

UNIT 4: MY HERITAGE



Topics	<ol style="list-style-type: none"> 1. What is heritage? 2. What is the purpose of story in preserving heritage? 3. How do the four Ancient Elements impact on our heritage?
Objectives	<p>Through individual and collaborative work, students:</p> <ul style="list-style-type: none"> • Explore, analyse, and interpret the meaning of the word 'heritage'. • Observe a digital oral history of the Adnyamathanha people in order to develop a greater understanding of their own heritage. • Research stories from The Dreaming and their link with Adnyamathanha heritage. • Develop an informed appreciation of how stories and their characters are created in order to achieve a particular purpose, as well as generate pleasure and engage the audience. • Reflect on their knowledge creating their own communicative survival story. • Critically analyse art in an historical and contemporary cultural context and respond through the creation of a piece of artwork. • Investigate the four Ancient Elements (Fire, Earth, Water and Air) and how these impact on the heritage of the Adnyamathanha people and of other communities throughout the world.
Curriculum Links	<p>This material has been aligned with the Australian Curriculum areas of:</p> <p>English The Arts Languages</p> <p>With a Cross-Curriculum Priority of: Aboriginal and Torres Strait Islander histories and cultures</p>
8 Ways Aboriginal Framework	<ul style="list-style-type: none"> • Deconstruct/Reconstruct • Community Links • Symbols and Images • Non-verbal • Story-sharing
Videos	<p>Wadu Matyidi Mini Doc: <i>The Scary Beast – Antyi, Yamuti Yurdlu Ya!</i></p>

UNIT 4: MY HERITAGE

Unit 4: My Heritage

Inquiry 1: What is heritage?

Description:

Students explore the meaning of heritage. Students observe examples of both cultural and natural heritage through viewing.

Student Activity Sheets

MH1.1 – Adnyamathanha Heritage
MH1.2 – Adnyamathanha Heritage Poster

Background Information Sheet

About Heritage

1. VIEW

As a class, view the Mini Doc: *The Scary Beast - Antyi, Yamuti Yurdlu Ya!*.

2. EXPLORE HERITAGE

Facilitate a class discussion about the Mini Doc: *The Scary Beast - Antyi, Yamuti Yurdlu Ya!*, engaging students with open ended questions such as:

- What is the Mini Doc about?
- What information did you hear and see that was new to you?
- What does this information tell us about the past?

Identify and discuss the elements of heritage depicted in the Mini Doc. Ask students to explain:

- What they think the word 'heritage' means.
- The natural heritage items depicted in the film, e.g. flora, fauna, geology, landscape, and landforms.
- The aspects of cultural heritage depicted in the Mini Doc, i.e. non-tangible items that are handed down from the past such as traditions, customs, stories and language.

Ask students to complete 'Part 1' of [Adnyamathanha Heritage](#) (Activity Sheet: MH1.1). Direct students to use a dictionary or the Internet to assist them to define the term heritage.

As a class, view the *Wadu Matyidi* animation.

Ask students to complete 'Part 2' of [Adnyamathanha Heritage](#) (Activity Sheet: MH1.1). Students investigate how the four Ancient Elements feature in the heritage of the Adnyamathanha people.

3. ROLE PLAY

In groups of three, direct students in completing the following role play activity. Students can suggest additional or alternative questions, if permitted.

Roles: One journalist and two filmmakers.

Topic: The journalist interviews the filmmakers about the *Wadu Matyidi* animation and the Mini Doc: *The Scary Beast - Antyi, Yamuti Yurdlu Ya!*. They discuss the following questions:

- "How is 'heritage' portrayed in the films?"
- "In the films, what knowledge is handed down to the yakartis (children) as part of their heritage?"
- "After watching *Wadu Matyidi*, what is the role of the grandparents/elders?"
- "From the films, how do young children learn about Country?" (e.g. flora, fauna, environment, weather)

Provide students with an opportunity to perform their Role Play in front of the class.

4. DEFINE HERITAGE

As a class, discuss the definition of 'heritage' as demonstrated by the students in their role play activity and form a generalised statement that includes the main ideas presented. e.g. "Heritage is about the practices that are handed down from the past by tradition. It forms the basis of culture."

5. ADNYAMATHANHA HERITAGE POSTER

Using knowledge gained from the films and role play activity, have students create an [Adnyamathanha Heritage Poster](#) (Activity Sheet: MH1.2) to demonstrate their conceptual understanding of what constitutes Adnyamathanha heritage.



The poster should contain words, images and symbols. If required, formulate questions to assist students to identify aspects of Adnyamathanha culture to be represented.



UNIT 4: MY HERITAGE

Inquiry 1: What is heritage?

Activity Sheets:

MH1.1 – Adnyamathanha Heritage
MH1.2 – Adnyamathanha Heritage Poster

1. View

Watch the Mini Doc: *The Scary Beast - Antyi, Yamuti Yurdlu Ya!*.

2. Explore Heritage

What do you think the Mini Doc was about? Did you learn anything about the past? Discuss with your class and use these ideas to explain what you think the word 'heritage' means. Talk about some of the elements within the Mini Doc which you think identified Adnyamathanha heritage.

Following this discussion, complete Part 1 of your Adnyamathanha Heritage activity sheet. You might like to use a dictionary or the Internet to help you create a definition of the word 'heritage'.

Watch the *Wadu Matyidi* animation and complete 'Part 2' of your Adnyamathanha Heritage activity sheet. These questions will help you recall some of the Adnyamathanha culture and heritage represented in the film.

3. Role Play

In a group of three, undertake the following Role Play activity. Decide who will play each part then with your group, discuss the topic and responses to the questions. Be creative in your style and practice a few times so that you're ready to act it out in front of your class!

Roles: One journalist and two filmmakers.

Topic: A journalist interviews two filmmakers about their *Wadu Matyidi* animation and the accompanying Mini Doc: *The Scary Beast - Antyi, Yamuti Yurdlu Ya!*. They discuss the following questions about the Adnyamathanha culture and heritage represented in the films:

- "How is 'heritage' portrayed in the films?"
- "In the films, what knowledge is handed down to the yakartis (children) as part of their heritage?"
- "After watching *Wadu Matyidi*, what is the role of the grandparents/elders?"
- "From the films, how do young children learn about Country?" (e.g. flora, fauna, environment, weather)

4. Define Heritage

What is meant by the term 'heritage'? Now that you have watched each group perform their Role Play activity and heard many different opinions, create a general statement defining 'heritage' by using the main ideas presented by the groups.

5. Adnyamathanha Heritage Poster

Create an Adnyamathanha Heritage Poster to display in your classroom, identifying what you have learnt about the Adnyamathanha culture and heritage. Your poster should include words, images and symbols to show key aspects that represent 'heritage'.



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MH1.1

ADNYAMATHANHA HERITAGE

Part 1

1. What is your understanding of the term **heritage**? Write a definition.

2. After watching the Mini Doc: *Scary Beast - Antyi, Yamuti Yurdlu Ya!*, make notes on what you heard and observed about 'heritage'. Use the following headings to form your response:

Ancestors	Traditions	Current Family Histories
Significant Sites/ Physical features	Environment (fauna and flora)	History of Country



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MH1.1

ADNYAMATHANHA HERITAGE

Part 2

Answer the following questions after viewing both the Mini Doc: *The Scary Beast - Antyi, Yamuti Yurdlu Ya!* and the animation *Wadu Matyidi*.

1. What traditional food did the yakartis (children) eat?

2. What traditional language do the yakartis (children) speak:

3. What was one of the cultural beliefs that the yakartis (children) referred to? e.g. the Yamati

4. What teaching roles were undertaken by each member of the family? Who did they teach?

MH1.2

ADNYAMATHANHA HERITAGE POSTER

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Inquiry 2: What is the purpose of story in preserving heritage?

Description:

Students investigate the Diprotodon, a now extinct ancient Australian creature, in order to develop an understanding of how stories capture and preserve heritage.

Student Activity Sheets

MH2.1 – Links with the Land
MH2.2 – Research: Diprotodon
MH2.3 - Creating a Story and Sculpture

Additional Resources

Wombat The Size Of A Rhinoceros, Diprotodon, Found in Australia, The Huffington Post, 07/ 6/11
http://www.huffingtonpost.com/2011/07/06/wombat-australia-diprotodon-giant_n_891208.html

Diprotodon Opatum, Carnivora
<http://carnivoraforum.com/topic/9331146/1/>

1. VIEW

As a class, view the *Wadu Matyidi* animation and Mini Doc: *The Scary Beast - Antyi, Yamuti Yurdlu Ya!*.

2. EXPLORE THE DIPROTODON

As a class, discuss how the traditional story of the Diprotodon contains knowledge of the ancient environment and is a focal point of heritage. Focus on the relationship between flora and fauna, e.g. propagation of the Iga by the Diprotodon. Pose significant questions to stimulate student thinking, such as:

- How is mega-fauna portrayed in the story?
- How do we know that the story has been handed down for thousands of years?
- Why is it called a traditional story about survival?
- What relevance does this story have within Adnyamathanha cultural heritage?

Instruct students to complete Links with the Land (Activity Sheet: MH2.1).

3. MARKETING CAMPAIGN: THE DIPROTODON

Instruct students to create a marketing campaign, such as a poster or advertisement, designed to attract people to visit a Museum to see the replica of a real Diprotodon. Direct students to research via the internet, in the school library or through a museum. Their campaign should feature the information captured in their Research: Diprotodon (Activity Sheet: MH2.2) including:

- The characteristics of the Diprotodon - body structure, size, appearance, weight, etc.
- Information about the Diprotodon's diet and habits
- Information about any known predators of the Diprotodon
- Some interesting facts or stories about the Diprotodon that will encourage Museum visitors
- A large, colour picture or drawing of the Diprotodon
- Information about why it became extinct
- Any connections that can be made between the Yamuti and the Diprotodon

4. SURVIVAL STORY

Ask students to write their own short story of survival which captures some of the same life lessons featured in the story of the Yamuti. You may wish to revisit the story of the Yamuti again with the class to identify what some of these lessons are. Have students make up their own mythical creature to feature in their story and use Creating a Story and Sculpture (Activity Sheet: MH2.3) as guidance.

Once their stories are complete, brainstorm different mediums that could be used to effectively construct their own mythical creature, e.g. clay, plasticine, recycled materials, fruit and vegetables. Provide students with suitable class time to construct their creature using the selected materials. Students should use Creating a Story and Sculpture (Activity Sheet: MH2.3) to help guide them through this task.

The header graphic features a textured, reddish-brown background with a rough, hand-drawn border. On the left side, there is a cluster of stylized, rounded shapes in shades of brown and orange, resembling rocks or small trees. The text 'UNIT 4: MY HERITAGE' is written in a large, bold, sans-serif font in a dark brown color, centered on the right side of the header.

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Inquiry 2: What is the purpose of story in maintaining heritage?

Activity Sheets:

MH2.1 – Links with the Land
MH2.2 – Research: Diprotodon
MH2.3 – Creating a Story and Sculpture

1. View

Watch the *Wadu Matyidi* animation and Mini Doc: *The Scary Beast - Antyi, Yamuti Yurdlu Ya!*.

2. Explore the Diprotodon

Discuss the story of the Diprotodon with your class. What messages do you think the story tells us about the ancient environment and 'rules for living'? Why do you think it is called a traditional story about survival? Share your ideas.

Complete your Links with the Land activity sheet, matching the words with their correct descriptions. Finish by drawing a picture that represents each word of the items described.

3. Marketing Campaign: The Diprotodon

Create a marketing campaign, such as a poster or advertisement, designed to attract visitors to a museum to see the replica of a real Diprotodon. Use the Research: Diprotodon sheet as a guide to your research and to capture all of the information you need to include in your campaign. You might like to use the Internet, a library or even your local museum as your information source.

4. Survival Story

Create a short story of survival. Think up your own mythical creature and write a story which has similar lessons to those in the story of the Yamuti. Use your Creating a Story and Sculpture sheet as a guide.

After you have written your own short story, brainstorm with the class different ways that you could construct a sculpture of your mythical creature. e.g. clay, plasticine, or recycled materials.

Work with the materials you have selected to turn your featured mythical creature into a sculpture. Use your Creating a Story and Sculpture sheet to guide you through this task.



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MH2.1

LINKS WITH THE LAND

1. Draw a line to link the name to its description. There may be more than one link for some items.
2. In the final column, draw a detailed, colourful illustration to represent each of the names.

Name	Description	Illustration
Diprotodon	a native peach	
Story of the Yamuti	significant site	
Yellow-footed Rock Wallaby	Ancestral Creator Spirit	
Quandong	a generational story about safety	
cocky eggs	mega-fauna	
waterhole	preserved relics from the past	
Akurra	bush tucker	
witchetty grub	native fauna	
fossils	traditional tucker	



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MH2.2

Research:

DIPROTODON

Marketing Campaign

Your local museum has been lucky enough to display the one and only replica of the Diprotodon. It is your job to create a marketing campaign, either an advertisement or a poster, to encourage people to come and visit the exhibit.

Use the Internet, library or a museum to research the following information about the Diprotodon and include it in your campaign:

- The characteristics of the Diprotodon, including body structure, size, appearance, weight.
- Information about the Diprotodon's diet and habits.
- Information about any known predators to the Diprotodon.
- Interesting facts or stories about the Diprotodon that will encourage people to go to the museum to see it in real life.
- A large, colour drawing of the Diprotodon.
- Details about why it became extinct.
- Any connections that can be made between the Yamuti and the Diprotodon.



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MH2.3

CREATING A STORY AND SCULPTURE

Step 1: Planning and writing your survival story.

Think about the following:

- What is the name of the mythical creature you will feature in your story?
- What does your mythical creature look like?
- Where does your creature live? e.g. a river, waterhole, cave, etc.
- Where does your creature hide?
- When does your creature become dangerous?
- What is/are the message(s) or lesson(s) about survival that you would like to feature in your story? e.g. do not swim too far out into the river.

Getting started:

- a. Write a rough draft.
- b. Check work and edit, e.g. use spell-check or ask an adult to read through the story.
- c. Present completed short story to your teacher for some feedback.
- d. Complete the final copy.

Step 2: Planning and constructing your mythical creature.

Think about the following and make notes:

- What makes your creature ferocious? Dangerous?
- What shape will the creature's body be?
- What features will be effective in making your creature look scary?
- What materials would be practical to use to construct your creature?

Getting started:

- a. Collect the materials required to create your creature.
- b. Construct your mythical creature. (Make sure you wear a smock and use lots of newspaper if you are using paint or glue.)

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Inquiry 3: How do the four Ancient Elements of Fire, Earth, Water and Air impact on our heritage?

Description:

Students investigate how the four Ancient Elements of Fire, Earth, Water and Air feature in the heritage of the Adnyamathanha people. Students also look at how these elements have affected people around the world.

Student Activity Sheets

MH3.1 – The Ancient Elements
MH3.2 – Impact of the Elements
MH3.3 – Adnyamathanha Connections with the Elements
MH3.4 – Reflection Sheet: Heritage

Background Information Sheets

The Ancient Elements
About Heritage

1. VIEW

As a class view the *Wadu Matyidi* animation and Mini Doc: *The Scary Beast – Antyi, Yamuti Yurdlu Ya!*.

2. EXPLORE THE ELEMENTS

Discuss what the four Ancient Elements are: Fire, Earth, Water, Air. Identify the references to these four Elements in *Wadu Matyidi* and the Mini Doc: *The Scary Beast – Antyi, Yamuti Yurdlu Ya!*. Highlight their relevance through open-ended questions such as:

- What was the importance of Fire to the Adnyamathanha in *Wadu Matyidi*?
- How is the element of Fire represented in the Mini Doc?
- How is the element of Water woven into both stories?
- How do you know that Earth (i.e. the Country) holds a very important place in Adnyamathanha cultural heritage?
- How could you connect the storm with the Elements?

Ask students to complete The Ancient Elements (Activity Sheet: MH3.1)

3. INVESTIGATE THE IMPACT OF THE ELEMENTS

Ask students to brainstorm ideas on how our lives today are connected to the Ancient Elements. Discuss with the class both positive and negative impacts of the four Ancient Elements. Use local examples such as Black Saturday, the Japan Tsunami, the Queensland floods, and the Christchurch earthquakes.

Divide the class into groups of four and ask each group to investigate one event, from anywhere in the world, in which the Elements have had a dramatic impact on a community. Each group should use the Impact of the Elements (Activity Sheet: MH3.2) to record any information about the event including:

- What happened?
- When it happened?
- Which community was affected?
- Detailed information about how the Elements were involved.

Using their research, ask each group of students to create a Role Play to present the information to their class. This might be, for example, a documentary type show or a news article interviewing people that were affected.

Note: Current world news articles may be a good source for student topics. Focus on the type of language that could be used to describe the impact. e.g. How do you think the people felt watching the tsunami thundering in towards them? What do you like about sitting around a campfire? How would these feelings change if it became out of control?

4. ADNYAMATHANHA CONNECTIONS WITH THE ELEMENTS

Have students explore the Adnyamathanha people's connection with Fire, Earth, Water and Air through one of the following options:

- Write a poem or song about the four Elements.
- Create a storyboard showing how one of the characters from *Wadu Matyidi* interacted with the Elements.
- Choose an Adnyamathanha Story (related to The Dreaming) to find and list connections to the



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Elements.

Direct students to the student activity sheet [Adnyamathanha Connections with the Elements](#) (Activity Sheet: MH3.3) to complete this task. Background Information Sheet: [The Ancient Elements](#) is available for additional assistance.

5. BRAINSTORM: HERITAGE

As a class, brainstorm and record on a board answers to the following question:

How have the creators of Wadu Matyidi incorporated Adnyamathanha cultural heritage into the animation?

Provide guidance to students through further questioning, including:

- a. How did family members interact?
- b. How and what do the yakartis (young children) learn? From whom or what did they learn?
- c. Why did the filmmakers make the traditional Adnyamathanha language such a feature?
- d. What focus is given to personal histories? Why? How have they been used in making the animation?
- e. How many different types of stories were involved in the making of the animation? e.g. traditional stories, spiritual belief stories, personal stories from uncles, aunts, grandparents, Elders, etc. What is the significance of each type of story?

6. REFLECT

Have students reflect on their learning by answering questions in [Reflection Sheet: Heritage](#) (Activity Sheet: MH3.4).



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Inquiry 3: How do the four Ancient Elements impact on our heritage?

Activity Sheets:

- MH3.1 – The Ancient Elements
- MH3.2 – Impact of the Elements
- MH3.3 – Adnyamathanha Connections with the Elements
- MH3.4 – Reflection Sheet: Heritage

1. View

Watch the *Wadu Matyidi* animation and Mini Doc: *The Scary Beast - Antyi, Yamuti Yurdlu Ya!*.

2. Explore the Elements

Discuss with your class what the four Ancient Elements are. Identify any references to the Elements within the *Wadu Matyidi* animation and Mini Doc: *The Scary Beast - Antyi, Yamuti Yurdlu Ya!*. Using this information, answer the questions in your activity sheet Ancient Elements.

3. Investigate the Impact of the Elements

The Ancient Elements are connected with our lives and can have both a positive and negative impact on individuals and communities.

In a group of four, investigate one event, from anywhere in the world, in which the Elements have impacted directly on a community. This might be, for example, a natural disaster such as a flood, earthquake or Tsunami. Use your Impact of the Elements sheet to record any information you can find about the event and how the Elements were involved.

Then, in your group, create a Role Play to present this information to your class. You might like to do this as a documentary style show, or a news report, interviewing people who were directly affected by the event. Be creative with your presentation!

4. Adnyamathanha Connections with the Elements

Select one option from your Adnyamathanha Connections with the Elements sheet and create a project which demonstrates your understanding of how the Adnyamathanha people connect with the Elements.

5. Brainstorm: Heritage

How have the creators of Wadu Matyidi incorporated Adnyamathanha cultural heritage into the animation?

Brainstorm some answers to this question with your class. Think about what the children were learning and from whom and what they learnt. What features of Adnyamathanha traditional culture have been represented within the animation and what is their significance?

6. Reflect

Complete Reflection Sheet: Heritage to summarise what you have learnt.



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MH3.1

THE ANCIENT ELEMENTS

Ancient communities aligned their lives with the environment. They viewed life as being connected to the four Ancient Elements - **Fire**, **Earth**, **Water** and **Air**.

These Elements feature strongly in oral histories. How have they been 'woven' into the animation, *Wadu Matyidi*?

FIRE	EARTH	WATER	AIR

Describe how the students in the Mini Doc - *The Scary Beast - Antyi, Yamuti Yurdlu Ya!* are still connected with the Ancient Elements when they go 'back to Country' as part of their language program.

FIRE	EARTH	WATER	AIR



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MH3.2

IMPACT OF THE ELEMENTS

In a group of four, investigate one event, from anywhere in the world, in which the Elements have impacted directly on a community. Use the spaces below to investigate your event and record information about how each of the Elements played a part.

Use this information to create a role play to demonstrate what happened in your event.

What happened? _____

When did it happen? _____

Which community was affected? _____

FIRE

How this Element played a part:



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EARTH

How this Element played a part:

WATER

How this Element played a part:

AIR

How this Element played a part:



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MH3.3

ADNYAMATHANHA CONNECTIONS WITH THE ELEMENTS

Select one of the following project ideas to demonstrate your understanding of how the Adnyamathanha connect with the Elements.

1. Write a poem about how the Adnyamathanha people, portrayed in *Wadu Matyidi* and the Mini Doc, interacted with the Elements. Your poem should:

- Focus on one or all of the Elements
- Be at least 10 lines in length
- Be compiled on either a computer or by hand
- Be illustrated in some way (e.g. drawings, a collage, clipart, photographs, etc.) and read to the class.

2. Compose the lyrics for a song about how the Adnyamathanha people, portrayed in *Wadu Matyidi* and the Mini Doc, interacted with the Elements. Your song should:

- Focus on one or all of the Elements
- Be at least 10 lines in length
- Be compiled on either a computer or by hand
- Be written to match an existing tune, or can be accompanied by your own music, e.g. using clap sticks
- Be performed for the class.

3. Create a storyboard showing how the Adnyamathanha people, portrayed in *Wadu Matyidi* and the Mini Doc, interacted with the Elements. Your storyboard should:

- Focus on one or all of the Elements
- Be at least 10 'frames' in length
- Be compiled on either a computer or by hand using illustrations for each frame
- Be presented to the class.

4. Analyse an Adnyamathanha Dreaming story, showing how it relates to the Elements. Your analysis should:

- Make a note of any references to the Elements
- Describe the importance of the Elements within the story
- Outline any knowledge, lessons, or safety messages about environment that are contained within the story
- Be finalised as an oral presentation to share with the class. You may like to read your story first and then discuss how the Elements are represented and the meaning behind them.



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MH3.4

Reflection Sheet:

HERITAGE

Answer the following questions using full sentences:

1. What lifetime benefits do you think the language class students (from the Mini Doc: *The Scary Beast – Antyi, Yamuti Yurdlu Ya!*) gained by learning in a cultural way? (i.e. by being with the Elders in their Country)

2. Why is it important to spend time with our Elders?

3. How have the yakartis (children) in the Mini Doc: *The Scary Beast – Antyi, Yamuti Yurdlu Ya!* enhanced their connection with their Adnyamathanha cultural heritage?



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4. How does the children's connection with the Adnyamathanha culture impact on them now?
How do you think it may change them in the future?

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.

The Ancient Elements

The reason for giving a focus to the ancient elements of Earth, Air, Fire and Water is to highlight the strong inter-relationship that Aboriginal and Torres Strait Islanders share with all things natural. Much of their heritage makes connections between the physical and spiritual worlds in relation to the Elements. For example:

- The Ancestral Spirits shaped the landscape and created the rivers, mountains, etc.
- Fire is incorporated in many stories related to The Dreaming.
- The air carries special spiritual connections.
- Places of water are often significant spiritual sites.

In unpacking the meaning of Element:

a component part; a contributing factor or thing; any of the four substances (earth, water, air and fire) in ancient and medieval philosophy - any of these as a being's natural abode or environment

Australian Concise Oxford Dictionary, 5th Edition

we can see how they were prime factors in leading a traditional life in Country and how cultural heritage contains many references to them.

It is worth pondering how even in our highly sophisticated, technological world, many people still have a fascination in connecting with the Elements. For example, leisure activities enjoyed such as:

- Camping – fires
- Swimming, sailing, diving
- Bush walking – mountain climbing
- Fireworks displays
- Parachuting
- Fishing.