



UNIT 1: MY MOB

Unit 1: My Mob	
Inquiry 3. What is cultural identity?	
Description: Students develop an understanding of culture and cultural identity. Students think about their own culture, whilst exploring the culture of the Adnyamathanha people.	
Student Activity Sheets	MM3.1 - Concept Map: Culture MM3.2 - Ema's Profile MM3.3 - Inhaadi Utyu Ngarlpurla - Who We Are
Background Information Sheets	Language and Culture Cultural Identity

1. VIEW

As a class, view the *Wadu Matyidi* animation and the Mini Doc: *Who We Are - Inhaadi Utyu Ngarlpurla*.

2. EXPLORE CULTURE

Guide students in using a dictionary, either online or in book form, to look up the definition of 'culture'. There are many different definitions so focus students on the definition relating to social or ethnic groups, rather than on the arts and education definitions. You might like to use the Background Information Sheet [Language and Culture](#) to assist them with their research.

Direct students to individually create a concept map, or another visual brainstorm, demonstrating their understanding of the word 'culture'. This can be done using mind mapping software, Microsoft Word or by hand using the provided [Concept Map: Culture](#) (Activity Sheet: MM3.1). Their map should include:

- The word 'culture' in the centre of the page
- Any words or sentences they have learned that help to define the word 'culture'
- Any images to match the words and sentences that they have included.

3. EMA'S PROFILE

Ask students to individually answer the questions on [Ema's Profile](#) (Activity Sheet: MM3.2). Students may need to re-watch the Mini Doc: *Who We Are - Inhaadi Utyu Ngarlpurla* as a class or online in order to help them to answer the questions.

4. EXPLORE CULTURAL IDENTITY

With the class, discuss the cultural aspects of the Adnyamathanha people in the Mini Doc: *Who We Are - Inhaadi Utyu Ngarlpurla*. You might like to use the framework and example provided in the Background Information Sheet [Cultural Identity](#). Ask the class the following questions and note the students' answers on the whiteboard:

- a) What sorts of things have helped the Adnyamathanha people develop their culture over time? e.g. stories, the flora and fauna of their country.
- b) What do you think the word heritage means?
- c) Tell me one thing about your family's culture?
- d) How does your family's heritage help develop a certain culture? e.g. Italians will often have a passion for cooking Italian food, and perhaps call an elderly member of the family Nona (grandmother).

5. WHO WE ARE

In the classroom, have students complete 'Part 1' of [Inhaadi Utyu Ngarlpurla - Who We Are](#) (Activity Sheet: MM3.3), asking students to select one storyteller from the Mini Doc: *Who We Are - Inhaadi Utyu Ngarlpurla*. Direct students to complete 'Part 2' and 'Part 3' as a home based assignment. These activities will require them to speak to an elder within their own family, such as mum, dad, a grandparent or an older family friend, in order to complete the two profiles.

Once each student has returned their assignment, you might like to collectively share these in the classroom as a community tree wall or combine into a scrapbook titled "Who We Are".



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Inquiry 3. What is cultural identity?

Activity Sheets:

MM3.1 - Concept Map: Culture

MM3.2 - Ema's Profile

MM3.3 - Inhaadi Utyu Ngarlpurla - Who We Are

1. View

Watch the *Wadu Matyidi* animation and Mini Doc: *Who We Are - Inhaadi Utyu Ngarlpurla*.

2. Explore Culture

What is 'culture'? There are many different definitions. Use an online dictionary or encyclopedia to research what the word 'culture' means when we are looking at social or ethnic groups.

Once you've found enough information to write a definition of 'culture', create a Concept Map using your [Concept Map: Culture](#) activity sheet or another program. Place the word 'culture' in the centre of your page and include any additional words, sentences or images that help to define what you think 'culture' means.

3. Ema's Profile

Who is Ema and where does she come from? Answer the questions in your [Ema's Profile](#) activity sheet. You might need to watch the Mini Doc: *Who We Are - Inhaadi Utyu Ngarlpurla* again, in order to help you answer the questions.

4. Explore Cultural Identity

What have you learnt about the culture of the Adnyamathanha people from watching the Mini Doc: *Who We Are - Inhaadi Utyu Ngarlpurla* and the *Wadu Matyidi* animation? What examples can you think of from your own family's heritage that might help to define your own culture? Think of some examples and share them with your class.

5. Who We Are

Pick one storyteller, Emori, Salote or Ema, from the Mini Doc: *Who We Are - Inhaadi Utyu Ngarlpurla*. Complete the profile for your storyteller in 'Part 1' of [Inhaadi Utyu Ngarlpurla - Who We Are](#).

Now, choose one elder in your family to help you complete the other two profiles about you ('Part 2') and your selected family member ('Part 3'). This might be a grandparent, mum, dad or older family friend. Make sure you work with them to complete the activity sheet. Once you've completed these, share a copy with your family and with your class.



MM3.1

CONCEPT MAP: CULTURE





Name: _____

MM3.2

EMA'S PROFILE

Watch the Mini Doc: *Who We Are - Inhaadi Utyu Ngarlpurla* and complete the following questions:

QUESTION	INFORMATION
Who is Ema?	
Where does she come from?	
What is she doing? Why?	
Who is she learning from?	
What is she being taught? Why?	
Why is the area called 'home'?	
What languages are spoken?	



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How do the Adnyamathanha people communicate?	
What do the featured Adnyamathanha people value?	
What do the featured Adnyamathanha people believe?	
How do the different Adnyamathanha people relate with each other? i.e. different roles and responsibilities	



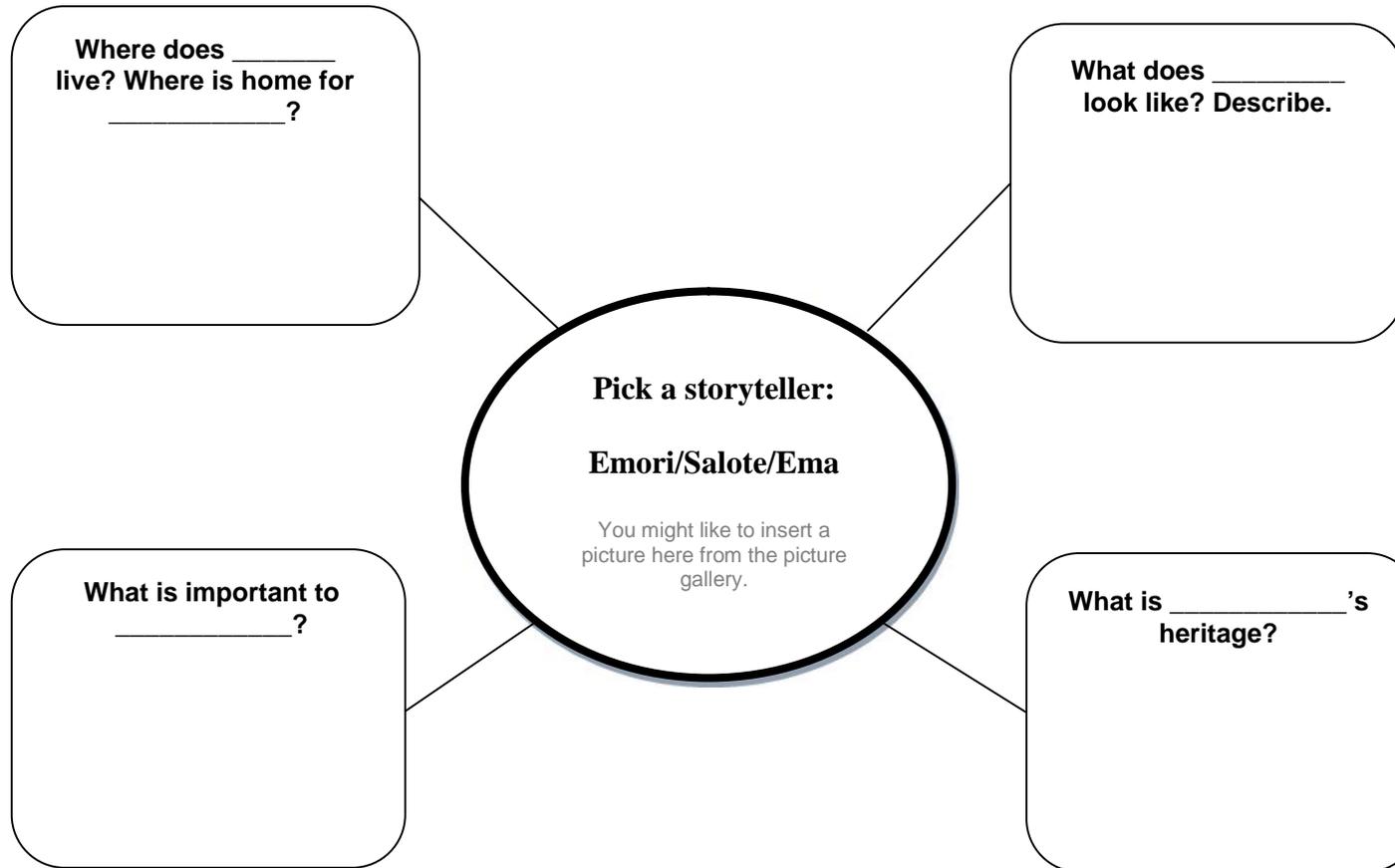
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MM3.3

INHAADI UTYU NGARLPURLA - WHO WE ARE

Part 1 – Choose a storyteller, write their name in the blanks and answer the questions.





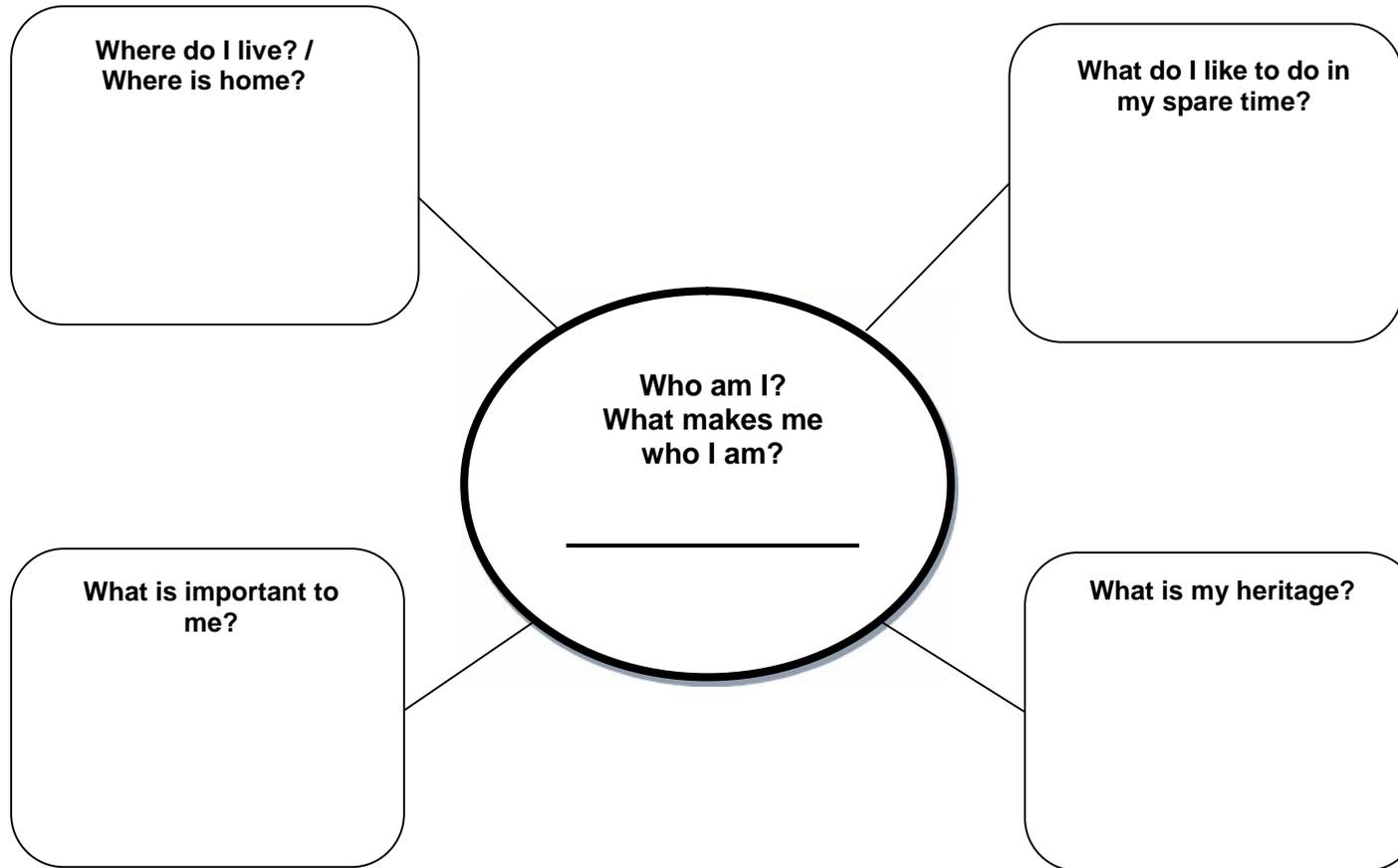
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MM3.3

INHAADI UTYU NGARLPURLA - WHO WE ARE

Part 2 – The following activity is to help you find out where you come from, and to identify some aspects of your family’s culture and heritage. Write your name in the circle and answer each of the questions.





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MM3.3

INHAADI UTYU NGARLPURLA - WHO WE ARE

Part 3 – Write the name of the elder from your family and their relationship to you. e.g. Toni and she is my Nona, which means ‘grandmother’ in Italian.

