

UNIT 5: MY PROJECT



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| Topic | What is my natural and cultural heritage? |
| Objectives | Through the creation of a portfolio, students explore, discover and present the story of their natural and cultural heritage. |
| Curriculum Links | This material has been aligned with the Australian Curriculum areas of: English The Arts Languages With a Cross-Curriculum Priority of: Aboriginal and Torres Strait Islander histories and cultures |
| 8 Ways Aboriginal Framework | <ul style="list-style-type: none"> • Deconstruct/Reconstruct • Learning Maps • Community Links • Symbols and Images • Non-verbal • Land-links • Story-sharing • Non-Linear |
| Videos | Wadu Matyidi Mini Doc: How to Bake an Animation - Animation Nguthaarlpurla |

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| Unit 5: My Project | |
| Inquiry: What is my natural and cultural heritage? | |
| Description: Through the creation of a portfolio, students explore, discover and present the story of their natural and cultural heritage. | |
| Student Activity Sheets | MP1 - Portfolio Overview MP2 - My Portfolio MP3 - Presenting My Story |
| Background Information Sheet | About Heritage |

1. VIEW

As a class, view the *Wadu Matyidi* and Mini Doc: *How to Bake an Animation - Animation Nguthaarlpurla*.

2. EXPLORE MY HERITAGE

Facilitate a class discussion about the Mini Doc: *How to Bake an Animation - Animation Nguthaarlpurla* engaging students with open-ended questions such as:

- What did you find interesting about the process of creating the animation?
- Why do you think the filmmakers used the analogy of baking a cake to explain the process of making the animation?
- How could you record stories about your life?
- What features make the Mini Doc entertaining and engaging?

Collectively, discuss the students' understanding of natural and cultural heritage. If your students have already completed work in Unit 4, *My Heritage*, this will be a good recall activity. If this is a new topic for students, modify questions to match your students' prior knowledge. You may also wish to introduce the Background Information Sheet About Heritage. Ask the following:

- What do you think the word 'heritage' means?
- What are some examples of natural heritage items? i.e. flora, fauna, geology, landscape, and landforms.
- What are some examples of cultural heritage? i.e. non-tangible items that are handed down from the past such as traditions, customs, stories and language.
- What examples of natural and cultural heritage items could you include in a project which best represents *you*?

3. MY PORTFOLIO

In this unit of work, students will undertake self-directed learning in order to gather information about their own family's story. Students are to create a portfolio, researching and recording some of the natural and cultural aspects of their own heritage.

Direct students to follow a step-by-step process:

- Create a portfolio, either digital or a hard copy folder, in which to compile all of their work.
- Include copies of any of the following Activity Sheets, from Units 1-4, in their portfolio:
 - MM3.3 - Inhaadi Utyu Ngarlpurula - Who We Are
 - MC3.1 - Reflection Sheet: Akurra Dreaming Story
 - MS1.4 - Traditional Stories
 - MS3.4 - My Art
 - MH2.3 - Creating a Story and Sculpture

If no activity sheets have been completed prior to this project, move on to step 3.

- As a class, read through the Portfolio Overview (Activity Sheet: MP1). Explain to students that they will be working in a self-directed manner to gather the information they need to create their portfolio. Decide which activities you want the class to do as home assignments. Students will need access to the Internet as well as their school and local libraries.
- Direct students to My Portfolio (Activity Sheet: MP2) in order to conduct their research, recording all collected information into their portfolio.

4. PRESENTING MY STORY

Once students have completed all sections within My Portfolio (Activity Sheet: MP2) by gathering information about their family's history, guide students to create a presentation of their findings. Their presentation should be creative, with students choosing media that best represents the key information they collected within their research. Before beginning, students should fill in the Presenting My Story (Activity Sheet: MP3) and think about how they will represent their family's cultural heritage. The students should discuss this project with the teacher before starting.

On completion, provide an opportunity for students to exhibit their work. This might be on a day that is

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significant to the individual student's culture or on a day that is important to the collective culture of the class, e.g. Australia Day.

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Inquiry: What is my cultural and natural heritage?

Activity Sheets:

MP1 – Portfolio Overview
MP2 – My Portfolio
MP3 – Presenting My Story

1. View

Watch the *Wadu Matyidi* animation and Mini Doc: *How to Bake and Animation - Animation Nguthaarlpurla*

2. Explore My Heritage

What did you find most interesting about the Adnyamathanha language class creating an animation based on their story? How would you create and record a story about your own life that's informative, engaging and entertaining? Discuss your ideas with your class.

Think of some examples of natural heritage (e.g. flora and fauna) and cultural heritage (e.g. stories, language and traditions) that were represented within the two films. Share these ideas with your class. Also, include any examples or ideas of natural and cultural heritage items that relate to your own culture, that you might represent in a film if it was about you.

3. My Portfolio

You are now going to gather information about your own family's story. This will be your portfolio, containing information and research about the natural and cultural aspects of your heritage.

In order to complete your portfolio, you will need to research, via the Internet or in your school or local library, information about each of the topic areas. You might even like to interview a family or community member in order to help you answer some of the questions.

Follow this step-by-step guide:

- 1) Create your portfolio. Set up a digital file on your computer or a hard copy, such as a folder or book, in which to file all of the research and materials that you collect.
- 2) If you have completed any activities from Units 1-4 about you or your family's history, add it to your portfolio. If not, move on to step 3.
- 3) Read through the Portfolio Overview activity sheet with your class to familiarise yourself with the topics that you will be researching. Be sure to ask questions on anything you are not sure about.
- 4) Follow each of the topics on the activity sheet Create Your Portfolio as a guide for collecting data. Use the sheet to record any basic information about each topic. Compile all of the research and supporting materials collected from each topic into your portfolio.

You now have a folder which is all about *you*!

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4. Presenting My Story

Have you finished each section of the table and gathered all the information about yourself and your family history into your portfolio? If yes, then it's time to create your presentation.

Think about how you would like to present this information to your class. What are the key pieces of information that you think should be told? What is the best way to present this information?

Using the Presenting My Story sheet, with your teacher, complete the details about how you will be presenting information about *you*.

Create your presentation and arrange with your class an opportunity to show and tell your final piece of work.

MP1

PORTFOLIO OVERVIEW

- Ñ It's time to create a portfolio about *you*, your ancestors, your culture and your heritage!
- Ñ Decide whether you would like your portfolio to be digital or hard copy (e.g. a folder or a book)
- Ñ Read through the rubric below with your class to familiarise yourself with each of the research topic areas.

| TOPICS | ME | MY ANCESTORS, MY CULTURE, MY HERITAGE |
|-----------------------------|---|---|
| My Mob | My family tree. | Who are my grand and great grandparents? |
| My Language | The language I speak at home. | What is the language of my ancestors? |
| My Country | My homeland, town, suburb. | Where did my ancestors originate from? |
| My Environment | What is special about my environment? | What was my ancestors' local environment like? |
| My Significant Place | What are the significant places in my life? | What are the places of significance that relate to my ancestors? |
| My Community History | What events have impacted on my local community? | What events impacted on the lives of my ancestors? |
| My Food | What traditional food or ingredients does my family use at home? | Where do these traditional foods and recipes come from? |
| My Story | Do you have any family stories that you have been told that contain a lesson, moral or message in them? | Did these stories come from your ancestors? Who told them to you? |
| My Heritage | Do you have any rituals, ceremonies or special days of the year that you celebrate? | Have these days been passed on from your ancestors? |

Name: _____

MP2

MY PORTFOLIO

Introduction

1. Is your portfolio digital or in a folder or book?

2. Who can you interview to talk to about your heritage and help you answer the questions in the tables? e.g. Nonna, Nana, Yaya, Mum, Dad

3. What parts of your project will you need to complete at home?

4. Use the following table to collect information for your portfolio about you, your family your community and your heritage. Before you start each section, decide what will be your information source, e.g. a library, the Internet or interviewing a family or community member. Answer each of the sections, compiling all of the information into your portfolio as research for your presentation.

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My Mob

In your portfolio, draw or create a small family tree.

Include:

- A photo of you, your family, and any pets you have.
- Each person's name and any particular responsibilities they have in your family or around your home, e.g. it's my sister's job to mow the lawn and my brother's job to listen to me read every night.
- The names of your grandparents and great grandparents on both parents' side of your family. If you have photos, you may wish to include these.

Source:

Books from the library

Internet

Interview a family member.

WHO? _____

Interview community member.

WHO? _____

My Language

1. What language(s) do you speak at home?

2. Is this the same language that your ancestors spoke? What language(s) did they speak?

3. In the table below, list the corresponding words in the original language spoken by your ancestors.

| ENGLISH | OTHER LANGUAGE |
|-----------|----------------|
| hello | |
| goodbye | |
| good | |
| bad | |
| thank you | |
| no | |
| yes | |
| beautiful | |
| ugly | |

My Country

1. Where do you come from? Is it Australia or were you born somewhere else? In your portfolio, create a new page and write the name of your home country.

2. Include a map (draw or source) to represent where you were born.

3. Also, include the name of the suburb or town in which you now live.

4. Include a map of where you currently live.

5. Where do your ancestors come from? This could be another suburb or another country. Present this information using a map.

6. Who are the traditional owners of the land on which you currently live? Is it the Adnyamathanha people or another Aboriginal or Torres Strait Islander community?

Source:

Books from the library

Internet

Interview a family member.

WHO? _____

Interview community member.

WHO? _____

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My Environment

(Fauna and Flora)

1. Explain how you connect and interact with your local environment, e.g. fruit picking, vegetable patch, fishing, or swimming.
2. Create a diorama or collect photos, maps, drawings or samples that visually describe what your local environment looks like.
3. Are there any special fauna or flora in your local environment? e.g. dangerous plants, animals, plants that only grow in your area, useful or medicinal plants. Write a couple of lines about each one, describing why they are special. Include any photos, drawings or samples in your portfolio. You might even like to list the plant names and any medicines that come from those plants.
4. What did your ancestors' local environment look like? Include some pictures or drawings that visually describe what the environment looked like when your ancestors were your age.

Source:

Books from the library
Internet
Interview a family member.

WHO? _____
Interview community member.
WHO? _____

My Significant Place

1. Are there any places that are significant to your cultural heritage? This might be the place where your ancestors are buried, a particular piece of land with which you connect, a house or building, or even your school.
2. Include photos, drawings or maps of any of your significant places and a couple of lines about why each is significant to you.
3. Do your ancestors have any other places that were significant to their culture? e.g. Gallipoli or County Cork. Include any photos, drawings or maps of these places and a couple of lines about why they are significant.

Source:

Books from the library
Internet
Interview a family member.

WHO? _____
Interview community member.
WHO? _____

My Community's History

1. Are there any significant recent events that have impacted on your community? e.g. Black Saturday, Brisbane Floods. Include these in your portfolio and write a couple of lines describing how each of these events impacted on your community. To support this information, you might like to:
 - Include any newspaper articles outlining what happened.
 - Include a map, showing where the event took place.
 - Interview a family or community member for information about the event.
2. Were there any significant historical events that impacted on your ancestors and their community? e.g. War, the Depression. Include this information in your portfolio and write a couple of lines describing how each one impacted on your ancestors.

Source:

Books from the library
Internet
Interview a family member.

WHO? _____
Interview community member.
WHO? _____

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My Food

1. What food do you love eating? Include a list of your favourite foods accompanied by drawings, pictures or wrappers.
2. What is your favourite style of food? e.g. Indian, Thai, Mexican. Write this down.
3. What recipes does your family have that are traditional to your culture, or have been passed down from your ancestors? Include a copy of any recipes in your portfolio. Who did they come from or who taught them to you? Include details.
4. Include a list of any particular foods, spices or herbs that your family uses in their traditional cooking and information about where they come from. Accompany each one with a photo or drawing.

Source:

Books from the library
Internet
Interview a family member.
WHO? _____
Interview community member.
WHO? _____

My Story

1. Does your family have any stories specifically relating to their culture? Write down the name of one story that you can think of as being important to you and your culture.
2. Does your story contain a lesson or a message? Explain what it is and a brief description of why you think it's important.
3. Create a book to represent the cultural story that is important to you. Include any pictures of artworks that also represent characters or messages from the story.
4. Has this story been passed on from your ancestors? If so, explain who and how you were told this story.
5. Make a list of any other stories that have been passed on from your ancestors. Write a line about each story that briefly describes the lesson, message or moral of the story.

Source:

Books from the library
Internet
Interview a family member.
WHO? _____
Interview community member.
WHO? _____

My Heritage

1. Are there any particular rituals or ceremonies that your family practices? e.g. church or Passover. Make a list.

2. Are there any days of the week/year that are important to your family? e.g. Christmas

3. What are some traditions that have been passed on from your ancestors? e.g. Opening presents at midnight or fasting.

Source:

Books from the library
Internet
Interview a family member.
WHO? _____
Interview community member.
WHO? _____

Name: _____

MP3

PRESENTING MY STORY

Using the information collected in your portfolio, create a presentation that tells the story of you, your family and/or your culture. Before you start, you should:

1. Select one of the following ways to present your story:

- Short film, e.g. a documentary
- Poster
- Traditional book form
- eBook
- PowerPoint/KeyNote Presentation
- Oral Presentation with visual aids
- Negotiate another way of presenting with your teacher:

_____ .

2. Think about what you will include in your story. What are the most important and interesting pieces of information from your portfolio that you will include? List these below with any ideas about how you might include them within your presentation.

3. What equipment or software do you need to create your presentation? Make a list:

- _____
- _____
- _____
- _____

About Heritage

Heritage is important because it gives direction for living based on knowledge, values and attitudes passed down over the generations.

Heritage supports and enhances many aspects of 'being', such as:

- A sense of cultural identity and belonging.
- How to survive and keep healthy and safe.
- Spiritual strength – what to believe in and value, what customs and ceremonies to follow.
- A sense of self-worth.
- Building confidence in self by providing a basis for knowing how to behave, what protocols to follow, who you are and your responsibilities within the greater cultural group.
- Fosters the development of aspirations through learning about heroes and to emulate positive role models.
- Provides models for learning.
- Provides a record of personal and cultural histories which encapsulates the wisdom across the ages.
- Demonstrates the connection groups have with the Elements, i.e. Fire, Earth, Air, Water.
- Highlights how culture evolves across time and changing conditions.

Traditional stories incorporate 'truths' for young people to know, which are presented at an intellectual and emotional level that they can understand, and can influence their behaviour and thinking.

A person's heritage defines their cultural identity.