



NGALUK WAANGKINY

US TALKING



Pictured: (L-R) Aunty Muriel Bowie, Aunty Margaret Culbong, Aunty Doolann Leisha Eatts, Uncle Albert McNamara, Uncle Noel Nannup, Uncle Ben Taylor Cuiermara, Aunty Irene McNamara, Aunty Theresa Walley, Uncle Farley Garlett, Uncle Walter Eatts.
Images created using stills taken by Hugh Sando, courtesy of ABC Perth.

Learning Guide

This Learning Guide has been developed to support an exhibition called *Ngaluk Waangkiny*.

Meaning 'Us Talking' in Noongar, the exhibition offers students a unique opportunity to learn about the experiences of growing up Aboriginal in Australia. It features portraits and stories of resilience from ten trailblazing Elders from Boorloo (Perth).

Key themes include adversity, resilience, human rights, truth-telling, change-makers and activism, family, culture, and legacy.

To find out more about the exhibition and this learning guide, contact ART ON THE MOVE's Learning and Engagement Team at admin@artonthemove.art or 08 9271 3902.



“Every time I get the opportunity now, I’m always talking to young people and saying – look, you have your old people at home and they are your library. Go and talk to them and find out as much as you can about your family line and hang onto that.”

Uncle Noel Nannup

Pictured: Uncle Noel Nannup. Photography by Cole Baxter.

Learning Intention

We are listening to Aboriginal peoples’ stories of the past and noticing the differences and similarities to the lives of the people in our families and in our communities now.

Explore these resources to learn more about the Elders and their stories:



PROJECT: can.org.au/ngaluk-waangkiny



PODCAST: can.org.au/arts/artwork/ni-means-listen-podcast



BOOK: can.org.au/general-products/ngaluk-waangkiny-stories-of-resilience-book



DOCUMENTARY: youtube.com/watch?v=dXO7L7vtjoY

Activity Prompts

The following activity prompts encourage students to:

- Reflect on the past, present, and future
- Explore diverse perspectives
- Cultivate understanding, respect, and reconciliation

FAMILY STORIES

Ask an older person such as a parent, grandparent, aunty, uncle or an older person in the community to tell you a story about what it was like for them in the past, when they were the same age as you are now:

- What's the best thing that happened to you when you were my age?
- Where did you live? Who did you live with?
- What was your favourite dinner?
- What did you like about school? What did you hate? Who were your friends at school?
- Did you get in trouble? Why? What happened?
- Tell me a story about a problem you had when you were my age and how you solved it.

At school, share the story you were told. Notice if stories are similar and different and discuss why.

COMMUNITY CONNECTIONS

On a big map of the world, mark the place where you were born with a small black dot. Then make a small black dot for any brothers or sisters. Next make a red dot to mark where your parents were born. Now a small yellow dot for where your grandparents were born, if you know this. When everyone in your class has done this, notice all the different places that people have come from. You might like to draw some lines to connect all the dots.

RULE BOOK

Working in groups list every rule that you must follow in one day from the time you wake up to when you go to bed. Choose the worst rule. Who made this rule? Why is this a rule? Is it fair? Why/why not? What would happen if no one followed this rule? How would you change it?

Present your findings back to the class.

STORIES OF RESISTANCE

This exhibition is an act of resistance. Ask older members in your family what acts of resistance have been made in your community. When, who, why? Share the key features of the act at school in an interesting way e.g. TikTok, social media post, spoken word/rap performance, protest sign/banner.

YARNING CIRCLE

If you do not have one already, build a yarning circle at your school and invite local community members to share stories of their lives. It can be as simple as meeting regularly to share stories, speak and listen from the heart, learn and celebrate culture.

While an outdoor area is preferred, it can also be in a classroom or assembly space, on chairs or on the floor with a rug or cushions. It can also be a permanent space with dedicated seating, artwork and landscaping.

Yarning Circle activities can support the development of literacy skills (Listening & Speaking and Oral Presentations) across all year groups.

Curriculum Links

In addition to supporting the Aboriginal and Torres Strait Islander Histories and Cultures cross curriculum priority, the Activity Prompts in this learning guide support Humanities and Social Sciences learning and can incorporate five General Capabilities: Literacy, Critical and creative thinking, Personal and social capability, Ethical understanding and Intercultural understanding.

PRIMARY

Pre-Primary: Personal and family histories.

How the stories of families and the past can be communicated and passed down from generation to generation and how stories differ depending on who is telling them. (ACHASSK013).

Year 1: Present and past family life: How the present, past and future are signified by terms indicating time (e.g. 'a long time ago'; 'then and now'; 'now and then'; 'old and new'; 'tomorrow') as well as by dates and changes that may have personal significance. (ACHASSK029).

Year 2: People are connected to many places: Local features and places are given names, that have meaning to people, and these places can be defined on a variety of scales, including personal, local, regional and national (ACHASSK048)

Year 3: Communities and remembrance: One important example of change and one important example of continuity over time in the local community, region or state/territory (ACHASSK062).

Year 4: First Contacts: The diversity and longevity of Australia's first peoples and the ways they are connected to Country/place and their pre-contact ways of life (ACHASSK083) & The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others and the impact that these interactions and colonisation had on the environment and people's lives (ACHASSK086)

Year 5: The Australian Colonies: The patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of the different inhabitants (ACHASSK107)

Year 6: Australia as a nation: Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women, and children (ACHHK114, ACHASSK137)

SECONDARY

YEAR 10: Depth Study 2: Investigating rights and freedoms. The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104).

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