

COUNTRY ARTS SA PRESENTS

NUNGA SCREEN 2025



WILD DOG DREAMING. Photography: Colleen Raven Strangways.

EDUCATION RESOURCE

Nunga Screen is an annual film event for people of all ages, sharing First Nations stories of history, healing, belonging, community and connection to Country.

The event spans National Reconciliation Week and NAIDOC Week and tours to big screen cinemas in regional South Australia. It is also available as a streamable link for all schools across Australia from May 26 through to August 13, 2025.

Links to learning and the Australian Curriculum 9.0

The education resource is aligned to the Australian Curriculum 9.0 with activities that:

- provide ideas and prompts to support discussions after viewing the films
- provide opportunities for:
 - Aboriginal and Torres Strait Islander people to see themselves, their identities and cultures reflected in the curriculum
 - all students to deepen their knowledge of Australia by learning about the world's oldest continuous living culture
- can be adapted to extend the knowledge and understanding of students depending on their age and abilities.

Cultural Safety and Respect in the Classroom

The Narragunnawali online platform is free to access and provides practical ways to introduce meaningful reconciliation initiatives in the classroom, around the school and with the community. Through the Narragunnawali platform, schools and early learning services can develop a Reconciliation Action Plan (RAP), and teachers and educators can access professional learning and curriculum resources to support the implementation of reconciliation initiatives.

<https://www.narragunnawali.org.au/about>

For further information about cultural safety and respect in the classroom go to: <https://www.narragunnawali.org.au/professional-learning/90/cultural-safety-and-respect-in-the-classroom>

National Reconciliation Week 2025

Bridging Now to Next
27 May – 3 June 2025

The 2025 theme for National Reconciliation Week reflects on the ongoing connection between past, present and future and calls on all Australians to step forward together, to look ahead and continue the push forward as past lessons guide us.

<https://www.reconciliation.org.au/bridging-now-to-next-nrw-2025/>

NAIDOC Week

The Next Generation: Strength, Vision & Legacy
6 July – 13 July 2025

National NAIDOC Week celebrations are held across Australia in the first week of July each year to celebrate and recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

<https://www.naidoc.org.au/about/naidoc-week>

Consult with your community

We believe in creating a safe and respectful learning environment. We encourage involving or connecting with Aboriginal and Torres Strait Islander staff, families, students and communities about the activities and learning you have planned.

Eddies Lil' Homies – Episode 1 Yoinks

Duration: 12 minutes

Suitability: Foundation – Year 6

Yoinks is the first episode in a series of ten episodes that follows Eddie and his friends on their playground adventures. The animated series was inspired by the books by AFL legend Eddie Betts.

Education resources developed by the Australian Children's Television Foundation (ACTF) for Eddies Lil' Homies focus on the personal and social skills and understanding explored in each episode.

Note: The activities in the ACTF resource identify Reception to Year 2 students as their audience but they could be easily modified and adapted for older students.



Activity

Exploring Perseverance

See "Lesson 4: Perseverance" <https://education.actf.com.au/education/eddies-lil-homies-resource/lesson-4>

Wiradjuri Star Dreaming

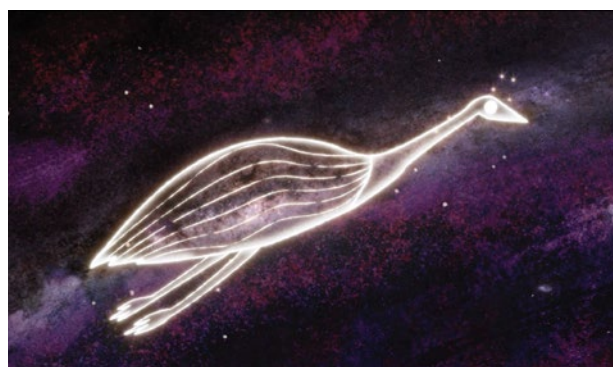
Duration: 5 minutes

Suitability: Foundation – Year 6

Wiradjuri Star Dreaming is part of a series of dreaming stories originally commissioned by Common Ground as part of First Nations Bedtime Stories collection. The film is about how the Wiradjuri people use the night sky to know when and where to hunt and how to find their way home.

After viewing *Wiradjuri Star Dreaming* students explore the importance of the night sky for other First Nations peoples in the *Wild Dog* resource

<https://countryarts.lbcdn.io/uploads/2022/07/WD-EDUCATION-RESOURCE.pdf>



The Night Skies section in the *Wild Dog* resource can be found on pages 18 – 28. The activities support students to explore how Australian Aboriginal and Torres Strait Islander peoples and other First Nation peoples around the globe observed, understood and applied knowledge of the night skies.



Wild Dog is an immersive installation and exhibition exploring the importance of one of Australia's most misunderstood but significant cultural symbols – the dingo.

This is the first artistic outcome of a multi-year cultural maintenance and revival project that connects the Kadli, Ngarembree and Bilmee (Dingo) story from Kaurna and Narungga country in South Australia to Lardil Country in Mornington Island, including cultural links stretching to the Wild Dog story for the Bunun people from Taiwan.



Activity

Seeing Patterns in the Night Sky

(Wild Dog resource – page 25)

- Step 1 Take a piece of black paper
- Step 2 Put the piece of paper on the carpet and using a wooden skewer, sharp pencil, pin, or a paper clip make holes of different sizes all over the paper (think hundreds of holes)
- Step 3 Hold the paper up to the light or shine a torch from behind the paper onto a wall
- Step 4 Observe what you can see – what do the dark spaces between the holes remind you of. Share this with a partner.
- Step 5 Create a story about what you have interpreted.

Australian Curriculum Links – The Night Skies

Elaboration	Science – as a human endeavour – Use and influence of science	Visual Arts
Foundation	Explore how First Nations Australians gain knowledge about the land and its vital resources. AC9SFH01	Listening to First Nations Australians talking about the importance of the arts for connecting to people, culture and Country/Place. AC9AVAFE01
Year 1	Recognise how First Nations Australians use changes in the landscape and the sky to answer questions about when to gather certain resources. AC9S1H01	Exploring when, where, how and why First Nations Australians use visual arts, crafts and designs to share knowledge about cultures. AC9AVA2E01
Year 2	Recognise Earth is a planet in the solar system and identify patterns in the changing position of the sun, moon, planets and stars in the sky. AC9S2U02	
Year 3	Recognise how First Nations Australians observe and describe developmental changes in plants and animals to make decisions about when to harvest certain resources. AC9S3H02	Making connections and comparisons between artists working across cultures, times and/or places; for example, finding similarities and differences between the ways that an artist's context impacts their approach to a theme. AC9AVA4E01
Year 4	Consider how knowledges of First Nations Australians enabled sustainable harvesting. AC9S4H02	
Year 5	Consider how decisions are made to farm particular crops or animals AC9S5H02	Identify ways that artworks by different artists can present multiple perspectives of the same event.
Year 6	Investigate how contemporary restorative ecology adapts and builds on the traditional ecological knowledges of First Nations Australians. AC9S6H01	Explore a range of Australian and international artworks, such as artworks from countries or regions in Asia, that communicate a topic. AC9AVA6E01

Barani

Duration: 7 minutes

Suitability: Foundation – Year 6

The animated film is set in Wirrane (Sydney Cove) 500 years ago. *Barani* encourages the audience to connect with ways of the past and review our current coexistence with nature.

The Gadigal people of the coastal region from the southern shores of Sydney Harbour to Botany Bay were primarily reliant on tidal river and harbour foods.

The arrival of the First Fleet at Sydney Cove in January 1788 marked the beginning of the European colonisation of Australia. Their arrival changed forever the lives of the traditional Aboriginal owners of the land in the Sydney area and began waves of convict transportation that lasted until 1868.

Examining images over time provides an opportunity for students to develop an understanding of its historical context, and the interaction between its physical landscape and human activity. The construction of a visual timeline reveals how a location changes and is shaped by people.



Images of time and place

A range of paintings and photographs have been provided, with some dating back to 1789 and 1803.

- Students work in small groups and discuss and place the images on a timeline from the oldest to the most recent. Following are questions to support their discussions.
 - What is different or the same about each of the images?
 - What is different about these images to what they have seen in *Barani*.
 - Is there anything in any of the images that provides evidence of an Aboriginal life?
- Each group shares with the whole class the order they have placed their images in and why.

As a whole class discuss:

- What is different and what remained the same in the images?
- Why do you think the images are different?
- What changes did you see that European settlement had on the buildings and the land and waterways environment.
- What impact do you think these changes had on Aboriginal people.

Resource preparation

Print enough copies of the images so that each group has an identical set.

Paintings, photographs and postcards from 1788 – 2023

All images are sourced from Wikimedia Commons a collection of over 118 million freely usable media files to which anyone can contribute.



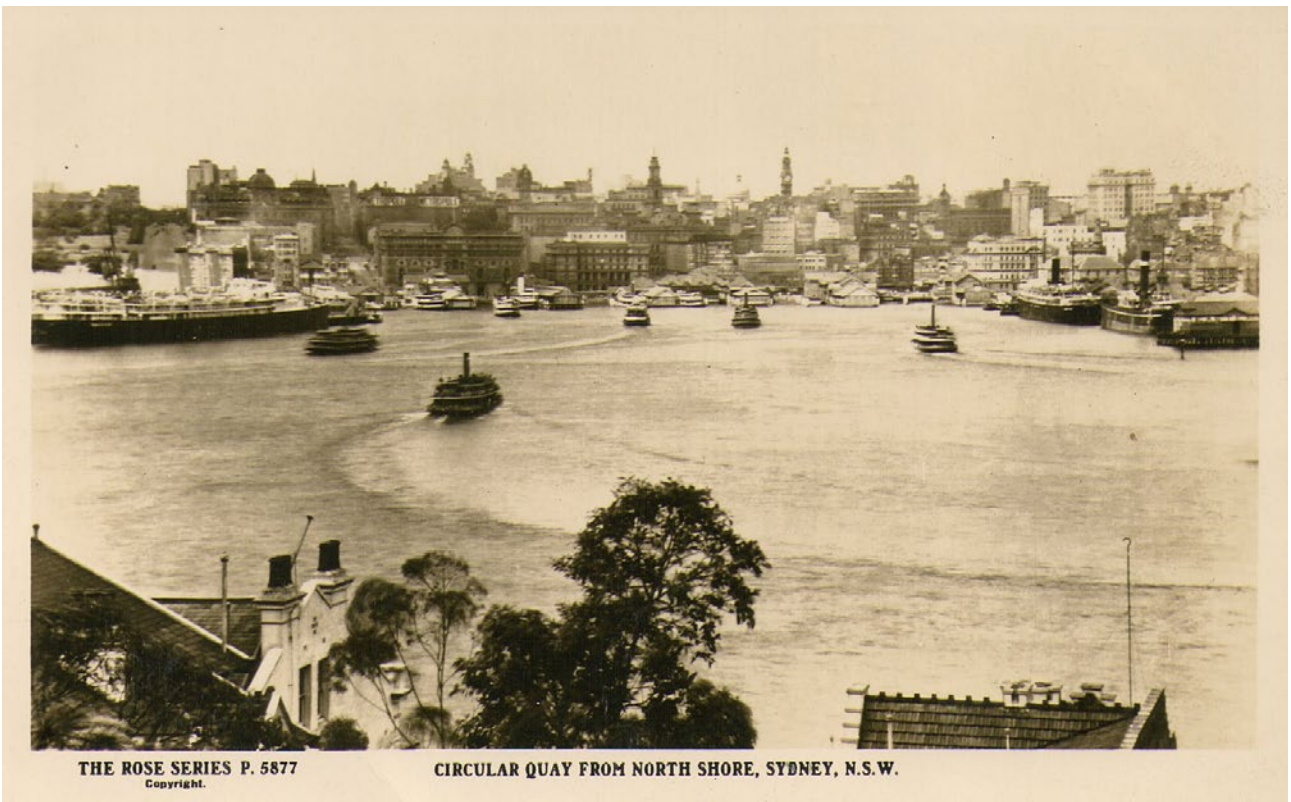
Sydney Cove, Port Jackson 1788. Watercolour by William Bradley. Public Domain.



Sydney Cove, Port Jackson, 4 September 1808. This image is a digital reproduction of a painting by John Lewin of Sydney Cove, Port Jackson, 4 September 1808. Public Domain.



Sydney ferry TRANSIT in Sydney Cove 1868. Author unknown. Public Domain.



Sydney ferries in Sydney Cove circa 1928. Postcard in David Critchley collection.
Author: A Rose Series photo postcard No. P.5877. Public Domain.



Sydney ferries CURL CURL and NORTH HEAD in Sydney Cove with SS ORIANA 1962. City of Sydney Archives. Author: Graeme Andrews. Creative Commons Attribution 4.0.



Im Central Business District, Sydney, New South Wales, Australien. 25 February 2023. Author: Wuppertaler. Creative Commons Attribution 4.0.

Australian Curriculum links – Humanities and Social Sciences

Foundation	Sort and record information including pictorial timelines. AC9HSFS02
Year 1	Collect, sort and record information and data from observations and from provided sources, including unscaled timelines. AC9HS1S02
Year 2	Collect, sort and record information and data from observations and from provided sources, including unscaled timelines. AC9HS2S02
Year 3	Develop questions to guide investigations about people, events, places and issues. AC9HS2S02
Year 4	Develop questions to guide investigations about people, events, places and issues. AC9HS4S02
Year 5	Develop questions to investigate people, events, developments, places and systems. AC9HS5S02
Year 6	Develop questions to investigate people, events, developments, places and systems. AC9HS6S02



What did we just see

The following provocations aim to extend student's own ideas, thinking and responding to the films they have watched.

Groups should include 3 – 4 students and provide opportunities for each student to contribute to the discussion.

Provocations

Give students plenty of time to talk, to think through things in small groups or together as a larger class.

Provocations to promote discussion

Gather in small groups to discuss the different films you watched as part of Nunga Screen.

Here are some questions to get your discussions going:

- What did the films make you consider?
- What did you find surprising?
- What questions do you have after watching the films?

With your group decide on two of the films that you would like to explore further.

- Why has your group chosen these two films?
- What do you want to find out about the two films?
- What was your favourite moment from each film?
- Are there any similarities between the two films you have chosen. Write down what those similarities are.

Get creating

What could your group create to communicate your experience of the two films you have chosen? Your creation might include:

- A painting
- Sculpture
- Poem
- Song
- Dramatization
- Film
- Dance



Activity

Working with a partner, write a word or two or draw a picture of the things you noticed in the films

For further information about Country/Place, Culture & People go to the Australian Curriculum 9.0 <https://v9.australiancurriculum.edu.au/curriculum-information/understand-this-cross-curriculum-priority/aboriginal-and-torres-strait-islander-histories-and-cultures>

Film	Country / Place	Culture	People
Eddies Lil' Homies			
Noongar Bedtime Stories – Kodj			
Craitbul – A journey Across Boandik Country			
Wiradjuri Star Dreaming			
Barani			
Kumarangk – The Hindmarsh Island Bridge			



Government
of South Australia



COUNTRY
ARTS
SA