



Sydney Opera House
Teacher Resources

Guwanyi Walama: Aboriginal Perspectives of Bennelong Point

Stages 2 & 3



Guwanyi Walama: To Tell & Return

Introduction

Guwanyi Walama gains inspiration from Aboriginal Australia, one of the world's oldest living cultures. The *Guwanyi Walama: To Tell & Return* digital tour rekindles the songs, sounds and stories of Bennelong Point, Sydney Cove and Sydney Harbour.

The tour shares stories of what the Gadigal lands of Sydney Cove would have been like before 1788, describing the site on which the Opera House sits today and naming it as it was originally known: Tybowgule (Djubah galli). Aboriginal tour guides reflect on shared histories, and present participants with the opportunity to connect to country through Aboriginal perspectives. This forty-five minute, interactive tour is streamed from a number of locations around Jorn Utzon's iconic Sydney Opera House building. The tour enables participants to acknowledge the traditional owners of their own school community while acknowledging and paying respect to Eora lands, past ancestors, pioneers, convicts, free settlers and others through the shared stories of this unique place.

Through the personal voices of Aboriginal narrators, students are provided with tools to learn about Aboriginal culture including ancestral and spiritual uses of the Sydney Harbour region. The tour gives school communities the opportunity to acknowledge country, explore totems and learn about Aboriginal heritage, belief systems, land practices, cultures and traditions.

Participants will hear an oral history of this site from creation time when the ancestral spirits formed the landscape, to pre-settlement and the story of Bennelong, to today's site with the iconic Sydney Opera House and its connection to Sydney Harbour. Students will learn of the fishing rites to the oyster beds on a little island known as Tybowgale, the totems that were connected to the Gadigal people, and the daily life of the clans that inhabited Sydney Cove. They will also hear about convict women who worked from the ancient midden and gathering site, and the changes that came with the arrival of Governor Phillip. This information is shared through stories, short film clips and observing still images throughout the tour and students will have the opportunity to interact with Aboriginal presenters to ask questions.

Bennelong Point is a place of abundance, significance and rich history for many communities and peoples. Tour participants are encouraged to speak phrases, words and names from the Gadigal language. The Gadigal language is part of an oral tradition communicated through story, song, body markings, symbolic paintings and carvings. Each school community is encouraged to hear the words and try the sounds. Aboriginal languages are now recorded and phonetic pronunciations can assist teachers in helping students understand how to read, speak and sing in the Gadigal language.

Listening to stories and being exposed to images of the Aboriginal, convict and free settler peoples who shared the area allows students and school communities to experience an educational journey of shared past, present and future. Indeed, the tour captures the spirit of telling and returning, sharing and respecting others. Through participating in Guwany Walama, students can find modes to reconcile the ways that convict, free settler and Aboriginal histories can be celebrated. This tour provides different histories and opportunities to learn and share while nestling in the ancestral lands and stories of the Gadigal.

Guwanyi Walama: To Tell & Return

THE DIGITAL JOURNEY OF DISCOVERY STAGE 2 & 3

Subject Links:

English/History/Geography

Teacher's References:

1. Acknowledgment of Country Pre Tour Activity
2. Totem (Reading, Sharing and Caring: The Wildlife Warrior) Pre Tour Activity
3. Connecting to Country: Country is The Land, The Waters, the Air
4. Settlement and Change (The Built Environment; Communities, Control and Change)
5. Creative Response to the Digital Tour
6. Story Telling Activity
7. Culture, Customs & Country Classroom Display (A Day in the Life)

The NSW Department of Education and Training supports the ongoing commitment of schools and Aboriginal communities to the teaching of Aboriginal studies across all curriculum areas. It is through teachers having access to and knowledge of tours such as Guwanyi Walama that cross-cultural understandings can be improved and the processes of Reconciliation strengthened. This Unit of Work has been designed to link with National Curriculum areas and NSW syllabus outcomes. The pre workshop activities have been created specifically to assist teachers prepare students for their journey of discovery embodied by Guwanyi Walama: To Tell and Return. They are designed to appeal to a variety of different classrooms, teachers and levels and can be modified for students with special abilities. They propose activities for digital, interactive classrooms alongside more traditional forms of reading, writing and bookwork classroom based activities.

Stage 2 & 3 Outcomes

English	
Outcomes – Stage 2	
EN2-1A	Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts
EN2-11D	Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own
Outcomes – Stage 3	
EN3-1A	Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
EN3-8D	Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts
History	
Outcomes – Stage 2	
HT2-2	Describes and explains how significant individuals, groups and events contributed to changes in the local community over time
HT2-3	Describes people, events and actions related to world exploration and its effects
HT2-4	Describes and explains effects of British colonisation in Australia
Outcomes – Stage 3	
ST3 – 2VA	Demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives and to shaping sustainable futures
Geography	
Outcome – Stage 2	
GE2-1	Examines features and characteristics of places and environments
GE2-2	Describes the ways people, places and environments interact
GE2-3	Examines differing perceptions about the management of places and environments
Outcome – Stage 3	
GE3-1	Describes the diverse features and characteristics of places and environments
GE3-2	Explains interactions and connections between people, places and environments
GE3-3	Compares and contrasts influences on the management of places and environments

Focus	Lesson Ideas/Information	Resources
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PRE-WORKSHOP SUGGESTED ACTIVITIES

<p>Acknowledgement Of Country</p>	<p>The Sydney Opera House sits on the land of the Gadigal People of the Eora Nation who are the traditional custodians of the land. Acknowledgment of Country is one of the ways that communities can show respect to Aboriginal and Torres Strait Islander peoples, and support the ongoing relationships that traditional owners have with an area of land or water.</p> <p>An Acknowledgment of Country can occur when Traditional Elders are not available to provide an official 'Welcome To Country.'</p> <p>These acknowledgement of country activities encourage students to read about, understand and map Gadigal land and enhance student awareness of the Aboriginal histories of familiar places. Considering the value of giving an Acknowledgement of Country in different communities creates an opportunity to explore the varying language groups and Aboriginal nations across Australia including the Eora and Darug clans of the Sydney Basin and the Wangal clan. The pre-digital workshop activities emphasise the importance of speaking the name of Aboriginal places, fostering engagement in the oral traditions of Aboriginal peoples by gaining familiarity with Aboriginal place names.</p>	
<p>Welcoming: Acknowledgement of Country</p>	<ol style="list-style-type: none"> In pairs or small groups, ask students to discuss and record the many different ways that their own family welcomes a person into their home. Share these with the class and consider the different traditions of the students in the class. Elicit from students other times where a formal welcome may be given in their lives e.g. school assembly, sport presentation etc. <i>Extension</i> – Students could be encouraged to research ways in which different cultures welcome others into their homelands or homes. Share the 'Acknowledgment of Country' on page 3 of the DET Welcome to Country guidelines – https://www.det.nsw.edu.au/media/downloads/dethome/yr2005/welcomecountry.pdf Consider how this welcome is different to those the students have personally experienced. Why it is important to provide a respectful and accurate Acknowledgement of Country for Indigenous Australians? 	<p>Welcome to Country and Acknowledgement of Country – NSW.</p> <p>det.nsw.edu.au/media/downloads/dethome/yr2005/welcomecountry.pdf</p> <p>cityofsydney.nsw.gov.au/vision/towards-2030/eora-journey</p>

<p>Our local people</p>	<ol style="list-style-type: none"> 1. Provide students with access to anthropologist Norman Tindale's Map of Aboriginal Languages (abc.net.au/indigenous/map) NB Print and display the map in the classroom for future reference. 2. Discuss the map, the colours and the number of areas. What do each of the colours represent? Contrast how the Tindale Map of Aboriginal languages differs from other maps of Australia that the students have seen. 3. Investigate the map and record what language group your school is located within. Record this information for use during the Digital Tour. <i>Extension</i> – Invite students to locate the language group of the suburb in which they live and if they were born in Australia, their place of birth. 	<p>abc.net.au/indigenous/map</p>
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<p>The Dreaming</p>	<p>Since time began, stories have filled an important role in passing Aboriginal cultures and Dreaming stories to future generations. Many schools have collections of stories written by Aboriginal peoples that students can read individually, share with each other in the classroom, read to younger classes or take home from the library and share with family members.</p> <p>DREAMING STORIES</p> <ol style="list-style-type: none"> 1. Discuss with students what a ‘story’ is. Consider historical traditions of storytelling as well as story telling being a way of sharing interesting information about the day. 2. Read the following two extracts from the Digital Tour to the students <p>Extract 1: <i>‘In our lore all animals have a dreaming and once had human qualities. These creation ancestors lived in waterholes, mountains and even on the wind and in the clouds. Each member of a clan inherits a totem. This can be of country, animal or plant.’</i></p> <p>Extract 2: <i>‘In most stories of the Dreaming, the Ancestor Spirits came to the earth in human form and as they moved through the land, they created the animals, plants, rocks and other forms of the land that we know today. They also created the relationships between groups and individuals to the land, the animals and other people.’</i> (Extracts from Guwany Walama, 2014).</p> 3. Elicit from students any Dreaming stories they may have heard in the past. Consider why these stories were told within Indigenous communities. Tell the students they will be engaging with the concept of Dreaming within the Digital Tour. 	
<p>Country: Country is the land, the waters, the air</p>	<ol style="list-style-type: none"> 1. Read Extract 3 to the students. <p>Extract 3: <i>‘Country is the land, the waters, the air; the air we breathe, the plants and animals, the mountains, desert. It is everything. Country is very important to Aboriginal people – it has long been connected to our beliefs and spirituality...’</i></p> 2. Explain to students the location of the Sydney Opera House (Bennelong Point and Sydney Cove – Warrane, pronounced Warrane). Brainstorm with students any experiences they may have had in that area and ask what it means to them. Share these stories, explaining that they will be learning more about this area during the Digital Tour. 3. Show students images of Sydney Harbour and surrounds today. Create a table with two columns ‘Sydney Harbour today’ and ‘Warrane 300 years ago’. As a class (or in small groups), record the key features of Sydney Harbour today on one side what it might have been like 300 years ago before the arrival of the first fleet on the other. This table will be used post-tour. 	

Bennelong	<ol style="list-style-type: none"> 1. Brainstorm with students what they think of when they hear the word 'Bennelong' e.g. location on Sydney Harbour, famous Indigenous Australian. 2. Ensure that students have access to the internet in pairs and that they are going to participate in a five minute, timed online research challenge: Who was Bennelong? Ask the students to find out five facts about the Indigenous man, Bennelong. 3. NB Explain that students will be hearing more of his story during the Digital Tour. 	Findingbennelong.com
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POST-WORKSHOP SUGGESTED ACTIVITIES

Story – Dreaming and Contemporary	<ol style="list-style-type: none"> 1. Brainstorm with students the different 'stories' they heard during the Digital Tour e.g. Bennelong, day in the life of a Gadigal person. 2. What did they find most interesting about the stories? Consider pre-workshop discussion about the reason for sharing stories – did they learn about new places and history through the oral experience? <p>DREAMING STORY</p> <ol style="list-style-type: none"> 1. Consider the information given during the Digital Tour on the 'Dreaming'. Why was it important to the Indigenous people? 2. Provide students with a selection of Dreaming stories (these can be found by the students in the library or made available in the classroom). Working in small groups, students should focus on one Dreaming story and consider both the images in the text and what message the story is giving. Each group should develop a series of three tableaux images (still pictures) that they believe represent the key points/message of their selected story. These images can be presented to the class if desired with the students then explaining what their Dreamtime story was. Students should focus on the animals and land around which the story was written. Extension – The tableaux images could be photographed and displayed in the classroom with explanations of the different stories. <p>CONTEMPORARY STORY</p> <ol style="list-style-type: none"> 1. Conduct a shared reading experience with students using the text 'Our World' by One Arm Point remote Community School. 2. Consider the lifestyle of the students and brainstorm the similarities and differences between the students and those featured in 'Our World'. 	
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<p>Totems; Reading, Sharing and Caring: The Wild Life Warrior</p>	<ol style="list-style-type: none"> 1. Students are to choose one of the animals from their dreaming story as their totem for the week. As a class, consider the ways in which they could care for their totem, look after the country it depends on for survival and ways in which they can be a 'wildlife warrior' for their special animal. NB If Leon was your presenter – consider with the students what his totem is and how that was represented. 2. Students are to design an artwork that incorporates their totem animal. Encourage students to use a wide variety of materials for their totem art works including collage, inks, found objects, and photographs. The artworks could be displayed in the classroom. 3. Invite the students to work in groups to tell a story about their totem animal to the class. This story will not be written down but remembered and passed on to peers through story telling. Some classes may like to tell their stories to other younger classes in the school community. 	
<p>Connecting to Country: Country is the land, the waters, the air</p>	<ol style="list-style-type: none"> 1. Revisit the poster developed in the pre-workshop activities considering Sydney Harbour today and in the past. Is there anything that can be added or changed based on what students experienced in the Digital Tour? Consider sustainability and the impact of modern society on this area. 2. Students to work in small groups and create a poster promoting Sydney Harbour 300 years ago. Students should consider information they gathered during the workshop including information about how the land would look, what type animals they would see, what food they would find and how the landscape would sound. Information about the different jobs different members of the Indigenous community took should also be considered along with visual cues such as the existence of the moraines. <p>Soundscape Response</p> <ol style="list-style-type: none"> 1. Drawing on the information gathered within the Digital Tour and post-Digital Tour activities, explore with students the different sounds that reflect Sydney Cove at the time of the First Fleet's arrival. 2. Considering how the local people would have felt as the ships pulled in, students should work in small groups to develop a 30 second soundscape to represent that moment in history. Students should be encouraged to consider all the different responses within the workshop and incorporate variety into their soundscapes. NB When developing a soundscape, encourage students to think of the 'story' being told by the sounds rather than just presenting a series of noises <p>Writing response to Country</p> <ol style="list-style-type: none"> 3. Students are to create an imaginative piece of writing that describes one of the areas around Sydney Cove. The writing can be a script, a poem, a song, a letter, a cartoon or a storyboard. Students can choose to write from a pre white settlement or post white settlement time frame. They should also choose to write from the perspective of an Aboriginal person, a convict, a free settler, a soldier, an animal or from the perspective of the land, the waters and the air. Consider different ways this writing should be shared e.g. class website, displayed, e-book etc 	

<p>Settlement and Change</p>	<p>Paired online research</p> <ol style="list-style-type: none"> 1. Ask students to work in pairs and select one of the following areas referred to in the Digital Tour for their online research activity. <ol style="list-style-type: none"> 1. The Opera House 2. Farm Point 3. The Botanic Gardens 4. Bennelong Point 5. Putney 6. Port Jackson 7. Manly Cove 8. Sydney Harbour 9. Cattle Point 10. Limeburners 2. Students are required to design a 3 to 5 slide simple Power Point presentation that describes the history of the area in images and words to a potential visitor. 3. Your students may choose to ponder questions such as: What is the area like? Who lives there? What animals live there? How has the community changed the natural landscape? 4. Ask the students to share their Power Point presentations in class and facilitate a whole class discussion about the themes that emerge. 	
<p>Sharing of Knowledge</p>	<p>A number of student-developed artefacts have been developed through the course of the learning and teaching activities in these notes. Please consider sharing student work with other classes in your school, during assembly or through video conferencing with another school in your area. Artefacts could also be shared digitally. If desired, please also share your work with the Opera House team.</p>	

Language

The Gadigal people spoke the Sydney Language, the language spoken by the Eora. The following words are referenced throughout the Guwanyi Walama Tour.

Fish	Maugro (mau-gro)
Cockle	Kaadian (gad-yan)
Mussel	Talkal (dal-gal)
Rock oyster	Patanga (bad-an-gi)
Shell fishhook	Berá (bur-ra)
Spear	Ca-my (gam-ay)
Lillypilly	Takuba (dag-u-ba)
Warrigal greens	Nallongdian (nall-ong-di-an)
Sit down! ('welcome')	Nalaura (na-la-walla)
Thanks (also enough)	Didgerry-goor (did-gery-gura)
Sydney Cove	Warran (War-rane)
Bennelong Point	Tybowgule (Dju-bu-guli)

The following song is also referenced in the Digital Tour:

Barrab-la, Barra-ma, Mangine wey, En-gu-na, Barrabu-la

Encourage your students to practice saying the words in the table and the song.

Ask students to write out these words in their books.

Web-based resources to assist teachers

Aboriginal Education Consultative Group NSW

NSW Aboriginal Education Consultative Group website is helpful for accessing resources such as 'Welcome to country' aecg.nsw.edu.au

Aboriginal Studies Resources

A site created by Glee books to categorise a comprehensive range of resources including maps and books that are commercially available. Easy to navigate and carefully researched with consultation from an Aboriginal Perspective. <https://sites.google.com/site/aboriginalstudiesresources/Home>

Barani

A well designed website featuring Dr. Anita Heiss. It provides a comprehensive and localised introduction to Sydney's Indigenous past, with biographies and lists of useful contacts and references. The website contains up-to-date information about current events. The website also highlights important historical actions and events such as the 1967 Australian Referendum in which Aboriginal people were granted the right to vote in elections.

cityofsydney.nsw.gov.au/barani

Dare to Lead

Commonwealth Gov. extensive website helpful for all aspects of Aboriginal Education. daretolead.edu.au

Dust Echoes

An ABC sponsored website that targets stage 3/4/5. It features 12 animated dreaming stories which demonstrate Aboriginal connection with land. It includes study guides and quizzes. There are downloadable MP3 bonus tracks and desktop images available. abc.net.au/dustechoes

Lore of The Land

Website created as part of partnerships between Indigenous and non-Indigenous people. It focuses on exploring the 'richness of Australia's history, the beauty of its geography and the voices of its people giving expression to their love of this land we all share and each call home'. Some resource material for primary and secondary teachers covering discussion points and questioning for class work particularly looking at culture and land issues. loreoftheland.com.au

Share our Pride

Share our pride is the website for Reconciliation Australia. It contains profiles of Indigenous films, books and particularly highlights Indigenous successes. shareourpride.org.au

Message Club

Australia-wide website with a capital city contact point in each state and territory for the submission of shared materials and artworks. Targets upper primary and lower secondary school students particularly Aboriginal and Torres Strait Islander children. The site includes interactive games.

abc.net.au/messageclub

Moorditj

Extensive teacher and student resources and images linked to performing and creative arts. Requires membership either as an institution or school. Corporate membership is available and has a different purpose requiring a substantial financial contribution. clt.uwa.edu.au/moorditj

Narragunnawali

Reconciliation Australia's Narragunnawali Reconciliation in Schools and Early Learning is designed to support all schools and early learning services in Australia to develop environments that foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

Print-based resources to assist teachers

- Glendinnen, I. (2003) *Dancing with Strangers*, The Text Publishing Company
- Hinkson, M, Harriss, A (2001) *A guide to Sydney's shared Aboriginal heritage and how to discover it*, Aboriginal studies Press, 2001.
- Macquarie Aboriginal Words (1994). *A dictionary of words from Australian Aboriginal and Torres Strait Islander languages*, Macquarie Library.
- Porter, A. Bancroft, (2005). *The Outback Magabala*
- Stewart, K. (1997). *Bush Foods of New South Wales, A Botanic record and Aboriginal oral history*, Royal Botanic Gardens, Sydney.
- The Eora Journey – the People's Journey City of Sydney 2030: City Art, Sydney City Council
- The story of the Dharawal speaking people of Southern Sydney, a collaborative work by Les Bursill, Mary Jacobs, artist Deborah Lennis, Dharawal Elder Aunty Beryl Timbery- Beller and Dharawal spokesperson Merv Ryan.
- Turbet, P. (2001). *The Aborigines of the Sydney District before 1788*, Kangaroo Press.

Further suggested teacher readings

- Aboriginal Languages Victoria 2010, Portal for Aboriginal Language Reclamation and Research, alv.vcaa.viv.edu.au
- ACARA Australian Curriculum, Assessment and Reporting Authority (2011). *The Shape of the Australian Curriculum: Languages*
- ACACA (website), Collaborative Curriculum and Assessment Framework for Languages (CCAFL), acaca.bos.nsw.edu.au
- Agar, M. (2008), 'a linguistic for ethnography: Why not second language culture learning and translation?' *Journal of Intercultural Communication*, No. 16
- Board of Studies New South Wales 2003, *Aboriginal Languages K-10 Syllabus*, http://www.boardofstudies.nsw.edu.au/syllabus_sc/aboriginal-languages.html
- Department of the Prime Minister and Cabinet, Office for the Arts (web site 2009, *Indigenous Languages- A National Approach: The Importance of Australia's Indigenous Languages*, arts.gov.au/indigenous/languagespolicy
- Luke, A. (2013). *Forum Back to the Future*, *Australian Educator* 80 Summer 2013 p.14-15. An expanded version of this article is also available at the QUT eprints site. eprints.qut.edu.au/59535/
- Moore, J., Birrell, C. (2012). *New Ways, Old Ways: Aboriginal Education and Belonging Chapter 8 In Education and Belonging* Eds Bagnall, N & Cassity, E. Education Nova Science Publishers, Inc. p. 111-p.122.
- Moore, J., Riley, L. (2010). *Aboriginal mother yarns In The Good Mother Contemporary Motherhoods in Australia* Eds. Goodwin, S. & Huppertz, K. Chapter 9, p. 176-193.
- NSW Department of Education and Training, *Our Languages*, Aboriginal languages newsletter, ourlanguages.net.au/news/nsw/item/122-nsw-department-of-education-and-training-aboriginal-languages-newsletter.html
- Tagai State College, Thursday Island. Torres Strait (website) tagaisc.eq.edu.au
Tagai State College supports the instruction of traditional languages through its language and culture programs.
- Thorne, S. (2008), 'Computer-mediated communication, in N.Van Desen-Scholl & N.H Hornberger, *Encyclopaedia of Language and Education*, Volume 4: Second and Foreign Language Education, 2nd edn, Springer, New York, p. 325-36.

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