures
- explore how the volume and pitch of a sound can be changed **SciT**
- identify sound, light, heat, electricity and movement as forms of energy **(ACSSU020)**
- explore sound, light and heat from various sources, using the senses **(ACSSU020) SciT**

#### Forces and energy in products

Students:

- explore how technologies use forces to create movement in products **(ACTDEK002) SysT**
- design and develop a product that uses one or more forms of energy to create change **DesT SysT**

### EARTH & SPACE

#### Changes in the sky and on the land

Students:

- record the observable changes that occur in the sky and on the land, for example: **(ACSSU019) SysT**
  - patterns in the position of the Sun across a day
  - the appearance of the Moon and stars at night
  - changes in the shape of the Moon
- identify how seasonal changes in our daily lives affect living things **SciT**
- collect data related to short-term weather events and long-term seasonal patterns, to inform others using appropriate communication techniques **SciT**
- observe, ask questions about and describe changes in objects and events **(ACSHE021, ACSHE034) SciT**

## Values, Attitudes and Skills

### Skills Focus;

#### Working Scientifically

##### Planning and conducting investigations

- explore and answer questions through participation in guided scientific investigations **(ACSIS025, ACSIS038)**
- collect data from observations
- record observations accurately and honestly using observational drawings, labelling, informal measurements and digital technologies **(ACSIS026, ACSIS039)**
- compare observations with those of others **(ACSIS041, ACSIS213)**
- develop collaboration skills to effectively conduct investigations
- make safe choices when using materials and equipment

##### Processing and analysing data

- use a range of methods to sort and collate information
- represent information using drawings and simple tables, including digital representation methods **(ACSIS027, ACSIS040)**

##### Design and Production

###### Researching and planning

- generate ideas for design solutions for a defined purpose
- consider sustainable use of resources in planning design solutions.
- develop design ideas in response to defined brief
- record design ideas using labelled and annotated drawings including simple digital graphic representations **(ACTDEP006)**

###### Producing and implementing

- effectively manage a variety of tools
- manipulate a range of materials for a purpose
- consider safety, sustainability and time constraints when producing solutions **(ACTDEP007)**
- segment and sequence steps for making designed solutions
- collaborate to develop designed solutions
- perform strategic roles within a group to solve a problem **(ACTDEP009)**

## Content Focus & Outcomes

### Earth's resources

Students:

- identify and explore the use of a variety of Earth's resources including water and soil **(ACSSU032)**
- identify how Aboriginal Peoples care for Earth's resources on-Country, for example:
  - ochre
  - fish
  - seeds

## Stage 1 (Year 1-2)

Topic	Geography K-10: Stage 1 – Features of Places
Key Inquiry Questions – Knowledge and Understanding	<p><b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>• What are the features of, and activities in, places?</li><li>• How can we care for places?</li><li>• How can spaces within a place be used for different purposes?</li></ul> <p><b>A student:</b></p> <ul style="list-style-type: none"><li>• describes features of places and the connections people have with places <b>GE1-1</b></li><li>• identifies ways in which people interact with and care for places <b>GE1-2</b></li><li>• communicates geographical information and uses geographical tools for inquiry <b>GE1-3</b></li></ul>

## Content Focus & Outcomes

### Features of places

Students:

- investigate features of places and how they can be cared for, for example: **(ACHGK005)**
  - description of the natural and human features of places **ST VR**
  - discussion of the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait
  - consideration of how a place can be cared for eg a park, farm, beach, bushland

### Weather and seasons

Students:

- investigate the weather and seasons of places, for example: **(ACHGK006)**
  - description of the daily and seasonal weather patterns of a familiar place - comparison of the daily and seasonal weather patterns of places GS - examination of how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars **VR**
  - discussion of how weather can affect places and activities eg leisure, farming

### How places are organised

Students:

- investigate activities that occur within places, for example: **(ACHGK007, ACHGK008)**
  - discussion of why and how the spaces within places can be rearranged for different purposes eg street fair, school hall **VR**
  - examination of why various activities in an area are located where they are eg school, shops **MF**

## Concepts, Tools and Skills

### Concepts

**Place:** the significance of places and what they are like eg places students live in and belong to and why they are important. **Space:** the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in eg location of a place in relation to other familiar places.

**Environment:** the significance of the environment in human life, and the important interrelationships between humans and the environment eg how and why places should be looked after

**Interconnection:** no object of geographical study can be viewed in isolation eg local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place.

**Scale:** the way that geographical phenomena and problems can be examined at different spatial levels eg various scales by which places can be defined such as local suburbs, towns and large cities

### Inquiry Skills

#### Acquiring geographical information

- pose geographical questions **(ACHGS007, ACHGS013)**
- collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations **(ACHGS008, ACHGS014)**

#### Processing geographical information

- represent data by constructing tables, graphs or maps **(ACHGS009, ACHGS015)**
- draw conclusions based on the interpretation of geographical information sorted into categories **(ACHGS010, ACHGS016)**



## Concepts, Tools and Skills

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### Communicating geographical information

- present findings in a range of communication forms **(ACHGS011, ACHGS017)**
- reflect on their learning and suggest responses to their findings **(ACHGS012, ACHGS018)**

### Tools

#### Maps - M

- pictorial maps

#### Fieldwork - F

- observing and recording data

#### Spatial technologies - ST

- virtual maps

#### Visual representations - VR

- photographs, illustrations, story books, multimedia

# Schedule for The Day

Meet the guide/s at Tallawoladah Place for the 2-hour walking tour visiting locations in The Rocks, Sydney to emphasize the topics which they will be learning about.

## Locations

Tallawoladah Place  
Bligh & Barney Reserve  
Campbell's Cove  
Hickson's Reserve  
The Rocks Discovery Museum

The route will change if more than one guide is allocated to run the program.

## Tour components

### Tallawoladah place - MCA Lawn

Students will:

- Hear an Acknowledgement of Country as they are introduced to the program
- Be introduced to the Gadigal language
- Learn about the life of Gadigal families before and after colonisation comparing to today's life

### Bligh & Barney Reserve

Students will:

- Compare the ways in which the Gadigal children learnt to current learning styles, places and resources
- Look at native plants and see what they were used for and how they show us things about our environment
- Explore the ways in which we learn about the animals and how they behave through playing an animal mimicking game

### Campbell's Cove

Students will:

- Discover the importance of the harbor to the Gadigal people and how that has changed over time

### Hickson's Reserve

Students will:

- Be introduced to the Dreaming, discussing the whale engraving and dreaming
- Immerse themselves in the story of the Eel Dreaming, depicting how the harbour in Sydney was formed thousands of years ago

### The Rocks Discovery Museum

Students will:

- Discuss what an artefact is, interact with Aboriginal artefacts, feeling what they are made of and discovering what they are used for
- View the Aboriginal language map and talk on the diversity and longevity of Aboriginal Australia
- Review the program content and stories

Conclude program





# Boora Birra: Eora Eel Dreaming

The Boora Birra Dreaming is told during the program and tells the story of the creation of Sydney Harbour.

*A long time ago, when there was no evil in this land, the garrigarrang/sea was further to the east than it is today, and the ngurang/place called Boora Birra stood high in the deep yarang/valley which it guarded. This yarang/valley was the home of the Parra Doowee, the burra/Eel Dreaming Spirit.*

*Now Boora Birra was a special ngurang/place for dyinalyung/women who, when needed, carried out the ceremony called Butoowee there. Every child, when they reached a certain age, was taken to the Boora Birra where they were taught certain things and received protection from any evil spirits which could enter them and cause them to do bad things.*

*Because the land between the deep yarang/valley and the garrigarrang/sea-shore was flat and easy walking, with plenty of food. The yura/people became fat, lazy and forgetful. The men no longer honoured the spirits of the animals they hunted and killed they wasted much of their prey, eating only the parts they liked most and leaving remainder to rot away, And the dyinalyung/women no longer taught their children the ways of the yura/people, they no longer paid their respects to the earth mother, or gave thanks for the food they received so easily.*

*The children grew to manhood and dyinalyung/woman hood without being taught the laws, and why it is necessary to obey those Laws. They formed themselves into bands that roamed the flatlands, destroying the gunyas of the old, stealing fishing gamay/spears and hunting weapons, and using them to fight the members of other bands. The yura/people heard them coming and would conceal themselves high upon the Boora Birra. From this vantage point they watched the trepidation as one band approached the home of the great burra/eel guarded by the old warrior, Kamarai.*

*Kamarai heard noises of an approaching group and went to welcome his visitors, but he was quickly surrounded by the lawless ones who laughed at his clumsy actions as he tried to avoid the jabbing of the gamay spears. Bleeding from many wounds, the old man fell to the ground. In a deep pool in the river the great burra/eel heard the commotion and heard the cries of help from his old friend, it swam up to the surface of the pool. The lawless ones saw the great burra/eel and threw their gamay/spears at him in fear as it pulled itself up out of the water. Its great body moved towards its old friend as the last as the last gamay/spear of the lawless ones struck its tail. When it saw that Kamarai had died of his wounds, it cried out in grief and pain, and struck the ground with its great tail, dislodging*



Artist: Emma McGuinness

*the gamay/spear. The earth began to shake violently, and a great chasm opened up in the ground, following the fleeing lawless ones and swallowing them as they fled towards the flatlands.*

*Then a storm came in from the garrigarrang/sea, and the waves crashed across the flatlands until they reached the cliffs that marked the beginning of the highlands.*

*“Let this be a warning:”, the great burra/eel said. “The laws of this land must be obeyed, and the proper ceremonies must be carried out in the proper manner.” It turned to look at the Boora Birra, slowly being engulfed by the waves. “And the Boora Birra will now be a place where the garrigarrang/sea creatures take their children to teach them the lores of the sea, but you may visit safely from time to time, so that you will remember why the laws must be passed on to the young.” And because good lessons can always be learned from evil, this ngurang/place will be safe for the yura/people, to hunt and to fish, and live and teach the laws.*

*The great burra/eel slipped silently into the water and with a splash of its tail disappeared beneath the waves, the yura/people watched the waves, hoping for a glimpse of the great burra/eel as it made its way to its new home. One of the children, a young boy went to the water’s edge then looked back at his mother and smiled and spoke in a voice that was not his “until we forget again” he said “until we forget again”.*

**The Boora Birra Eel Dreaming, courtesy of Metropolitan Local Aboriginal Land Council.**

# Gadigal Language

The coastal Sydney languages including Gadigal only survived via the documentation by the British. Due to the rapid loss of language within the Sydney basin to now speak the traditional language we have become reliant on the documentation of the local languages by the British.

Gadigal Word	English
Boora Birra	Women's ceremonial site
badiya	laughed
ngalga	look
baya	speak
butoowee	Women's ceremony
bayawurra	wounds
dyinalung	women
dyin	woman
garu	water
garrigarrang	sea
gadi	under
gamarada	friend
gamay	spear
gumada	spirit
guray	fat
bada	eat/eating
yarrang	valley
Wulbang	hunt
Yura	people
gurung	children
gurugal	long time ago
yagu	today

Gadigal Word	English
Parra Doowee	Eel Dreaming spirit
burra	eel
mulabu	men
mula	man
gayanayung	old man
Kamarai	Old Warrior man - guardian of the Eel Dreaming site
bamal	earth/land
dyirrun	fear
marri	great
munuru	forget
mudang	live
murungal	thunder
mungi	lightning
nura	country
ngurang	place
ngununy	food
walan	rain
wiri	bad
wungarra	boy
wingaya	mother
wugal	one



# Glossary of Terms

Term	Definition
<b>Aboriginal &amp; Torres Strait Islander people</b>	Aboriginal and Torres Strait Islander peoples are the original occupants of Australia including the Indigenous people of the Torres Strait Islands off Northern Queensland.
<b>Artefact</b>	Something made or given shape by humans, typically has cultural or historical interest.
<b>Assimilation</b>	A policy requiring all people living in a community, regardless of their cultural background or country of origin, to adopt the same manner of living as the dominant culture.
<b>Australia Day</b>	Celebrations held on 26 January to commemorate the arrival of the First Fleet at Sydney Cove and the raising of the British flag by Captain Arthur Phillip.
<b>Baiaime - The Rainbow Serpent</b>	Baiaime (or Baayaami, Baayama, Biame or Byamee) was the Creator god (Sky Father) in the Dreaming stories of a number of Aboriginal people of south-eastern Australia including the; Eora, Wonnarua, Gamillaroi, Darkinjung and the Wiradjuri Nations. The story tells of how he came down from the sky and shaped the land, creating the rivers, mountains and the bushlands. Then he gave the people their Lores, language, traditions, songs, symbols and culture. He also created the first initiation site, the Bora, where boys are initiated into manhood. When finished he returned to the sky.
<b>Colonisation</b>	A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised
<b>Conservation</b>	The process of protection and preservation of the natural and heritage features of the environment.
<b>Country/Land</b>	In the context of Aboriginal peoples, is used to describe a specific area of a nation or clan including physical, linguistic and spiritual features.
<b>Deadly</b>	In the context of Aboriginal peoples, it is used to describe something that is 'awesome' or 'great'
<b>Dispossession</b>	The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years.
<b>Dreaming and The Dreaming</b>	"The Dreaming" is the belief of many Aboriginal groups that Aboriginal people have been in Australia since the beginning of time. During the Dreaming, ancestral spirits came up out of the earth and down from the sky to walk on the land where they created and shaped its land formations, rivers, mountains, forests and deserts. These were created while the ancestors travelled through the land. They also created all the people, animals and vegetation that were to be a part of the land and laid down the patterns their lives were to follow. It was the spirit ancestors who gave Aboriginal people the lores, customs and codes of conduct, and who are the source of the songs, dances, designs, languages, and rituals that are the basis of Aboriginal religious expression, or spirituality. These ancestors were spirits who appeared in a variety of shapes and forms. When their work was completed the ancestral spirits returned to the earth, the sky, the animals, land formations, and rivers. The ancestors-beings are 'alive' in the spirit of Australian Aboriginals through their songs, dances, art and language.
<b>Elder(s)</b>	Key persons and keepers of various knowledge within Aboriginal communities; (a) Elders in respect of kinship and as overseers of many Dreaming Tracks, i.e. they are the 'Boss over Country'; (b) Elders in respect of being matriarchal and patriarchal leaders of large extended family networks; and (c) Elders in respect of knowledge acquired and services given within the community.

<b>Term</b>	<b>Definition</b>
<b>Harmony Week</b>	A national week commemorated in Australia that celebrates Australia's cultural diversity and promotes intercultural understanding and peace.
<b>Heritage</b>	That which belongs to an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the built or natural environment.
<b>Indigenous People</b>	This term is used when referring collectively to the first people of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander peoples within Australia.
<b>Invasion</b>	The forced takeover of land.
<b>Land Rights</b>	The continuing struggle of Indigenous Australians to regain possession of their lands.
<b>Mabo</b>	(See <b>Native Title</b> ) Eddie Koiki Mabo, whose Murray Island land claim led the High Court to recognise, for the first time, that a form of land title existed prior to Australia's occupation by Great Britain in 1788. The judgement, made in 1992, is usually referred to as Mabo
<b>Martial Law</b>	Military government involving the suspension of ordinary law. Martial law was exercised in 1816 (NSW) and in 1824 (Tasmania). Martial law in Australia, declared that Aboriginal people could be shot on sight, armed or unarmed, if they were found within a certain distance to homes or settlements. Military government involving the suspension of ordinary law. Martial law was exercised in 1816 (NSW) and in 1824 (Tasmania). Martial law in Australia, declared that Aboriginal people could be shot on sight, armed or unarmed, if they were found within a certain distance to homes or settlements.
<b>Mob</b>	'Mob' is a colloquial term identifying a group of Aboriginal people associated with a particular place or country. It is used to connect and identify who an Aboriginal person is and where they are from. 'Mob' can represent your family group, clan group or wider Aboriginal community group.
<b>NAIDOC Week</b>	National Aborigines and Islanders Day Observance Committee (NAIDOC) starts first Sunday in July until the following Sunday. It has roots in the Day of Mourning 1938 a protest marking 150 years of colonization. It became a week-long celebration in 1975 each year celebrating a different theme in which we recognize and celebrate the achievements of Aboriginal and Torres Strait Islander people.
<b>Native Title</b>	'Native Title' is the name given by the High Court to Indigenous property rights recognised by the court in the Mabo judgement (3 June 1992). The Mabo judgement overthrew the concept of terra nullius - that the land of Australia had belonged to no one when the British arrived in 1788. The judgement found that a native title to land existed in 1788 and may continue to exist; provided it has not been extinguished by subsequent acts of government and provided Indigenous groups continue to observe their traditional laws and customs. The High Court's Wik judgement (December 1996) decided an issue left unresolved by the Mabo judgement when it determined that native title could coexist with other rights on land held under a pastoral lease.
<b>Ochre</b>	A natural clay pigment ranging in colour from yellow to deep orange or brown used to create a type of paint.
<b>Protection (Era)</b>	A government policy towards Aboriginal peoples which sought to protect them from the effects of violence, disease and exploitation as a result of European settlement. It was based on a belief that Aboriginal peoples were doomed to extinction and should be given some protection to live out their last years in peace.
<b>Racism</b>	The belief in the superiority of one race of people over others.
<b>Rationing</b>	Government-imposed restrictions on the allowance of people's food, clothing and fuel in both World Wars for the purpose of maintaining the nation's war effort.



Term	Definition
<b>Reconciliation</b>	A Commonwealth initiative to promote understanding between Aboriginal and Torres Strait Islander peoples and the wider community and to address Aboriginal and Torres Strait Islander disadvantage.
<b>Referendum</b>	Under the Australian Constitution, a referendum is used by a government to formally seek the opinion of the people on a particular issue or change to the Constitution. To succeed, a referendum must attract a majority of voters voting 'Yes' and a majority of States also voting 'Yes'.
<b>Self-Determination (Era)</b>	The effective participation of Aboriginal peoples in all decision-making that affects their rights and freedoms.
<b>Significance</b>	The importance assigned to a particular aspect of the past such as events or sites.
<b>Songlines</b>	A traditional song or story recording a journey made during the Dreamtime.
<b>Stolen Generations</b>	Aboriginal children taken from their families as part of the assimilation policy of various governments.
<b>Sustainability</b>	The ongoing capacity of the Earth to maintain life, including the needs of the present, without compromising the ability of future generations to meet their needs.
<b>Terra-Nullius</b>	(See <b>Native Title</b> ) A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the invasion and colonisation of Australia.
<b>Yabun</b>	Yabun means to sing and dance in the Gadigal language. There is festival held in Sydney on Australia Day/Survival Day to commemorate the survival of Aboriginal people and culture.



Native life at Port Jackson 1788 – Port Jackson Painter. Natural History Museum, London.



## The Rocks Discovery Museum

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The Rocks Discovery Museum is housed in a restored 1850's sandstone warehouse and tells the story of The Rocks from pre-European days to the present. It is home to a unique collection of images and archaeological artefacts found in The Rocks with exhibits that are highly interactive, using touchscreens and audio-visual elements to bring the history of the area alive.

An interactive journey of discovery through four exhibits includes stories of the traditional land owners, establishment of the English colony and the time when sailors, whalers and traders made the area their home through to the 1970's union-led protest which preserved this unique part of Sydney.

For more information and bookings, please call on (02) 9240 8680 or email [therocksdiscoverymuseum@property.nsw.gov.au](mailto:therocksdiscoverymuseum@property.nsw.gov.au).

# Map of The Rocks

Meeting point:

Tallawoladah Place Lawns harbourside of the Museum of Contemporary Art





# Suggested Teaching & Learning Resources

## Texts

Attenbrow, Val. *Sydney's Aboriginal Past*, UNSW Press, Sydney, 2002

Attwood, B. and Markus, A. *The Struggle for Aboriginal Rights: A Documentary History*. Allen and Unwin, 1999

Behrendt Larissa. *Home*, University of Queensland Press, 2004

Challis, K. and Smith, B. *Tales from Sydney Cove*. The Helicon Press.

Chatwin, Bruce. *The Songlines*, Picador, London, 1987

Endangered Language Project and SOAS Library Special Collections, School of Oriental and African Studies - 2009.

Gamage, Bill. *The Biggest Estate on Earth. How Aborigines Made Australia*. Allen and Unwin - 2012

Grenville, Kate. *Searching for the Secret River*, Text Publishing, Melbourne

Grenville, Kate. *The Secret River*, Text Publishing, Melbourne, 2005

Grenville, Kate. *The Lieutenant*, Text Publishing, Melbourne, 2008

Hinkson, Melinda. *Aboriginal Sydney*, Aboriginal Studies Press, Sydney 2001.

Hughes, Robert. *The Fatal Shore*, Pan Books, London 1987

Langton, M. and Perkins, R.(Eds) *First Australians - An Illustrated History*, The Miegunyah Press, 2008.

Lindqvist Sven. Terra Nullius. *A journey through No One's Land, Granta Macquarie Aboriginal Words*, Macquarie Press, reprinted 2005

Parbury, Nigel. *Survival: A History of Aboriginal Life in New South Wales*, Ed2. Department of Aboriginal Affairs, 2005.

Pascoe, Bruce. *Dark Emu - Aboriginal Australia and the Birth of Agriculture*. 2019.

Pascoe, Bruce. *Young Dark Emu - A Truer History*. 2019.

Smith, Keith Vincent. *Bennelong*, Kangaroo Press, Sydney, 2001

Sveiby Karl-Erifand and Skuthorpe, Tex. *Treading Lightly*, Allan and Unwin, 2006

Stewart, K. and Percival, B. *Bush Foods of New South Wales*. Botanic Record and an Aboriginal History, 1997.

Troy, J. *The Sydney Language - AIATSIS and Australian Dictionaries Project* Canberra, 1993

Turbet, Peter. *The Aborigines of the Sydney District Before 1788*, Kangaroo Press, Sydney 2001

*William Dawes' Notebooks on the Aboriginal Language of Sydney, 1790-1791* - Hans Rausing

Wright Alexis. *Carpentaria*, Giramondo, 2007

## Websites

Aboriginal Studies Association	<a href="http://www.aboriginalstudies.com.au">www.aboriginalstudies.com.au</a>
Aboriginal Education Consultative Group	<a href="http://www.aecg.org.au">www.aecg.org.au</a>
Barani	<a href="http://www.sydneybarani.com">www.sydneybarani.com</a>
City of Sydney	<a href="http://www.cityofsydney.gov.nw.au">www.cityofsydney.gov.nw.au</a>
Creative Spirits	<a href="http://www.creativespirits.info">www.creativespirits.info</a>
NSW Aboriginal Land Council	<a href="http://www.alc.org.au">www.alc.org.au</a>
Metropolitan Local Aboriginal Land Council	<a href="http://www.mlalc.org.au">www.mlalc.org.au</a>
Wild about Whales	<a href="http://www.wildaboutwhales.com.au">www.wildaboutwhales.com.au</a>
Dharug Dhalang	<a href="http://www.dharug.dhalang.com.au">www.dharug.dhalang.com.au</a>
Reconciliation Australia	<a href="http://www.reconciliation.org.au">www.reconciliation.org.au</a>
Australian Institute of Aboriginal and Torres Strait Islander Studies	<a href="http://www.aiatsis.gov.au">www.aiatsis.gov.au</a>
Aboriginal History	<a href="http://www.aboriginalhistory.org">www.aboriginalhistory.org</a>
Australian Museum Online	<a href="http://www.amonline.com.au">www.amonline.com.au</a>
The Rocks Discovery Museum	<a href="http://www.therocks.com">www.therocks.com</a>
Department of Aboriginal Affairs	<a href="http://www.daa.nsw.gov.au">www.daa.nsw.gov.au</a>



National Library of Australia	<a href="http://www.nla.gov.au">www.nla.gov.au</a>
State Library of NSW	<a href="http://www.slsw.gov.au">www.slsw.gov.au</a>
SNAICC	<a href="http://www.snaicc.org.au">www.snaicc.org.au</a>
NSW Heritage Office	<a href="http://www.heritage.nsw.gov.au">www.heritage.nsw.gov.au</a>
Yulunga: Traditional Indigenous Games	<a href="http://www.sportaus.gov.au/yulunga">www.sportaus.gov.au/yulunga</a>

## Aboriginal Book Publishers

**Black Ink Press** (Townsville, Queensland)

**Magabala Books** (Broome, Western Australia)

**IAD Press** (Alice Springs, Northern Territory)

**Aboriginal Studies Press** (Canberra, Australian Capital Territory; you can also find their books at **Fishpond**)

**Keeaira Press** (Southport, Queensland)

**JB Books** (Marleston, South Australia)

**Budburra Books** (Murgon, Queensland)

**Koori Curriculum** (Sydney, New South Wales)

**Riley Carrie Resources** (West Woombye, Queensland)

# Contact us

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## Your Booking

If you have any questions regarding your booking, please contact Sydney Learning Adventures on (02) 9240 8552 or email [tours@property.nsw.gov.au](mailto:tours@property.nsw.gov.au).

## The Rocks Discovery Museum

### Address:

2-8 Kendall Lane, The Rocks NSW 2000

### Trading hours:

10:00am - 5:00pm

### Admission:

Entry is free

Bookings essential for self-guided tours

### Recommended time allowance for self-guided tours:

30 mins for Stages 1-3,

45 mins for Stages 4-6

For more information on the programs that Sydney Learning Adventures offers, visit our website:

[www.sydneylearningadventures.com](http://www.sydneylearningadventures.com)