

belonging
A CENTURY CELEBRATED

PRIMARY SCHOOL

Student activity sheet masters

The following activity sheets are intended to give students a focus during their visit to the exhibition. If you decide to use these activity sheets (or modifications), you may like to take this approach:

- Organise students into small groups of up to 5 children. You may wish to assign different roles to students to share the workload evenly.
- Divide up the questions for each group, so that each group is looking at different parts of the exhibition.
- There are 12 distinct sections of the exhibition, each with its own theme. Each group of students should be given a maximum of 3 sections to complete.

This approach will help to circulate students throughout different parts of the exhibition, avoiding overcrowding at key points. It also encourages a team approach to the visit.

How to divide up the worksheets

- 1 All students should receive the first 2 pages, which include the instructions for their visit, and a map of the exhibition.
- 2 The 12 sections may be divided among students, so that each group receives a maximum of three sections to complete. Sections may be selected according to relevance to school programs and the interests and abilities of individual students.

belonging
A CENTURY CELEBRATED

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belonging

A CENTURY CELEBRATED

YOUR NAME:

NAME OF PARTNER/GROUP MEMBERS:

Welcome to *Belonging*. We hope you enjoy your visit.

WHAT TO DO

- 1 Get together with your group.
- 2 Read the questions and activities on your worksheet, so that you know what to do.
- 3 Explore the exhibition, answering questions and completing activities as you go.
- 4 Come together with the rest of your classmates and teacher once you have finished.

SYMBOLS

You will see some symbols on your worksheet. Each one tells you what you need to do.



Look

Read or find an exhibition panel, picture or display.



Write

Write or draw something.



Think

You'll need to think about this one! The answer is not in the exhibition. You might like to talk to your partner or group to share ideas.

Section 1

INTRODUCTION

Belonging



1 What does the word 'belonging' mean to you?

.....

.....



2 **Belonging** looks at a period in Australia's history. (Tick the correct answer.)

The last year

The last decade (10 years)

The last century (100 years)

The last millennium (1000 years)



3 What symbolises Australia to you? Draw one or more of these images in the space below.



4 The exhibition displays many objects, photos and images. Where have these come from?

.....



5 Why are libraries and archives important?

.....

.....

.....



6 As you walk through the exhibition, think about the following questions. After visiting the exhibition, write down your thoughts on each question:

•Who are my people?

.....

.....

.....

•Where is my place?

.....

.....

.....

•How do people create a sense of belonging? Is it important?

.....

.....

.....

•What sort of country do I want to belong to?

.....

.....

.....

•What ties us together as Australians? What tears us apart?

.....

.....

.....

Section 2

KNOWING THE COUNTRY

Maps in the mind



Look at the maps in the exhibition. Find as many different kinds of maps as you can.



- 1 Choose one map that you find interesting. Describe this map.
What information does it give?

.....

.....



- 2 Make a simple line drawing of this map (or just part of it).
Label the key places on this map.



- 3 How do maps help us feel like we 'belong' or 'not belong' to a place?

.....

.....

Naming the country



- 4 Using the information in the display, find the European and Aboriginal names for these places:

European name:

Aboriginal name:

Alice Springs

.....

Sydney

.....

Perth

.....

.....

Thagonna (Tas)

.....

Nulta Nulta (NSW)

Section 3

SPECIAL PLACES



Look at the pictures and displays and listen to the audio recordings about some people's 'special places'.



1 From what you can see and hear in the exhibition, write down a list of 6 places that some people find special.

•	•
.....
•	•
.....
•	•
.....



2 Why do you think people find these places special?

.....

.....



3 Do you have a special place? Why is it special to you?

.....

Make a simple drawing of your 'special place' in the space below.



4 How do special places create a sense of belonging?

.....

.....

Section 4

WE BELONG TO THE LAND



Look at the images of Indigenous Australians in this display.



1 Choose one photograph in the display that you find interesting. Describe the people and place featured in the photo.

a) Name of photograph:

.....

b) Describe the people and place in this photo:

.....

.....

.....

Re-assessing our history



2 Describe the La Grange memorial in Fremantle, Western Australia.

.....

.....

3 Why did the La Grange monument offend some people?

.....

.....

Belonging together – ‘The Willows’



4 What is ‘The Willows’? How does it affect the Aboriginal people who live there?

.....

.....

.....

Section 5

BUILDING THE NATION (Part A)

Colonial divisions



1 Until 1901, Australia was made up of 6 separate COLONIES. These were:

•	•
.....
•	•
.....
•	•
.....

'One people, with one destiny'



2 Fill in the blanks.

In the year _____, Australia became one nation and for the first time was known as the Commonwealth of Australia. This process of joining the separate colonies into one single nation was called F _____ and many celebrations were held to mark the occasion.



Look at the photographs and other exhibits which show the celebrations of Federation in 1901.



3 Describe how people celebrated the events of 1901. What did they do? Where did they celebrate? How does this compare with the events celebrating the Centenary of Federation in 2001?



Complete the table below:

Federation in 1901	Centenary of Federation in 2001
Events What official ceremonies were held?	
Places Where did the people celebrate or hold special events?	
People Who was involved in the celebrations and events?	

Section 5

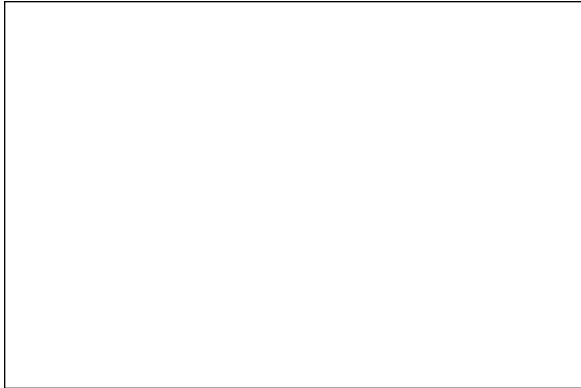
BUILDING THE NATION (Part B)

Symbols of unity

After Federation in 1901, the Government invited people to design an Australian flag.



1 Draw one of the flag designs in the space below.



2 How is this design different from the actual Australian flag? What is similar?

Differences:

.....

Similarities:

.....



3 Why was the transcontinental railway seen as a symbol of Australian unity?

.....

.....

.....



Belonging to a state

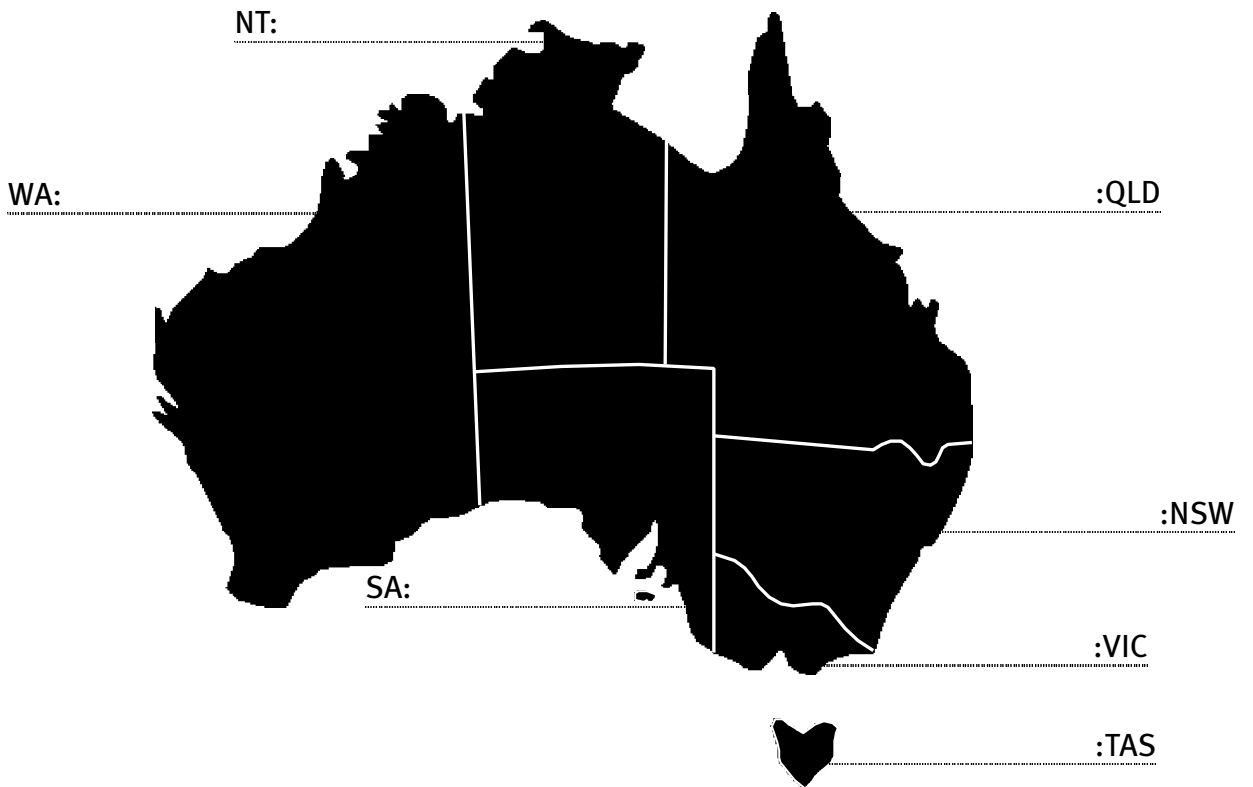
4 Do you think that individual states have their own identity? Why/ Why not? Give examples.

.....
.....
.....
.....
.....
.....
.....



5 Think about each state and territory in Australia. What images and thoughts come to mind? Write down one word that best describes how you think about each one.

.....
.....



Section 6

PLACE IN THE WORLD (Part A)

Australia has links with countries all over the world.



Look at the displays which give examples of Australia's links with places overseas.



- 1 Draw lines to match the region or country with its links with Australia.
(The first one is done for you.)

Region or country	Links with Australia
Great Britain	This region is our closest geographic neighbour.
America	Australia was a 'safe-haven' for refugees from this country.
Asia	Australia is part of the 'Commonwealth'.
Kosovo	During World War II, Australia formed an allegiance with this world power.



- 2 Can you think of region or country that Australia has links with today.
What are they and how important do you think they are for Australia?

1 2



- 3 Where do you think Australia's 'place in the world' lies today?
On the map below, circle the countries or regions that you think have important links with Australia today.



Section 6

PLACE IN THE WORLD (Part B)

Belonging to the British Empire



Look at the poster called '*Come on boys, follow the flag*', as shown here.



Like television and the internet, posters are used to communicate important messages to large groups of people. We can learn a lot by studying the images and symbols used in posters.



1 Search and find! What things can you see in this poster? (Tick each correct option.)

- | | | | |
|-------------------------------|--------------------------------|---|----------------------------------|
| <input type="checkbox"/> flag | <input type="checkbox"/> dogs | <input type="checkbox"/> horse | <input type="checkbox"/> man |
| <input type="checkbox"/> city | <input type="checkbox"/> woman | <input type="checkbox"/> police officer | <input type="checkbox"/> soldier |
| <input type="checkbox"/> cars | <input type="checkbox"/> child | <input type="checkbox"/> sword | <input type="checkbox"/> gun |



2 What message is the poster trying to communicate? (Tick one of the options below.)

- It is trying to encourage young men to join the army and fight with Great Britain in World War I.
- It is trying to get more boys to become jockeys.
- It is trying to encourage boys to fly the Australian flag at school.



3 Who is the poster aimed at? (Tick one of the options below.)

- young men
- single mothers
- men over 50 years of age
- primary school age boys

4 Would this approach work today? Why/Why not?

.....

.....

Section 7

ARRIVALS

Expectations



Look at the posters promoting Australia to migrants in the 1940s and 50s.



1 What were some of the good points about Australia that were promoted to new migrants in the 1940s and 50s?

•

•

•



2 Do you think these posters did a good job of promoting Australia? Why/why not?

.....

.....

Arriving



3 Imagine you are a migrant child arriving with your family. How would you feel? What would you be thinking as you arrive in Australia? Tick some of the words below that best describe how you would feel on that first day:

apprehensive scared excited bored

tired nervous angry happy

sad other words:

Fitting in



4 What helped give new migrants a sense of belonging in Australia? Tick options below.

knowing the language getting a job

achieving success in life learning to play local sports



5 Can you think of other ways of fitting into a new country?

.....

.....

Section 8

NOT WELCOME



Listen to the dictation test in the exhibition. The dictation test was used by the Australian Government to decide which migrants would be allowed to stay in Australia.



- 1 Listen to the dictation test (or at least part of it!). Write down some of the words you hear, just as if you were listening to your teacher dictating words in class.

.....

.....

- 2 Would you have passed the test?

[] Yes [] No



- 3 Do you think this was a fair test for all migrants? Why?

.....

.....

.....



- 4 Why do you think this test was used?

.....

.....

.....



- 5 How do you think most people would go in the test if it were used today? Why?

.....

.....

.....

Section 9

MAKING COMMUNITIES



Look at the wide range of photographs in the 'Making communities' section of the exhibition.



1 Choose 2 photos from the displays. Describe the people, places and events in each photo.

Title of photo:

.....

.....

Title of photo:

.....

.....



2 Do you think that there is a common theme in all photos of communities?

Describe what you see.

.....

.....



Look at the photos of different community activities in the display.



3 Search and find! Tick the options below when you have found a picture of each item:

parade

women knitting

praying at a mosque

sharing a BBQ

playing bingo

marching together in the Mardi Gras

rescuing a car during a flood

fighting a bushfire

the football team

sports day



4 Choose one activity or situation from the above list. Explain why you think this is a good example of community spirit.

.....

.....

.....

.....

Section 10

DRESSED TO BELONG

Uniform – belonging made visible



Look at the uniforms worn by people in the photographs.



1 Make a list of 3 different kinds of uniforms you can see in the photographs.

•
•
•



2 Have you seen a person in a uniform today (in the exhibition, on the way to school, etc).

Who was wearing the uniform? What did the uniform look like?

.....
.....
.....



3 Do you wear a uniform at school, or for sport or other activities? Give examples here:

.....
.....



4 What are the advantages and disadvantages of wearing a uniform at work, school or sport?

Advantages

Disadvantages

•	•
•	•
•	•



5 Does wearing the uniform make you feel like you belong? Why?

.....
.....

Section 11

AT WORK

Belonging in the workplace



Look at the many different photographs of people at work, both men and women.



1 Choose one photograph and complete the following:

Title of photograph:

.....



2 Describe the type of work. *eg What are the people doing?*

.....

.....



3 Describe the people or person doing the work.
eg Are they men or women? Are they in a group or alone?

.....

.....



4 Do they look like they are enjoying their work? Why?

.....

.....



5 Do you think the people feel like they ‘belong’ in this workplace?

.....

.....

Out of work



6 How does being unemployed affect a person’s sense of belonging?

.....

.....

Section 12

HOME (Part A)

Dream homes



Look at the pictures of different types of homes.
Choose a picture of a house that you find interesting.



1 Draw a quick sketch of the house.



2 Write down six words to describe this house:

•	•
.....
•	•
.....
•	•
.....



3 What are the similarities and differences between your own home and the home in your picture?

Similarities

Differences

•	•
.....
•	•
.....
•	•
.....
•	•
.....
•	•
.....



4 What or who makes you feel like you belong at home?

.....

.....

Section 12

HOME (Part B)

Home Sweet Home



Look at the pictures and displays in 'Home Sweet Home'. It is often the activities, events and people in a home that really make us feel that we belong.



- 1 Make a list of special events and everyday activities that might take place in a home.
(Hint: Look at the pictures in the exhibition and think about some of the things that happen in your own home.)

Special events: eg Birthday party

-
-
-

Everyday activities: eg Having dinner

-
-
-

Backyards



Look at the changing images of Australian backyards projected through the 'window'.



- 2 Make a list of some of the activities you can see in these backyards.

-
-
-
-



3 What do these images tell us about Australian lifestyles at home?
Is there such a thing as ‘the Australian way of life’?

.....

.....

.....



4 Do you have a backyard, or an outside area somewhere near your home?
What do you and your family and friends do in your backyard?

.....

.....

.....



5 Draw your backyard or favourite outside play area here:

Section 12

HOME (Part C)

In the interests of the child



Look at the comments and photos on display in the section 'In the interests of the child'.

Some Aboriginal and Torres Strait Islander (Indigenous) children were removed from their families because it was thought to be in their 'best interest'.



1 What two words are used today to describe Indigenous children taken from the families?

S_____ G_____



2 Describe the living conditions of these Indigenous children in their new 'homes'.

.....

.....



Look at the photographs of Indigenous children in their new 'homes'.



3 Do you think they feel like they belong? Why/Why not?

.....

.....



4 Put yourself in the place of one of the Indigenous children in the photos. Draw a picture that would best tell us how you would feel in the same situation. (In drawing your picture, you might like to think about these questions: What emotions are you feeling? Who and what are you missing? Do you feel like you belong?)

