

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'.



UNIT 4: MY HERITAGE

Name: _____

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