Animals of the Dreaming

Resource Kit

Animals of the Dreaming - Stage 1-4 Education Resource
Animals of the Dreaming

This excursion resource has been designed to be used in conjunction with the Taronga Zoo outreach program "Animals of the Dreaming". The presentation and resource is linked to the NSW School Curriculum outcomes, it has been developed in consultation with Department of Education and Training Curriculum Coordinators including the Aboriginal Education Unit and the Aboriginal Education Consultative Group. This comprehensive kit includes information and activities to ensure that your students gain the maximum educative value from the "Animals of the Dreaming" presentation.

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Introduction

Animals of the Dreaming is an interactive outreach program where students;
- Gain an insight into Aboriginal Culture
- Develop an awareness and appreciation of the importance of the land
  and animals to Aboriginal people
- Meet a collection of live unique native animals
- Learn how they can help these amazing animals survive

This resource and the Animals of the Dreaming presentation will provide the
teacher and students with comprehensive information about these uniquely
Australian aspects. The pre workshop activities are designed to build on the
students prior knowledge and understandings which will ensure the
workshop delivers its maximum educative outcomes.

The post workshop activities are designed to reinforce the presentation and
empower the students develop actions to care and help their own local
environment.

When delivering Aboriginal programs and perspectives it is always
advisable to involve the local Aboriginal community. They will ensure the
integrity of content taught and assist the students to gain a local
perspective. We encourage the local Aboriginal communities to come and
see the presentation and be involved.

Col Hardy, a highly respected Aboriginal elder will showcase Aboriginal
culture through stories, songs and artefacts. The animals all come from
Taronga Zoo Education Centre and include a parrot, frog, possum, snake,
echidna, lizard and salt water crocodile. The students will get
opportunities to get "close and personal" with the animals and touch them to
feel the different textures.

The Animals of the Dreaming is suitable for all ages from kindergarten to
senior high school with varied content and discussion to suit the audience.
The presentation is one hour in duration and can cater for groups from 60 to
150 students at a time. The cost is $3.85 per student.
Planning an Animals of the Dreaming Incursion

Animals of the Dreaming can be linked to many key learning areas including HSIE, English, Art and Science and Technology. Bookings can be made with the Taronga Zoo Education Centre on 9978 4739.

Some points to consider:
- Organise students into groups between 60 to 120 students.
- Organise a suitable venue where the students can sit in a circle to allow close contact with the animals.
- Complete pre excursion activities to ensure the incursion is as educationally meaningful as possible.
- Collect the fee of $3.85 per student, you will be left an invoice at the end of the visit.
- Book ahead to avoid disappointment.

Zoo Web Site

www.zoo.nsw.gov.au

Taronga and Western Plains Zoos' web site can provide you with important information to assist with your Animals of the Dreaming incursion.

The site includes information on the following:
- description of all the Animals of the Dreaming presentation
- Information about Zoo animals
- Other education programs offered at Taronga and Western Plains Zoo
- Information on Backyard to Bush, the new education precinct at Taronga Zoo
Introducing Col Hardy

Col Hardy was born and raised in outback NSW in a town called Brewarrina. It is a small town about 10 hours drive from Sydney, and is close to Bourke. He was one of eleven children and lived on the banks of the Barwon river. The house was more like a shed with no carpet, tin roof and no electricity or water.

As a boy Col and his friends would spend their time hunting (for rabbits, fish and echidnas to eat) and playing music. Fishing was done at the fish traps using spears and nets, his favourite fish to eat is the Yellow belly fish. He left school at age 13 to work with his father as a fencer and farm hand.

When Col was 18 years old he won a radio talent quest and was sponsored to come to Sydney to record an album. Once in Sydney Col became quite famous and has recorded over six albums. The music he plays is country and western and he has won many awards including the Golden Guitar. He has even been inducted into the country music hall of fame!

Col now lives in Sydney but travels back every few months to visit his brothers and sisters at Brewarrina. He is kept busy working at Taronga Zoo and being a grandfather. He really enjoys getting back in the bush, performing for school children and passing on his wisdom to others.
Animals of the Dreaming
Australia from an Aboriginal perspective
Early Stage 1, Stage 1 - 5

Your schools learning space will be transformed into a venue of discovery. Students will meet live native animals nose to nose and also explore Aboriginal culture. Students will sing and dance during this unforgettable presentation.

They will hear Dreaming stories including how the echidna got his spikes and how Tidillick the frog drank all the water, just to name a few. The animals they will meet include a python, possum, echidna, salt water crocodile, cockatoo, lizard and green tree frog.

Your class will

- Hear about Col’s childhood and how life was in the bush 50 years ago
- Look and learn about traditional artefacts
- Hear dreaming stories
- Learn how the animals survive and why they are important to the environment
- Understand what they can do to help the animals to survive
- Sing along with Col's animal and Aboriginal songs

It is hoped that students will have an increased awareness and appreciation of Aboriginal culture. Students will discuss the significance of animals and the land and identify ways in which they can make a difference and help preserve these important elements.

To make a booking:

Phone: 02 9978 4739
Fax: 02 99784508
Email: p.maguire@zoo.nsw.gov.au
Animals of the Dreaming Objectives and NSW Curriculum Links:

The Animals of the Dreaming workshop will contribute to the following curriculum objectives and outcomes:

Aboriginal Education Policy

- knowledge and understanding of Aboriginal Australia is evident in all schools and throughout the public school system
- all students participate in Aboriginal studies programs

Environmental Education Policy

Students will develop:
knowledge and understanding about:
- the impact of people on environments (K2)

skills in:
- adopting behaviours and practices that protect the environment (S5)

values and attitudes relating to:
- a commitment to act for the environment by supporting long-term solutions to environmental problems (V3)

Science and Technology

Stage 1
A student:
LTES1.3 identifies ways in which living things are different and have different needs

Stage 2
A student:
- LTS2.3 identifies and describes the structure and function of living things and ways in which living things interacts with other living things and their environment

Human Society and Its Environment:

Stage 1
- CUS1.4 describes the cultural, linguistic and religious practices of their family, their community and other communities

Stage 2
- CUS2.4 describes different viewpoints, ways of living, languages and belief systems in a variety of communities
- CCS2.1 describes events and actions related to the British colonisation of Australia and assesses changes and consequences

Stage 3
- CUS3.2 describes different cultural influences and their contribution to Australian identities
- ENS3.6 explains how various beliefs and practices influence the ways in which people interact with, change and value their environment

Animals of the Dreaming: Stage 1-4 Education Resource
Activities to do before “Animals of the Dreaming”
Dreaming Terms – background information

Below is a list of terms and meanings that will be used in this topic. You will have to adapt the language and activities to suit the students stage of learning. The definitions below are not exhaustive and have been put in a simple context.

There are a number of references which the students could explore including books (see list of references at the end) and website information.

**Dreaming** – The Dreaming has different meanings for different Aboriginal nations. It is a network of knowledge, faith and practices which guide Aboriginal people in all aspect of life. Much of this content comes from creation stories on how the world began and what happened a long long time ago.

**Dreaming Stories** – Dreaming stories cover many themes and topics. For example there are stories about how the birds got their colour along with stories about why girls cannot play the didgeridoo. These stories are handed down from generation to generation often by the Elders of the nations.

**Tribal/Nation groups** – These are separate nations of Aboriginal groups. There are 600 – 700 separate nations and they have different languages and dialects and different cultures and traditions. A map on the next page gives an overview of the different nations groups in NSW.

**Aboriginal Elders** – The Elders are the teachers and custodians of the Nation. They teach the younger members about their Nations lore/laws passing on knowledge, skills and values. They are treated with respect and dignity.

**Kinship** – Is a system that defines where a person fits in to the community. It defines roles and responsibilities, such as raising and teaching children. It is also a system of moral support within the community.

**Tools** – These are items designed and constructed to assist with tasks. It takes a lot of skill to construct these items and they vary amongst the different Nations. Some of these tools include spears, axes, shields, nets, baskets, boomerangs, clubs and the list goes on.

**Totems** – Is a sacred symbol of an aboriginal person or Nation. It could be animal, bird, mineral or plant associated. It is spirit given.

**Do Your Own Research**
Students could be divided into groups and asked to research one of the above topics. Students could then prepare a short report back to other class members to share their findings. This will ensure students have some common understandings about important aspects of Aboriginal culture.
Research Your Local Aboriginal Group

As a whole class activity look at an Aboriginal Language map of Australia and work out which Aboriginal group is living in your area before white settlement. With your class find out as much as you can about this group - including name, area, totem, history and kinship system.

Below is a map of NSW that has the group boundaries. The map can be found on the following website -


As an extension activity it would be good to do some creative writing about what the land would have been like before white settlement and what a day in a traditional Aboriginal nation would be like.

Animal fact sheets (see examples in the appendix)
Students select their favourite native animal and investigate and research the following aspects -

- habitat
- distribution range
- diet
- unique features
- reproduction
- protection
- status (i.e. common, endangered)

The required information can be found in books and also on line including the Taronga Zoo's website (www.zoo.nsw.gov.au) and ARAZPA website (www.arazpa.org.au)
Other sites include –
www.abc.net.au/outthere/stuff/animal and

This activity is a good lead in for the next activity which involves the student researching Dreaming stories.

Research Dreaming Stories

Have students investigate Dreaming stories, utilise -
• Local and School library
• On line websites
• Local elders—the community

Students will be able to appreciate the significance of the stories and their meaning. Illustrations of the stories will reinforce the messages.

Please refer to the Australian museum for extra background information and ideas on Dreaming stories— the web site is www.dreamtime.net.au/

Aboriginal Artefacts

Divide students into groups and allocate an Aboriginal artefact to research. These artefacts will be discussed in the presentation and showcased by the Col. Artefacts to be researched include -
• Boomerang
• Coolamon
• Spear
• Woomera
• Dilly bag
• Fire sticks
• Bull roarer
• Didgeridoo
• Message sticks

The research should include - how it is made, uses and which Aboriginal nations used them.
As an extension activity the students could be able to make their own models.
Easy ones include didgeridoo, dilly bags and bull roarer. A good reference web site is -http://www.koori.usyd.edu.au/ngadjonji/Food/tools.html

Animal Totem

A totem is a symbol or sacred representation of the aboriginal group or nation. The local Aboriginal community would have a totem. Ask them for permission to use their totem and decorate the room and invite the community in to share and celebrate.
This totem can be used in art work to decorate the room. It would be a great activity to invite a local Aboriginal artist to come in and assist the students in developing a mural.
Bush Tucker

Many plants played an important role in the daily life of Aboriginal groups. The plants were often used as food and in some cases used as medicine. A list of some of the plants utilised for food is displayed below.

<table>
<thead>
<tr>
<th>Bungwell Fern</th>
<th>Roots are soaked and ground into a flour used to make Johnny cakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bunya Nut</td>
<td>Eaten raw or ground into a flour – one of the few things tribes would trade</td>
</tr>
<tr>
<td>Burdekin Plum</td>
<td>Fruits are acidic – can be eaten raw, or used in jams and jellies</td>
</tr>
<tr>
<td>Candle Nut</td>
<td>The roasted nuts are delicious, and are reported to be nutritious and high in energy from the fat they contain</td>
</tr>
<tr>
<td>Cedar Bay Cherry</td>
<td>The fruit is sweet tasting and can be eaten fresh. This is one of Australia’s best fresh fruits.</td>
</tr>
<tr>
<td>Davidson’s Plum</td>
<td>Sour tasting fruit needs to be cooked</td>
</tr>
<tr>
<td>Lemon Myrtle</td>
<td>Popular flavour or spice used in lots of dishes, i.e. fish</td>
</tr>
<tr>
<td>Midyim</td>
<td>Edible raw fruit is very popular</td>
</tr>
<tr>
<td>Native Ginger</td>
<td>The fruit has a lemon taste. Young root tips are edible. The leaves are used in cooking in an earth oven</td>
</tr>
<tr>
<td>Native Raspberry</td>
<td>A very sweet fruit that can be eaten raw. Very popular</td>
</tr>
<tr>
<td>Riberry</td>
<td>Riberry fruits have a clove flavouring used in jams</td>
</tr>
<tr>
<td>Sand Paper Fig</td>
<td>The fruit are edible raw when fully ripe a sweet tasting fruit</td>
</tr>
<tr>
<td>Warringal Greens</td>
<td>Used as a spinach like vegetable</td>
</tr>
</tbody>
</table>

Investigate your school yard or local reserve to find some of these plants. Ask the local Aboriginal community and the General Assistant for help and develop a bush tucker garden. It might even be worthwhile to send a letter home to parents asking them to provide some cuttings. The different plants could be displayed on a nature table with labels developed by the students explaining the plants’ functions and uses.

A good bush tucker reference website is www.teachers.ash.org.au/bushtucker
masks

Use the following templates to make masks to show Col on the day of the incursion. These masks were designed by Conrie Ah See who is a consultant for the Department of Education in the Aboriginal Education Unit. Use the photocopier to enlarge to fit the students.

echidna

snake

Jigsaws
Students colour and cut out the jigsaws in the appendix. These can be copied on to cardboard to help the jigsaw remain rigid. The animals that students can choose from include a wombat, goanna, fish, echidna, kangaroo, koala, snake, kookaburra and an emu.
Animals of the Dreaming Presentation

During the presentation your class will meet many native animals up close. These animals include a snake, lizard, frog, bird, possum, crocodile and an echidna. During the workshop students will learn about the Dreaming and have an opportunity to see and learn about some amazing Aboriginal artefacts.

Students will understand how unique and rich Aboriginal culture is and how amazing our native wildlife is. They will be asked to take action to ensure that our native animals do not disappear.

Animals of the Dreaming presentation—running order

Introduction
* Aim of the program
* Col and his story
* Aboriginal language group map
* Welcoming song

Body
Each animal encounter will involve information from Col Hardy and the Zoo Education Officer. Students will hear a Dreaming story and/or song and get to observe the animal up close and touch.
* Carpet python/Rainbow serpent
* Shingleback Lizard
* Saltwater Crocodile
* Green tree frog / Tidilick
* Cockatoo or parrot
* Short-beaked echidna
* Ringtail possum

Artefacts
Col will show his impressive artefact collection including spears, boomerangs, coolamon, bullooarer, fire sticks, fighting sticks, Saw fish jaws, clapping sticks and didgeridoo. Students will hear about the artefacts uses and see them up close. The boys will be invited to blow the didgeridoo and the girls will do a corroboree dance with the clap sticks.

Conclusion
Students will dance with two farewell songs, the last song reminding the students that we all share the land and should do our best to care for it.
Post excursion activities

Newspaper report

Students write a newspaper article about their experiences during the Animals of the Dreaming presentation. The article could include a report about Col including the Aboriginal items they saw and information about the animals they met. By using photos and computer programs such as Microsoft Publisher the text could be laid out like a newspaper or the students' work could be collated to make a book and used as a teaching resource in future years.

Emu Dance Performance

Students could showcase the dances learnt or inspired from the Animals of the Dreaming presentation at a school assembly or presentation night. Costumes could be designed to enhance the performance. Students could develop a narrative to accompany the dance. This would best be done through consultation with local Aboriginal groups.

Design a Dance for Your Class Totem

In consultation with the local Aboriginal community and in small groups the students could explore dance options for the class totem. Encourage the students to accentuate animal movements and personality traits. Their dance could also tell a Dreaming story they have been researching.

Grow Your Own Bush Tucker Garden

Work with the general assistant or gardener and develop your own bush tucker garden. A list of suitable plants is listed in the pre visit activity section. Many nurseries have an extensive range of bush tucker plants and most are quite low maintenance. Students could make various products from the plants including jams and jellies, breads and Johnny bakes. Labels and packaging could be designed and the products could be sold at the school fete or on special themed days.
Bush Regeneration at Your School

Col is very passionate about the land and the animals. As your class would have heard Col is concerned about how much land has been cleared and how many animals are listed as endangered. It would make him very happy if your class would take some action for the environment.

Your class could identify some degraded land or garden in the school and adopt it to make it better. This would enhance the school grounds and have the positive effect of attracting wildlife back to your school. A simple process for the students could involve:

- Identifying a suitable section of land
- Researching and sourcing local plant species, examine remnant bushland
- Clear the area of all introduced plants
- Plant seedlings and mulch to keep weeds away
- Water and care for the plants
- Record and document the class’s progress
- Record the native wildlife that frequents the area

Tidilink (Frog) Pond Construction

Tidilink is the name of a frog from a Dreaming story. He was a burrowing frog and one day when he woke up and came to the surface he drank all the water. All the other animals got very thirsty and worried. They tried to make Tidilink laugh in the hope that he would let all the water out. Eventually Tidilink did laugh and the animals were very happy when all the water came gushing out of his mouth.

Frogs are very sacred to the Aboriginal people and are in many Dreaming stories. Frogs are very important to the environment as they play a key role in food chains. Frogs and tadpoles are an important food source for many animals and in return frogs feed on many types of insects.

In Australia 30% of frog species are listed as endangered. Frogs need our help.

Installing a frog pond is an excellent method to help frog survival. They are simple to construct and one huge benefit is that the frogs it attracts will control the insects in the area.
**Pond Instructions**

1. **Choose a location** - part sunny, part shady – not under trees

2. **Construction** -
   i) dig a hole one to two meters across and around 60cm deep gently sloped to the middle
   ii) spread a thin layer of sand in hole
   iii) over sand place a sheet of black PVC liner
   iv) trim the PVC leaving a good 30cm over the hole edges
   v) secure the PVC with rocks

3. **Dress the pond** -
   i) add swamp plants, water lilies and other aquatic plants in trays or pots
   ii) fill with water and let stand for at least a week
   iii) if possible put in a small circulation pump

4. **Monitor and record** - check the pond for frog calls at night and tadpoles

Within two weeks local frog species should move in. If you are having trouble getting tadpoles to take up your kind offer of a nice new frog pond contact the Frog and Tadpole Study Group and they will offer further advice.

The address is  
Harald Ehmann  
Biological Sciences  
Sydney Institute of Technology  
1 Mary Ann St  
Ultimo 2007
Cardboard Dodge Design

With a local Aboriginal community member provide each student with a cardboard tube. The tubes can come from poster mailing containers or used plastic rolls. The roll should be painted a background colour and then decorated with colours and drawing. Traditional dot painting can be used or animals can be drawn representing a Dreaming story. Put some tape or contact around the mouth piece. A performance on assembly might be suitable.

Video production

The use of multimedia tools is an excellent way to reinforce students learning. Students can develop scripts and stories to be recorded on video. Alternatively, students can video performances of their Dreaming stories.

Boomerang Design and Throwing

With local Aboriginal consultation students can either buy inexpensive plain boomerangs which they can paint and decorate or they can make their own. A boomerang template, ply wood and a jigsaw are the required items. Constructing smaller boomerangs will save in the materials required. The designs like the didgeridoo can be traditional dot paint work or x ray animals or a combination of both. Students can explore incorporating meanings into their designs and represent their local area.

Boomerangs can be purchased from various retail outlets and can be used for throwing. It is important to consider students safety and supervision. Students throw one at a time away from the group and throw it in the opposite direction.
Boomerang Throwing Instructions

1. Hold the boomerang as indicated in diagram.
2. Face approximately 45 degrees to the right of any oncoming wind.
3. Tilt the boomerang over to the right at about 30 to 40 degrees.
4. Throw the boomerang out at a point about 6 meters from the ground, making sure to give it a spin as it leaves your hand.

Boomerang Safety
Do not attempt to catch the boomerang.
Throw only in areas clear of houses, trees and people.

Reconciliation Poster
Discuss Issues of Reconciliation with the class. Issues that can be investigated include:
- Land rights
- Stolen Generation – saying sorry
- Black history – voting, citizenship
- Discrimination/racism
- Tribal land degradation

The poster should reflect a positive message for the future – working together to help and respect each other. Especially helping to protect and help the land which is very sacred to the Aboriginal peoples.
Traditional Game

Munhanganing (gecko lizard)
The game of munhanganing was reported being played by the children of the Arnhem Land in northern Australia. Children played this and other running games around the camp site.

Players
Up to 40 players in two even teams
One team is called munhanganing (gecko lizard) and the other team is the flies (wurrurlurl)

Playing area
An area 40 metres long and 20 metres wide
A tree area three metres square is marked 10 meters in from one end and in the centre of the area.

Game play and rules
This is a tag game.
The wurrurlurl team is scattered around the area while the other team munhanganing start behind the line at one end of the playing area

On a signal the munhanganing players begin to chase the players of the wurrurlurl trying to touch them. Players from the wurrurlurl are caught if they go outside the playing area. Players who are being chased can use party clickers to imitate the sound of the munhanganing.

The wurrurlurl players caught are sent to the tree area until there are none left. After this the teams swap roles and name and start again.

Scoring
In a competitive game teams are timed to see who can catch the other team in the fastest time.

Language
The game is named after the small nocturnal gecko lizard called munhanganing in the Datiwuy language of Arnhem Land.

From "Indigenous Traditional Games" 2001
Animal art

Utilising the local Aboriginal community have the students select an animal that they have researched or learnt about during this unit. Students draw the animal in an Aboriginal art form. Some of the techniques they can explore are dot painting, x-ray paintings, track paintings, map painting and pattern painting.

They should also consider the animals from a different point and decide on their technique.

Note: Respect other styles, Dots and X-rays are specific to certain Aboriginal Nations. Not all groups use this techniques, consult with your local Aboriginal community.
Appendix

Masks—Cut out and enlarge on the photocopier

bird

emu
emu