

# UNIT 4: MY HERITAGE

## Unit 4: My Heritage

### 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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#### 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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Name: \_\_\_\_\_

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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Name: \_\_\_\_\_

### EARTH

How this Element played a part:

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### WATER

How this Element played a part:

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### 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:

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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)

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

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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?

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