

# belonging

A CENTURY CELEBRATED



Cover: Griffith marsupial,  
Frank and Pierina Bastianon  
Gerrit Fokkema  
1987  
State Library of New South Wales

[www.belonging.org](http://www.belonging.org)

#### Acknowledgements

**Belonging** is a collaborative project of the State Library of NSW, StateLibrary of Victoria, National Archives ofAustralia and National Library of Australia.

The exhibition tells the story of a century of nationhood and invites us to think about what it means to 'belong'and 'not belong'in Australia since Federation in 1901.

This education pack is the result of wide consultationwith educators and exhibition stafffromeach of the host venues for the exhibitionand the Australian Museum.

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belonging  
A CENTURY CELEBRATED

# PRIMARY SCHOOL

*“Our belonging place is where our spirit and ourself belongs. It has nothing to do with ownership, but rather is about a spiritual connection to place. It is the place that we long for when we are not there, or more tragically, when we do not know where we belong and where our belonging place is.”*

An extract from *In the Best Interest of the Child? Stolen Children: Aboriginal Pain/White Shame*, by Link-Up (NSW) and Tikka Jan Wilson, Aboriginal History Monograph 4, published by Link-Up (NSW) Aboriginal Corporation, 1997.

## Educational Resources

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# 1 INTRODUCTION

## *Belonging*—A major event in the Centenary of Federation celebrations in Australia in 2001

Since Federation one hundred years ago, people have felt that they belonged or did not belong in Australia in startlingly different ways. Sometimes connections are with other people, or sometimes a particular place has made people feel at home. The *Belonging* exhibition asks the question: How do you belong in this country?

What experiences evoke life in Australia for you? The smell of the bush or your favourite cafe? The sound of the city streets or the place where you work? The sight of the stars in our sky or the beach where you go for holidays?

For some people there is no belonging here, no sense of home or connection, and there never has been.

A sense of belonging is what ties us together or tears us apart.

This exhibition explores some of the ways that people have experienced belonging in Australia in the twentieth century and concludes by asking students to think about what sort of nation they would like to belong to in the future.

Developed by a consortium of the NAA, NLA, SLNSW and SLV, *Belonging* is a major event in Australia's Centenary of Federation celebrations in 2001.

### Objectives

The objectives of *Belonging* are to:

- celebrate the Centenary of Federation through an exploration of the concept of belonging;
- explore this concept by means of material drawn from the four participating institutions;
- challenge students to question their assumptions about who has belonged and now belongs in Australia;
- allow students to 'find themselves' in the exhibition, and to explore how they 'belong' in Australia.

### How to use these resources

This education pack will assist teachers prepare students for a visit to the exhibition. It includes:

- tips on how to prepare students for a visit,
- a series of black-line worksheet masters for use during a visit to the exhibition,
- a range of post-visit activity ideas which will assist in linking the exhibition with your programs at school,
- a list of references and further resources, including websites and other related education kits.

# 2 CURRICULUM LINKS

*Belonging* has most direct links with content studied in Years 5–6 HSIE/SOSE curriculum (or relevant stage/level depending on the state or territory). There are also significant links with Civics and Citizenship education which is integrated throughout the HSIE/SOSE curriculum.

While the table below features references to HSIE/SOSE curriculum, teachers are encouraged to draw appropriate links across other areas of their curriculum as appropriate.

## Key Learning Areas and subjects

### PRIMARY SCHOOL—CURRICULUM LINKS

| State      | Key Learning Area links  |
|------------|--|
| <b>NSW</b> | <b>HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)</b><br>The HSIE K–6 syllabus gives a broad overview of periods in history generally, including Australia from 1850.<br><br><b>Stage 2</b> <ul style="list-style-type: none"><li>• Changes to people and places in the Sydney region as a result of British colonisation.</li><li>• (Units: Places: Then, Now and Tomorrow; British Colonisation of Australia; Living in Communities)</li></ul><br><b>Stage 3</b> <ul style="list-style-type: none"><li>• Key figures, events and issues in the development of Australian democracy.</li><li>• Significant events that have shaped Australia's identity.</li><li>• (Units: Democracy; State and Federal Governments; Identity and Values)</li></ul><br><b>Citizenship Education Framework</b><br>Civics and citizenship education is not a separate entity within any syllabus, but is incorporated into studies of Australian history and geography. |

|            |   |
|------------|---|
| <b>ACT</b> | <b>STUDIES OF SOCIETY AND ENVIRONMENT (SOSE)</b><br><br><b>Upper Primary Band 4–7</b><br>Examples of content: <ul style="list-style-type: none"><li>• significant days/ weeks commemorating local, national and global communities</li><li>• diversity in cultural beliefs and how this influences interactions in places</li><li>• effects of European occupation on Aboriginal and Torres Strait Islander societies' relationship with places</li><li>• what it means to be Australian—customs, norms, symbols, myths, identity, cultures</li><li>• effects of stereotyping on identity</li><li>• values attached to types of paid and unpaid work</li><li>• citizenship rights and responsibilities</li></ul><br><b>High School Band 7–10</b><br>Examples of content: <ul style="list-style-type: none"><li>• people, events and issues that have contributed to the Australian identity</li><li>• changes in paid and unpaid work, family life, leisure</li><li>• role of media in reinforcing or changing images or stereotypes</li><li>• effects of occupation and dispossession of land</li><li>• democratic processes and active citizenship</li><li>• impact and contribution of immigration to Australia's workforce</li><li>• Australia's ties with other parts of the world</li></ul><br><b>Post-compulsory Band 11–12</b><br>History, Geography, Political Studies, Aboriginal and Torres Strait Islander Studies<br>Examples of content: <ul style="list-style-type: none"><li>• war, migration, nationalism</li><li>• multiple influences on identity eg. nationality, religion, racial and ethnic heritage</li><li>• role of language and symbols and media</li></ul> |
|------------|---|

- Aboriginal and Torres Strait Islander societies and the effects of loss of cultural traditions and links with the land

**Related 'across curriculum perspectives':**

- Australian education
- Multicultural education
- Aboriginal and Torres Strait Islander education

**VIC STUDIES OF SOCIETY AND ENVIRONMENT (SOSE)**

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**Level 4: History**

- The ways in which the lifestyles of Aboriginal and Torres Strait Island people have changed and adapted as a result of European occupation.
- Important events and periods in the history of Australia and development of Australian democracy.

**Level 4: Geography**

- Aboriginal and Torres Strait Islander relationships with the land.

**Level 4: Economy and Society**

- Law-making processes that relate to civics and citizenship
- The nature and meaning of work in a range of settings, including home, school and the community.

**QLD STUDIES OF SOCIETY AND ENVIRONMENT (SOSE)**

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**Level 1–3: Time, continuity and change**

- People and contributions
- Heritage

**Level 1–3: Place and space**

- Human–environment relationships
- Stewardship
- Spatial patterns
- Significance of place

**Level 1–3: Culture and identity**

- Cultural diversity
- Cultural perceptions
- Belonging
- Cultural change
- Construction of identities

**Level 1–3: Systems, resources and power**

- Participation and decision-making
- Citizenship and government
- Access to power

**TAS STUDIES OF SOCIETY AND ENVIRONMENT (SOSE)**

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**Relevant strands**

- Time, Continuity and Change
- Place and Space
- Culture
- Systems

**Organisers**

- Aboriginal and Torres Strait Island people: Aboriginal view of the land and sea; Indigenous sense of identity.
- Civics and Citizenship: significant events; democratic principles; ownership of land; Australian identity; community; and civic, social and economic systems.

**Civics and Citizenship education**

Civics and Citizenship education is integrated throughout the HSIE/ SOSE curriculum at various levels. The key Civics and Citizenship concepts related to this exhibition include:

**Australian Identities**

- Identity—self, family, community
- Significant Australians, national symbols, celebrations, popular images
- Conventions: religious, linguistic, cultural
- Cultural identities
- Cultural diversity
- National heritage: natural and built environments
- Population composition and changes
- Work
- Citizenship
- Global citizenship

**Rights and Responsibilities**

- Rights: human, civil and legal rights
- Freedom of speech and action
- Responsibilities: human, civic, legal, economic, environmental
- Ethics
- Equality
- Prior occupation

**Decision-making and Democratic Processes**

- Rules and laws
- The importation of European law
- Law courts: local, state, federal, international
- Justice
- Law enforcement
- Changes to rules and laws: lobby groups, popular protests, referenda
- Conflict
- Democracy: elections, mandates
- Government: types, democratic and non-democratic
- Federation, the Constitution of the Commonwealth of Australia
- Government functions
- Politics

### 3 BELONGING— THE EXHIBITION

#### What does it mean to belong?

Since Federation, people have felt that they belonged or did not belong in Australia in startlingly different ways. Sometimes it was other people they felt connected to, sometimes a particular place made them feel at home.

Belonging is about how we define ourselves, and situate ourselves in space and time. It is about how we relate to others, how we perceive others, include or exclude them, identify them as one of ‘them’ or ‘us’. Belonging is the powerful, deep-felt sense of ‘this is my country’ or ‘this is who I am’, or ‘this is my people’. Belonging is about a spiritual home or state of mind.

#### Key questions

The *Belonging* exhibition invites you to consider, ‘Where do I belong?’ The exhibition asks a range of questions:

- What does it mean to belong in Australia?
- What does it mean to belong to Australia?
- Who belongs? And who does not?
- In what ways do Australians define, sense or feel belonging?
- Have notions of belonging changed over time?
- What does belonging mean to me?
- What are the different ways in which people express belonging?

#### Themes

##### Place

An affinity with a place is central to most people’s sense of belonging. This includes a sense of nostalgia for a childhood home, or a holiday place, or the place where loved ones are buried or where sacred ceremonies are held. For Indigenous people, attachment to the land is fundamental to a sense of belonging. People can feel an emotional attachment to a region, a state, or the whole country.

‘Knowing the country’ comes from experiencing it physically, by drawing ‘mental maps’ and giving areas names. ‘Special places’ extends this idea into ways of belonging to a place that relate to specific memories and emotions—childhood, holidays, lost places, sacred places and final places.

‘We belong to the land’ explores the distinctive nature of Indigenous people’s relationship to the land. ‘Building a nation’ tells the story of Federation

and the development of the Australian nation. ‘Place in the world’ shows how Australians have viewed their country in relation to the rest of the world—as a part of the British Empire, an ally of the United States, or as a participant in global responsibilities.

##### People

People are as critical as place to a sense of belonging. The groups to which we belong or from which we are excluded often determine how we see ourselves in relation to the rest of society.

‘Arrivals’ illustrates the experience of arriving in Australia, trying to fit into a different environment, and making the commitment of becoming a citizen. ‘Not welcome’ outlines the stories of individuals and groups regarded as ‘not belonging’ in Australia, often for racial or political reasons.

Many people gain a strong sense of belonging by being part of a community. ‘Making communities’ includes special communities such as those created by people from a particular homeland, religious faith, or sexuality. Many people experience a special kind of belonging associated with playing on a sporting team.

‘Dressed to belong’ shows that the way people dress can say much about where they feel that they belong. Wearing a uniform can enforce belonging. The clothes worn by members of organisations such as armies, schools and sporting teams, and the kinds of dress considered appropriate for particular occasions, mean that anyone not dressed that way does not belong. Informal dress codes also operate among different groups in society. The expectations of society that people should conform to a desired physical shape can prompt some individuals to take drastic measures to make sure that their shape ‘belongs’.

‘At work’ looks at the idea that where we work is integral to our sense of belonging—and that being unemployed can force people to not belong.

‘Home’ teases out the ways in which our homes create our individual sense of belonging—the houses we dream of, build or buy, decorate, and live in with our families. Lack of a home can destroy or deny a sense of belonging: the experience of homelessness and the fate of the Indigenous stolen generations remind us that for some people ‘home’ can be a painful concept.

### Sections, themes, exhibits and experiences

| Section & theme  | Key exhibits & experiences  |
|--|---|
| <b>1 Introduction</b><br>Where do I belong?  | <ul style="list-style-type: none"> <li>• The exhibition begins with the key question ‘Where do I belong?’ and encourages students to consider their place in their family, community and nation.</li> </ul>   |
| <b>2 Knowing the country</b><br>The many ways in which we know the country so that we feel we belong here. <ul style="list-style-type: none"> <li>• experiencing the country</li> <li>• maps in the mind</li> <li>• naming the country</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>My Place, Clifton Hill, 1987</i> (Donna Rawlins)</li> <li>• <i>Canberra 1912</i> (W. Lister Lister)</li> <li>• ‘This place already has a name’ contrasting Aboriginal/ European names using a lenticular lens</li> <li>• ‘Come again?’ Town name pronunciation audio game</li> <li>• Audio recording of Dorothea Mackellar reading her poem ‘My Country’</li> </ul> |
| <b>3 Special places</b><br>Remembering or thinking about our special places can create a sense of belonging. <ul style="list-style-type: none"> <li>• where we grew up</li> <li>• holiday places</li> <li>• lost places</li> <li>• sacred places</li> <li>• final places</li> </ul>  | <ul style="list-style-type: none"> <li>• Audio of writers talking about where they grew up</li> <li>• Holiday postcard album</li> <li>• <i>Beach at Williamstown, 1912</i></li> <li>• <i>Beach Snapshot, 1938</i> (Olive Cotton)</li> </ul>   |
| <b>4 We belong to the land</b><br>The special ways in which Indigenous people belong in Australia. <ul style="list-style-type: none"> <li>• maintaining links to country</li> <li>• family country</li> <li>• reassessing our history</li> <li>• shared memories</li> </ul>  | <ul style="list-style-type: none"> <li>• La Grange memorial</li> <li>• Ricky Maynard’s photos of urban Aboriginal life in Fitzroy and rural areas</li> <li>• Audio of ‘Shared memories’ from Newcastle</li> </ul>   |
| <b>5 Building a nation</b><br>From colonies to states through Federation, and the celebration of state identities. <ul style="list-style-type: none"> <li>• colonial divisions</li> <li>• ‘one people, one destiny’</li> <li>• symbols of unity</li> <li>• parliament in the national capital</li> <li>• belonging to a state</li> <li>• opting out of the nation</li> </ul> | <ul style="list-style-type: none"> <li>• 1938 Sesquicentenary poster</li> <li>• One Destiny CD-ROM</li> <li>• Parliament House opening illuminated address 1927</li> <li>• Jessie Clarke in Victorian Centenary ballgown, 1934</li> </ul>   |

## Sections, themes, exhibits and experiences

| Section & theme  | Key exhibits & experiences   |
|--|--|
| <p><b>6 Place in the world</b></p> <p>Other parts of the world to which Australians consider they belong or have belonged—the British Empire and Commonwealth, as an ally of the United States, or the various homelands from which many have come.</p> <ul style="list-style-type: none"> <li>• belonging to the Empire</li> <li>• looking to America</li> <li>• belonging to the region</li> <li>• international responsibilities</li> </ul>   | <ul style="list-style-type: none"> <li>• State Library of Victoria, draped in black and purple, on the day of the funeral of Queen Victoria, 1901 (Beaumont)</li> <li>• ‘Come on boys—follow the flag!’, poster, 1916 (Hackett and Northfield)</li> <li>• John Curtin’s cable to US President Roosevelt</li> </ul> |
| <p><b>7 Arrivals</b></p> <p>The experience of arriving and settling in Australia proved to be a difficult experience for some people.</p> <ul style="list-style-type: none"> <li>• expectations</li> <li>• arriving</li> <li>• Australians returning home</li> <li>• fitting in</li> <li>• becoming citizens</li> </ul>  | <ul style="list-style-type: none"> <li>• Government poster for display at immigration centres overseas, about 1949</li> <li>• Various photos of migrants arriving in Australia</li> </ul>  |
| <p><b>8 Not welcome</b></p> <p>The experiences of a number of individuals and groups considered as not belonging in Australia, often for racial and political reasons.</p> <ul style="list-style-type: none"> <li>• ‘Australia for the white man’</li> <li>• the dictation test</li> <li>• internees</li> <li>• ‘un-Australian’</li> <li>• ‘Who’s not welcome now?’</li> </ul>   | <ul style="list-style-type: none"> <li>• White Australia game, 1914 (Francis James Shaw)</li> <li>• An audio of the original dictation test passages used to test migrants in 1927—Would you have passed the test?</li> <li>• Coat hanger made in internment camp at Hay, NSW, c.1940 (Hans Lindau)</li> </ul>     |
| <p><b>9 Making communities</b></p> <p>Communities are created around a sense of belonging. They come together because people live in a particular place, help one another, congregate with those of common interests, or unite to respond to crises. The feelings of belonging can also be inspired by being part of a team or by being a supporter of a team.</p> <ul style="list-style-type: none"> <li>• town and neighbourhood communities</li> <li>• communities of faith</li> <li>• communities of origin</li> <li>• at the club</li> <li>• gay and lesbian communities</li> <li>• pitching in</li> <li>• team spirit</li> </ul> | <ul style="list-style-type: none"> <li>• Bar, Betoota Races, Qld, 1961 (David Moore)</li> <li>• The knit-off, Moree Show, NSW, 1987 (John Williams)</li> <li>• Welcoming Pope John Paul II, Randwick Racecourse, NSW, 1996 (Ben Apfelbaum)</li> </ul>  |

## Sections, themes, exhibits and experiences

| Section & theme  | Key exhibits & experiences  |
|--|---|
| <p><b>10 Dressed to belong</b></p> <p>There are many ways people are taught to belong in our society—from schools through to role models. What people wear can also mark them out as belonging to a particular group.</p> <ul style="list-style-type: none"> <li>• uniforms—belonging made visible</li> <li>• at the races</li> <li>• dress codes</li> <li>• meeting expectations</li> </ul> | <ul style="list-style-type: none"> <li>• ‘Beautifully slim ... at last’, poster, 1992 (Carol Porter)</li> <li>• The Members Enclosure, Melbourne Cup, 1965</li> <li>• The Homeboys, Campbelltown, NSW, 1990 (Brendan Esposito)</li> </ul>   |
| <p><b>11 At work</b></p> <p>Our work is integral to our sense of belonging. It can inspire feelings of solidarity or can be alienating and create a sense of not belonging.</p> <ul style="list-style-type: none"> <li>• belonging to the union</li> <li>• belonging in the workplace</li> <li>• women and work</li> <li>• workless</li> </ul>   | <ul style="list-style-type: none"> <li>• Union banner of the Federated Society of Boilermakers, Iron and Steel Ship Builders of Australia, late 1880s (Althouse and Geiger)</li> <li>• Maritime Union of Australia waterfront dispute, April 1998. Crowd rejoicing as the outcome of the appeal is announced, 1998 (Francis Reiss)</li> </ul> |
| <p><b>12 Home</b></p> <p>How home and family create our individual sense of belonging.</p> <ul style="list-style-type: none"> <li>• dream homes</li> <li>• house proud</li> <li>• home sweet home</li> <li>• backyards</li> <li>• homeless</li> <li>• ‘in the interests of the child’</li> <li>• ‘Stolen Generations’</li> </ul>   | <ul style="list-style-type: none"> <li>• ‘Window’ with back-projected slowly-changing video images of backyards</li> <li>• William Roberts, an original Anzac, and his family evicted from their Redfern home into the street during the Depression, 1934 (Lethington Maitland)</li> <li>• Daisy Corunna’s story (Sally Morgan)</li> </ul>    |

## 4 BEFORE YOUR VISIT

In the week leading up to the excursion, it is recommended that students be involved in some introductory activities to prepare them for the visit. There are also some logistical arrangements which need to be made beforehand.

### 1 Organise students into small groups

Before arriving at the venue, it is important to organise students into either pairs or small groups (eg no more than 5 students). This encourages a team approach during the excursion and helps to disperse students around the exhibition sections, allowing for better access to displays. The team approach also helps to cover a wider range of themes than could be reasonably covered by students on their own.

### 2 Copy student activity sheet masters

A range of student activity sheet masters have been provided at the back of these notes. The purpose of these activity sheets is to focus student attention on the displays and experiences in the exhibition, and to encourage students to think more deeply about the themes and issues raised. The activity sheets may be modified to suit the needs of individual students and classes.

### 3 Plan supervision of students

Since the exhibition is a self-guided experience, it is important to provide at least one adult per 20 students (preferably more). We encourage you to invite parents on the excursion to provide additional supervision during the visit.

### 4 Engage students in some pre-visit activities

The pre-visit activities are recommended as a way to prepare students for the themes and experiences of the exhibition. The first activity is a brainstorming exercise, where small groups of students discuss what belonging means to them. The second activity will familiarise students with a range of new terms used in the exhibition. The third pre-visit activity engages students in a study of images (or documents) to encourage critical thinking and analysis of messages. (See following pages for more details.)

### 5 Allocate exhibition sections to students

Black line masters for student activity sheets are provided at the back of this pack. Each theme in the exhibition has been divided up, with corresponding student activity sheets for each section. (Some longer sections have been further divided into Parts A and B.) It is recommended that students work in small groups of up to 5 to complete the activities. Each group should focus on around 3 different sections (about 3 pages). Students may be offered a choice of themes that interest them, or teachers may allocate sections as appropriate. Please photocopy sheets for all students beforehand.

### Pre-visit activities

#### 1 What does 'belonging' mean to you?

A class brainstorming activity on the meaning of the word 'belonging' is an ideal way to start preparations for this excursion. The class could work towards creating their own definitions of the word 'belonging', based on the class discussions, and then compare them to the exhibition's portrayal of 'belonging'.

Brainstorming prompts could include:

- What does belonging mean to you?
- Which places do you belong to, if any?
- Which people do you belong to, if any?
- How do you know if you belong, or don't belong?

#### 2 What word or phrase is that?

Familiarise students with the definition of terms featured in, and associated with, the exhibition.

**archives:** documents, photographs and other records that are kept because of their continuing value; a place where archives are kept and made available for use by the public  
**artefact/artifact:** an object produced, shaped or used by humans

**a sense of belonging:** to have an affinity with a place or people, a close bond or relationship

**belong:** to have a proper or fitting place; to have ownership or an affinity with a place or people

**centenary:** a period of one hundred years

**Centenary of Federation:** one hundred years since Australia's Federation in 1901

**citizenship:** in a legal sense, the rights and responsibilities granted to people in recognition of their attachment to a particular country; also refers to the active participation of people in their community

**civic:** relating to town/community or to citizenship

**collection:** a group of objects, documents, photographs, etc gathered or displayed together

**context:** circumstances, issues or facts that surround and help to explain a particular image or object

**democracy:** a system of government where a nation's people participate in the decision-making process; the principles of equality of opportunity and equal rights

**federation:** the act of unifying or forming a union of states with a central authority over common affairs, with the states retaining control over their own internal affairs

**Federation of Australia:** the act of unifying the separate colonies into a single nation known as the Commonwealth of Australia

**heritage:** something handed down from one's ancestors or the past; a characteristic, a culture, a tradition; natural or cultural heritage

**library:** a place where books, periodicals, etc are kept and made available for use by people; a collection of books and other documents

**museum:** a place which conserves and exhibits scientific, historical, artistic or culturally significant objects; displays and interprets objects in a way that is interesting and informative for members of the community

**popular culture:** aspects of the lifestyle of a group of people eg sport, film, magazines, posters, fashion

### 3 Images under the microscope

**Belonging** features a number of photographs, posters and documents which record aspects of our history and culture.

A study of images and documents carried out at school will familiarise students with the process of critical thinking to reveal the context, key messages or story to be conveyed.

Choose from the following images featured in the exhibition, or select your own images that may be of interest to students (eg a school photo or school report card).

#### Discussion questions

Look at the image and discuss the following questions in small groups. Then come together as a class group to share ideas.

**Subject:** Who or what is the subject of the image?

**Location:** What is the location of the image?

**Date/period:** When was the photo taken?/What period does the image belong to?

**Physical description:** Is it a photograph/poster/coloured/black and white?

**Description:** What is happening in the image? What are the people wearing? What are they doing?

**Message:** What message do you get from this image? What story is being told?



Hackett and Northfield 'Come On Boys – Follow The Flag' 1916, coloured poster, National Library of Australia.



Olive Cotton 'Beach Snapshot', 1938, B&W photograph, National Library of Australia.



Brendan Esposito 'The Homeboys', Campbelltown, NSW, 1990, B&W photograph, State Library of NSW.

## 5 AT THE EXHIBITION

The visit will take approximately one hour. Teachers should remain with their group throughout the visit. Your students' behaviour is your responsibility.

### Upon arrival at the venue

A visit to *Belonging* is a self-guided experience for student groups and requires teachers to provide all supervision and direction during the visit. It is recommended that students form either two lines or an orderly group when entering the venue. There may be other groups and members of the public visiting at the same time.

### Bag storage

At most venues, students will NOT be able to carry bags or backpacks in the exhibition. Please check with the appropriate venue about bag storage at the time of booking.

### At the entrance to the exhibition

Please provide a short introduction or orientation to the exhibition at this stage. It is recommended that you focus students' attention on:

- Preferred behaviour at the exhibition and why (please walk at all times; talking is OK, but do it quietly; touch only exhibits intended for 'hands-on' use; avoid over-crowding exhibits; be courteous and respect the needs of other people in the exhibition.)
- Relevant sections of exhibition for each sub-group
- Use of activity sheets during the visit
- Timeframe (eg one hour) and meeting place at the end of the visit

### Visiting displays

There is no fixed route through the exhibition. It is recommended that students divide up and focus on the particular sections of their activity sheets. Teachers should move from group to group, providing guidance where required. Once each theme has been covered, students may freely explore other areas of the exhibition at their leisure. Teachers should ensure that students spread out through the exhibition, with a maximum of five students at any one display. It may be possible to complete some questions *away from the actual displays*. In the case where a small group discussion is required, moving away from displays is preferable. Where possible, please direct students to general spaces to complete questions so

that other students and members of the public can explore the displays.

### Student Activity Sheets

A range of student activity sheets have been provided at the back of these notes. The purpose of these activity sheets is to focus student attention on the displays and experiences in the exhibition, and to encourage students to think more deeply about the themes and issues it raises. The activity sheets may be modified to suit the needs of individual students and classes.

It is suggested that the class be divided into small groups of up to five students each. Each group works on a set of activity sheets together, sharing ideas and collaborating on responses.

Please photocopy these sheets and distribute among students before beginning the excursion.

## 6 AFTER YOUR VISIT

When you return to school, we suggest that students come together as a class group to share and discuss the experience of the exhibition visit.

Ask each group or pair to report back to the class on their focus areas. This could take the form of a short oral presentation, a poster or one page excursion report. In this way, all the exhibition themes can be shared among the group.

The following activities are intended as ideas for teachers in planning post-excursion activities. All activities should be modified to suit the individual needs of your students.

### 1 A Special Place

Do you have a special place of your own? Or one you share only with special friends? It might be a cave, a tree house or cubby, a beach, or even a town. It could be the place where you go for holidays or it could even be a corner of your own bedroom. It could be real or in your imagination.

This special place makes us feel like we 'belong'. And sometimes, we might even think this special place belongs to us.

**To Do: Write a personal journal about your 'special place'**

Do you have a special place? Can you tell us about this special place? Where is it and why is it special to you? Incorporate any photos or drawings from that special place, including the people who may have shared it with you.

### 2 Symbols of Belonging

Badges are often worn by people as a way of expressing an association with a particular group, or set of ideas. For example, political slogans or messages of protest are often featured on badges and worn by people who support these views. For example, people who support 'Red Nose Day' may buy a badge to show their support for research into Sudden Infant Death Syndrome (SIDS). By wearing a badge these people effectively belong to a wider group of people with similar beliefs/ideas.

**To Do: Make a badge**

Design a badge to promote an idea or cause.

Using a compass, draw a circle with a diameter of 10cm. Colour and decorate your badge, then cut out around the edges. Attach a safety pin to the back of the badge and fasten to your shirt.

(If your school has a badge-making machine, this could be used instead.)

### 3 Dressed For Success

How we dress can say much about where we belong. Uniforms can enforce belonging. The dress codes of organisations such as armies, schools and sporting teams indicate who belongs and who doesn't. Informal dress codes at work or when socialising also create a sense of belonging among different groups in society.

Do you wear a uniform to school? How does what you wear to school make you feel? Does what you wear to school make you feel like you 'belong'? Does it make you feel like you are a part of the school community?

**To Do: Design a (new) school uniform**

Design a (new) school uniform for your school. Think about what most students would like to wear and what would be most practical. What colours and materials would you choose? What style would suit most students? What are the advantages and disadvantages of wearing a school uniform?

### 4 The Power of Persuasion

A strong image and some persuasive text can be a very powerful form of persuasion. Like TV ads and the internet, posters are used to communicate messages of 'belonging' to groups of people. For example, posters were previously used to encourage people to join the Army or to migrate to Australia.

**To Do: Design a poster**

Draw or paint a poster (or use a computer desk-top publishing program, with scanned images and/or

clip-art pictures) to promote membership of or participation in one of the following:

- Your local football team;
- Clean-up the school day; or
- A local environment group.

Think about who your poster will be targeting. What message do you need to get across? What image will best communicate this message? What are the benefits?

### 5 Maps in the Mind

In 1987 writer Nadia Wheatley and illustrator Donna Rawlins created a children's book called *My Place*, which tells the story of a Sydney house and neighbourhood over 200 years. Donna Rawlins also drew a 'mental map' of her own neighbourhood in Clifton Hill, Victoria, which is on display in the exhibition.

**To Do: Draw a map of 'your place'**

Using the book *My Place* as inspiration, draw a map of 'your place'. Include the following in your map: the place where you live (house/flat), your neighbours, roads, other nearby buildings, and the activities of the street (eg kids playing, cars, bikes, people walking their dogs etc). Include on your map any special written comments you would like to make about the features of your map and the activities depicted.

### 6 A Curator for a Day

A curator develops an exhibition and selects the objects, images, documents, etc to be displayed and interpreted. An exhibition is a series of displays which bring together objects, images and ideas about a particular theme. These displays often contain images, real objects and specimens, models, information and labels, computer interactives and other hands-on exhibits. An exhibition should tell a story or communicate a series of ideas about a subject, and importantly, it should be enjoyable for people to visit.

**To Do: Curate a mini-exhibition about your school**

Create a mini-exhibition to showcase what it means to 'belong' to your school. You will need to brainstorm as a class group, or in small groups coming together as a large group, about what it means to you. What items could you gather for display that would collectively tell the story of your school? eg school and class photos; items of the school uniform; how the uniform has changed over time; school badges and trophies; famous ex-

students; notable sporting and academic achievements; special places in the playground; a map of your school's layout; long-serving teachers; and profiles of 'unsung heroes' such as the canteen workers, school grounds assistants, office administrators, etc.

## 7 Say Cheese!

Photographs are an important way of recording aspects of our culture and society today. These images will provide future generations with an insight into the lifestyle, people and places of the past. Together, a series of images can tell a story and convey a whole set of feelings, emotions and experiences to the viewer.

**To Do: Be a photographer for a week**

Take a series of photographs of people, places and situations at school. You may like to record images of yourself and your friends at play, in the classroom or even on the way to and from school. Think about the special places in your school, the people who work at school, and the events and activities which make your school the place it is today. What message would you like to be communicated through these images? What story would you like to tell about your school?

Display these photos at a school open day or in your school entrance foyer.

Choose one photograph that you like best and write a short paragraph about what this image says about your school.

## 8 Dear Diary...

Diaries and journals are an important source of information about our past. They can tell us a lot about what life was like in a period in history and what the issues of importance were to the people. They give a very personal perspective on a time and place.

**To Do: Write a short diary or journal of your first day in Australia**

Imagine that you have just arrived in Australia. It is 19\_\_ (you can choose the date) and this is to be the start of a new life for your family. What are your thoughts and feelings, fears and apprehensions? What are you looking forward to? Write a diary entry about your first day in Australia.

## 9 A Fish Out of Water

The clothes we wear can make us feel like we fit in,

or not fit in, depending on the situation. It does not have to be a uniform that is worn, but unwritten dress codes can also dictate what people wear or don't wear.

**To Do: Draw a picture of someone who does not 'fit in'**

Choose one of the following situations:

- the beach
- school
- church
- black-tie wedding
- other...

What clothes would NOT be ideal to wear in this situation? Draw a picture of this person wearing these clothes. Be as creative as you like! How do you think this person would feel in this situation? Do you think they would 'fit in' or feel 'out of place'?

## 10 A Hard Day's Work

Life at work was very different a hundred years ago than it is today. Many of the working conditions that we enjoy today, were unheard of in the nineteenth century.

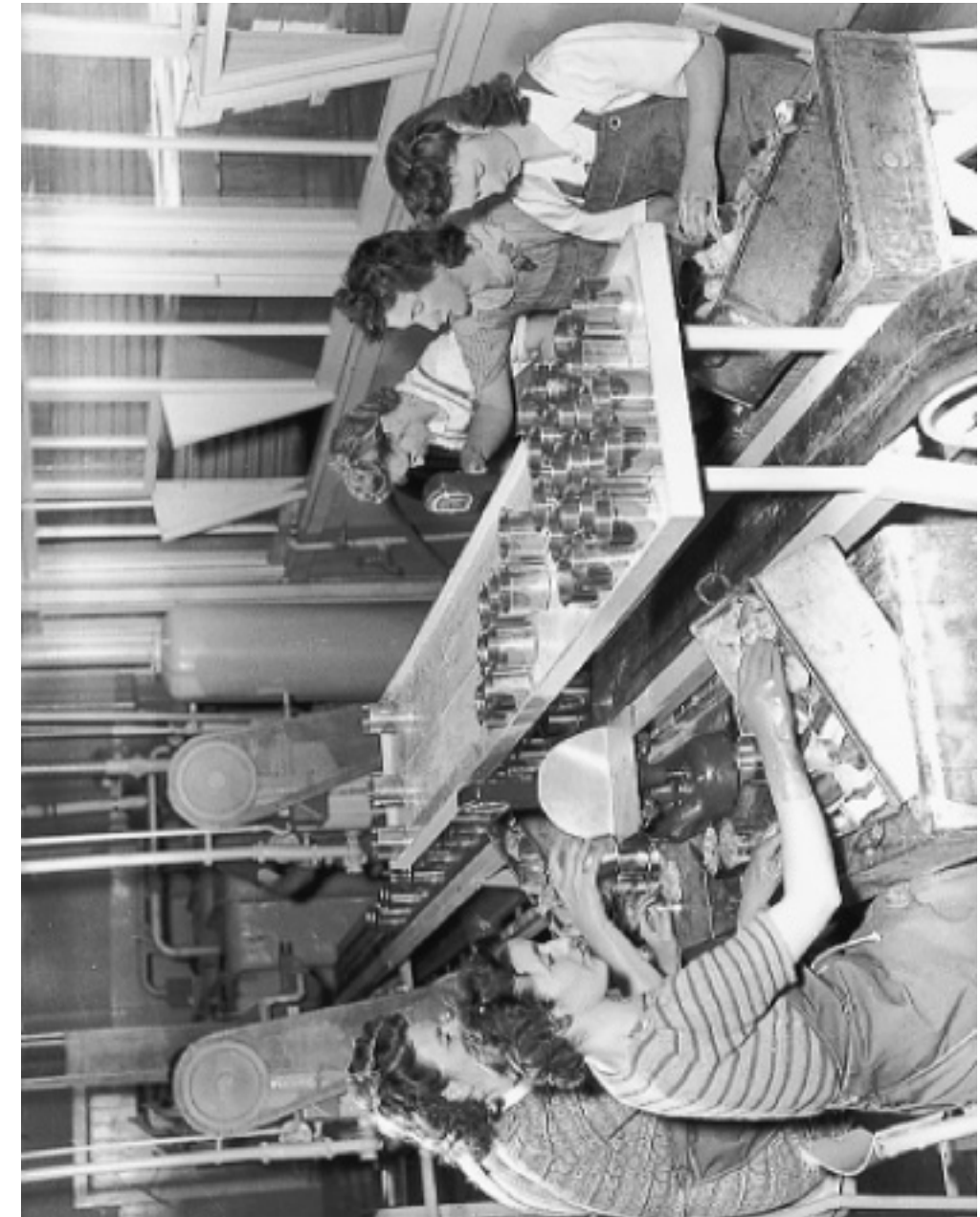
**To Do: Write a letter about life on the job**

Look at the photographs of people at work (see following pages). Choose one photo and put yourself in this workplace.

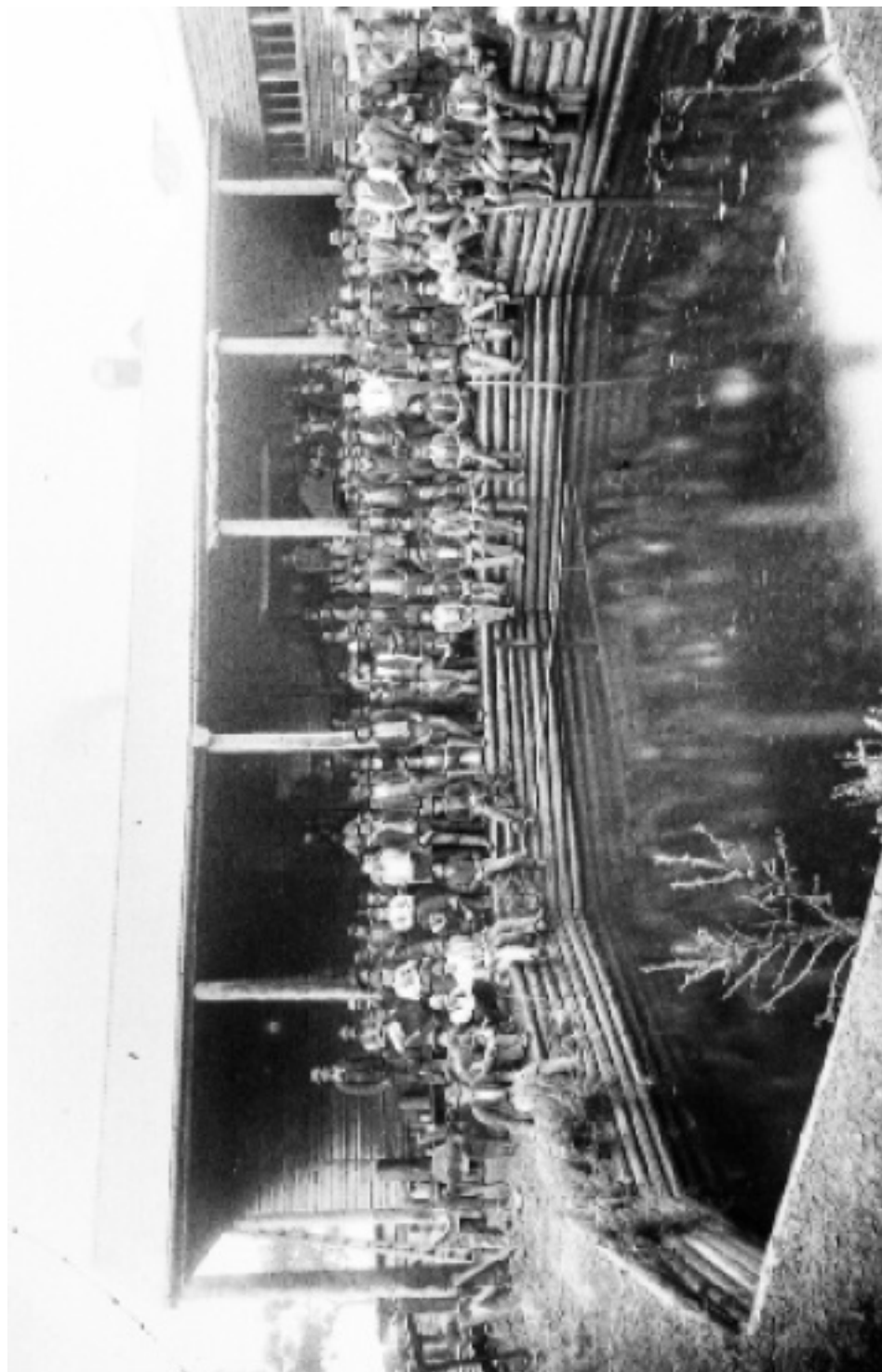
Imagine that you have been transported back to the time and place shown in the photograph, just exactly as you are now. This is your first day on the job. You don't know anyone.

Write a short letter to one of your friends or family, telling them about your experiences on the first day.

- What did you do?
- Who did you meet?
- Did you feel like you 'fitted in'?
- Did you feel like you belonged there?



Women canning fish, Tasmania, 1948. National Archives of Australia



Smoko at the shearing sheds, Burrawong Station, NSW, 1899. State Library of New South Wales.

## 7 RESOURCES & REFERENCES

### Books/ Publications

Arnold, John, Spearritt, Peter and Walker, David (1993) *Out of Empire: The British Dominion of Australia*, Open University, Reed Books.

Clark, Manning *A Short History of Australia* (Various editions and publishers—readily available.)

Cooke, Kaz (1994) *Real Gorgeous: The Truth About Body and Beauty*, Allen & Unwin, Sydney.

Dermody, Kathleen (1997) *A Nation at Last*, Australian Government Publishing Service.

Foster, S.G., Marsden, S., and Russell, R. (1998) *Federation: The Guide to Records*, Australian Archives, Canberra.

Fox, Charles and Lake, Marilyn (1990) *Australians at Work: Commentaries and Sources*, McPhee Gribble.

Kisch, Egon (1936) *Australian Landfall*, Secker and Warburg, London.

McDonald, Rowena (1993) *Between Two Worlds: The Commonwealth government and the Removal of Aboriginal Children of Part-Descent in the Northern Territory*, Australian Archives and IAD Press, Alice Springs.

McQueen, Humphrey (1998) *Suspect History*, Wakefield Press.

Modjeska, Drusilla (ed.) (1989) *Inner Cities: Australian Women's Memories of Place*, Penguin.

Morgan, Sally (1987) *My Place*, Fremantle Arts Centre Press.

Read, Peter (1989) *Returning to Nothing: the Meaning of Lost Places*, Cambridge University Press.

Read, Peter (2000) *Belonging: Australians, Place and Aboriginal Ownership*, Cambridge University Press.

Russell, Roslyn and Chubb, Phillip (1998) *One Destiny, the Federation Story: How Australia Became a Nation*, Penguin Books.

Wheatley, Nadia and Rawlins, Donna (1987) *My Place*, Collins Dove.

### Education Kits and CDs

*One Destiny—the Federation Story*, CD-ROM by Global Vision, Australian Heritage Projects, Australian Archives.

(This CD-ROM gives comprehensive coverage of the Federation story and has games and documentation that support several of the themes in **Belonging**.)

*Discovering Democracy* materials, including CD-ROM, *Stories of Democracy*, Global Vision Productions, Australian Heritage Projects, Australian Archives.

(The *Stories of Democracy* CD-ROM is designed for middle primary to middle secondary levels, and contains Australian and international material covering such issues as living in communities and citizenship. It contains games and documentation that support several of the themes in **Belonging**.)

*1901: Federation and All That*, National Archives of Australia. (An education kit produced in 2000 by the National Archives of Australia. Includes a decision-making game. Suitable for upper primary to middle secondary school years.)

*Convict Fleet to Dragon Boat* CD-ROM. (This is part of the *Oz on CD* program and focuses on the theme of immigration.)

## Host institutions

### National Archives of Australia

[www.naa.gov.au](http://www.naa.gov.au)

### National Library of Australia

[www.nla.gov.au](http://www.nla.gov.au)

### State Library of NSW

[www.slsw.gov.au](http://www.slsw.gov.au)

### State Library of Victoria

[www.slv.vic.gov.au](http://www.slv.vic.gov.au)

## Websites

### Exhibition website

**Belonging** exhibition website

[www.belonging.org](http://www.belonging.org)

This website features highlights from the exhibition, key quotes and excerpts of text. These education notes are available from the website in PDF format.

### Democracy/Centenary of Federation websites

#### Discovering Democracy

[www.curriculum.edu.au/democracy/](http://www.curriculum.edu.au/democracy/)

#### Documenting a Democracy

[www.foundingdocs.gov.au](http://www.foundingdocs.gov.au)

#### Centenary of Federation website

[www.centenary.gov.au](http://www.centenary.gov.au)

#### Constitutional Centenary Foundation

[www.centenary.org.au](http://www.centenary.org.au)

## Other related websites

### State Library of Victoria multimedia catalogue

[www.slv.vic.gov.au/slv/mmcatalogue](http://www.slv.vic.gov.au/slv/mmcatalogue)

### State Library of NSW Picman

[www.slsw.gov.au/picman](http://www.slsw.gov.au/picman)

### National Library of Australia Images1

[www.nla.gov.au/images1](http://www.nla.gov.au/images1)

### National Archives of Australia PhotoSearch

[www.naa.gov.au/The\\_Collection/photosearch](http://www.naa.gov.au/The_Collection/photosearch)

### PictureAustralia

[www.pictureaustralia.org](http://www.pictureaustralia.org)

### Department of Immigration and Multicultural Affairs

[www.immi.gov.au/](http://www.immi.gov.au/)

### Department of Immigration and Multicultural Affairs Schools Citizenship Kit

[www.immi.gov.au/citizen/index.html](http://www.immi.gov.au/citizen/index.html)

### Australia Street Archive

[www.australiast.uts.edu.au](http://www.australiast.uts.edu.au)

### Making Multimedia History

[www.mmhistory.org.uk/](http://www.mmhistory.org.uk/)

### Making Multimedia History Links page

[www.mmhistory.org.uk/main/links.html#oral](http://www.mmhistory.org.uk/main/links.html#oral)