



Bright Ideas

TEACHER RESOURCE

A companion guide to the Primary School self-guided worksheet

How to use this guide

The **Bright Ideas** Teacher Resource provides additional information and activities for you to use when guiding your students through the museum.

All activities are linked to the Australian Curriculum.

Activity 1 is on the internal ramp of the museum.

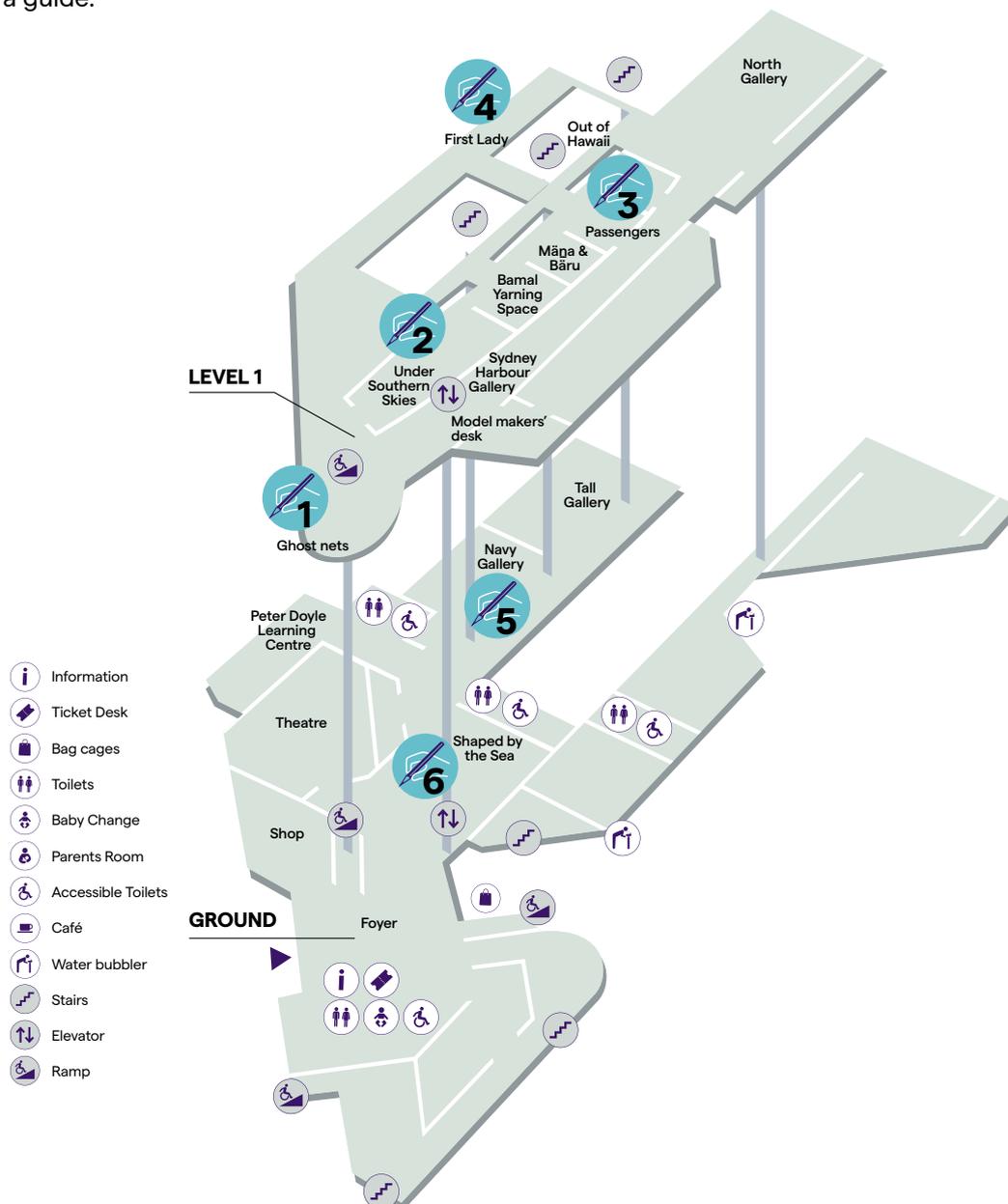
Activities 2-4 are on Level 1 (upper level) of the museum.

Activities 5-6 are on the Ground floor of the museum.

This resource guide begins by walking from the museum foyer, up the ramp to Level 1. The resource guide moves through Level 1, down the stairs to the Ground floor and finishes in the museum foyer.

Please note, you do not have to follow this route. You can start the self-guided tour at any location in the museum. Each activity is self-contained and is not dependent on another activity to complete.

It takes approximately 1 hour to complete a self-guided visit. Estimated times for each activity and point of interest are included as a guide.



List of symbols



Link to Australian Curriculum



Discussion questions



Activities for students to complete individually or in small groups in the exhibitions



Extension tasks for older students or gifted and talented students



Alternative activities for students with additional support needs



Points of interest. These are additional stops. There are no activities on the student worksheets associated with these stops



Videos and digital art projections



Approximate time it will take to complete an activity or visit a point of interest

Curriculum areas



English



Maths



Science



History



Geography



Visual Arts



Design and Technologies

Cross-curriculum priorities



Aboriginal and Torres Strait Islander Histories and Cultures



Asia and Australia's Engagement with Asia



Sustainability

General capabilities



Critical and creative thinking



Digital literacy



Ethical understanding



Intercultural understanding



Literacy



Numeracy



Personal and social capability



6 minutes

RAMP:

Ghost nets

First Nations Australians use art to express their connection to, and responsibility for Country/Place.

Artwork information:

Ghost nets are fishing nets that have been damaged and abandoned, or lost at sea. Birds, fish, sharks, dolphins, turtles and coral can become entangled in these nets and die.

Aboriginal and Torres Strait Islander communities use traditional weaving techniques to turn this harmful ocean debris into colourful sculptures with an important environmental message.

Artist Jimmy K Thaiday explains that 'This marine debris is killing. Ghost nets are an environmental message to all...to share the significance of the oceans, to save them, one day at a time.'



Activity 1:

Question 1:

What are ghost nets?

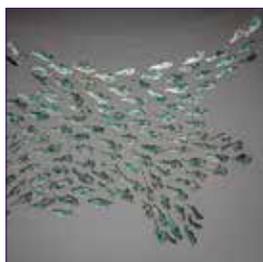
Answer: Old fishing nets found in the ocean

Question 2:

Complete the food chain with the ghost net animals you can see!



1. Seaweed and coral



2. _____



3. Squid



4. _____

Left to right:

Coral panel 2 (Ghost net coral) by Marion Gaemers, 2017. © Marion Gaemers. Reproduced courtesy of Marion Gaemers.

Top (ghost net sardines) by Lynette Griffiths, 2016. © Lynette Griffiths. Australian National Maritime Museum Collection purchased by the ANMM Foundation with the generous support of Sea Swift Pty Ltd.

Koki Illum (Ghost net squid) by Erub Arts, 2018. © Erub Arts. Reproduced courtesy of Erub Arts.

Seim boy (Ghost net hammerhead shark) by Erub Arts, 2018. © Erub Arts. Reproduced courtesy of Erub Arts



Pere (Ghost net turtle) by Erub Arts, 2017. © Erub Arts. Reproduced courtesy of Erub Arts.



What animals can you see?

Answer:

1. Fish (sardines, mullet and snapper)
2. Turtles
3. Jellyfish
4. Hammerhead shark
5. Squid
6. Frigate birds
7. Coral
8. Sea stars



Draw your favourite ghost net sea creature.

Answer:

Seaweed/coral → Fish → Squid → Shark



7 minutes

LEVEL 1:

Points of interest



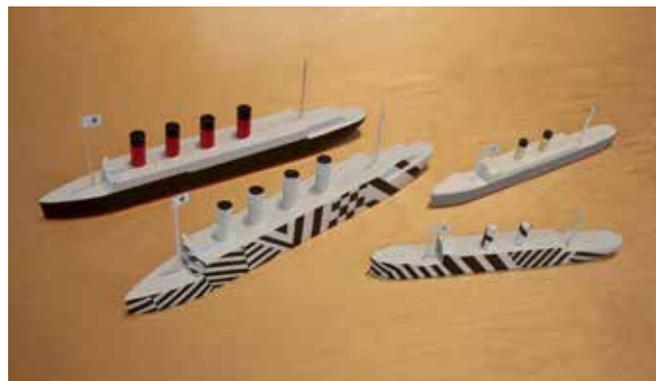
Model makers' desk
Photo: Jasmine Poole /ANMM



Model Makers' Desk

Stop by the Model Makers' desk and talk to one of the volunteers.

- What are you making?
- What materials and tools are you using?
- What was your design process?



Model dazzle ships.
Photo: Andrew Frolows / ANMM

Bamal Yarning Space

The Bamal Yarning Space is a place for First Nations storytelling. Take time to sit on the cushions, relax and reflect. Be immersed in First Nations stories and learn about the importance of Sea Country for Aboriginal and Torres Strait Islander peoples.

Māṅa and Bāru exhibition

The Māṅa and Bāru exhibition contains sculptures by Yolṅu artist Guykuda Munungurr. This exhibition is a powerful demonstration of ancestral and totemic affiliations of marine life in the Yirrkala region.

A totem is a plant or animal that is a person's spiritual emblem. A totem defines a person's roles, responsibilities and relationships with Country and with one another.

Can you find māṅa (shark)?
Where is bāru (crocodile)?



Māṅa the Tiger Shark by Guykuda Munungurr, 2018.
© Guykuda Munungurr. Reproduced courtesy of Guykuda Munungurr.



6 minutes

LEVEL 1:

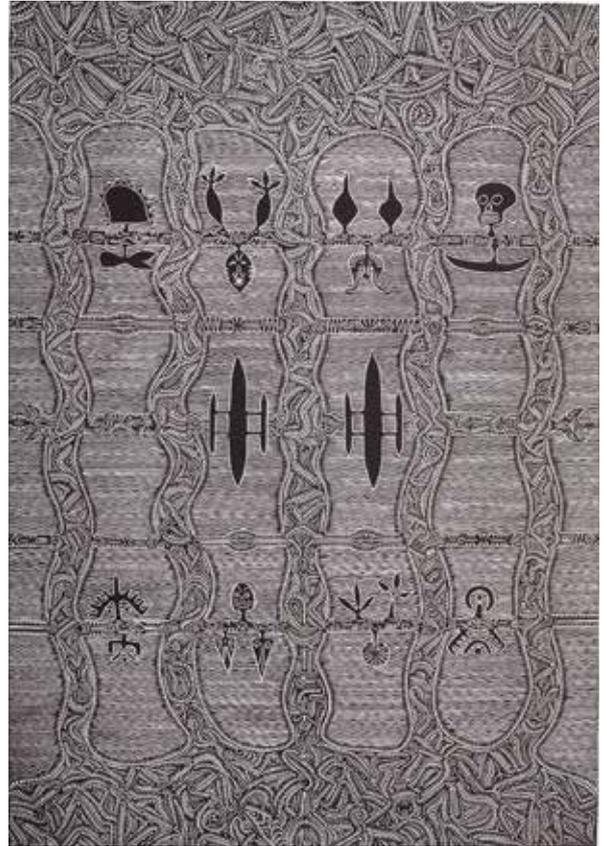
Under Southern Skies

Observe and describe repeating patterns seen in First Nations artworks.

Sort and create patterns.

Artwork information:

Links (2006) is a linocut by Billy Missi. This artwork is about navigating turbulent waters. The two detailed areas at the top and bottom of the artwork represent Australia and Papua New Guinea. The five horizontal lines with patterns on them represent kinship lines between the islands. The characters symbolise items and ceremonial customs that were traded.



Links by Billy Missi, 2006.
© Billy Missi. Reproduced courtesy of Billy Missi.



Activity 2:

Question 1:

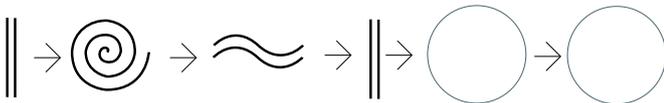
What patterns can you see in this linocut?

Answer:

- Waves
- Straight lines
- Zig-zags
- Spirals
- Heartbeats
- Arches

Question 2:

Can you finish this pattern?



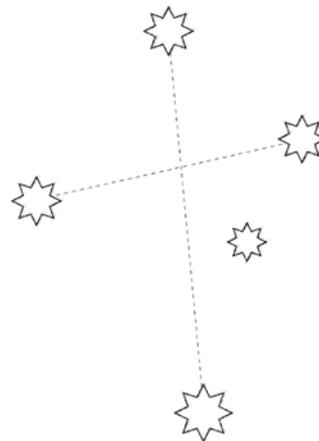
Answer:



Question 3: Design your own ocean-themed pattern



Look up! Can you find the Southern Cross? Can you find the dark emu?



Hint: The Southern Cross is behind the model canoes. The Southern Cross is a constellation found in the Southern Hemisphere. A constellation is a group of stars.

Western cultures create constellations by joining stars together to make shapes (like joining the dots). Many Indigenous cultures use the dark nebulae between stars to create constellations. Aboriginal people use the position of the emu in the sky to know when to collect emu eggs.



8 minutes

LEVEL 1:

Passengers

Ethical concepts such as right and wrong, fairness, respect, tolerance and justice.

Exhibition information:

Australia is a nation of migrants. Since the 18th century, convicts, child migrants, refugees and many others have braved the seas to reach it. Most Australians have at least one relative who arrived in Australia by sea. For many, this long voyage would become one of the most important journeys of their life. One that they would never forget. The Passengers exhibition shares the story of those who migrated to Australia by sea.



Activity 3:

K – Year 2: Select one of the stories below. As a class, read one of these stories and complete the activity below together.

Years 3 – 6: Ask students to work in pairs. Students are to select one of the stories below and complete the activities.

- Mall Karp
- Thi Nguyen
- Jim Stone

Sample answer:

0256103

0256103

IMMIGRATION
ARRIVED
SYDNEY
9th March 1949
AUSTRALIA

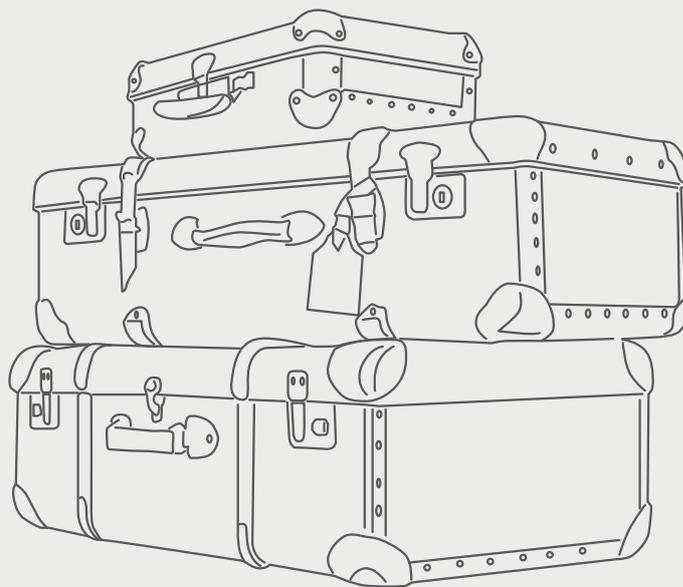
Name Mall Karp

Country of origin Estonia

Date 1949

Type of migration (circle one) **Forced** Assisted

Definition of this type of migration When someone, e.g. a refugee, is forced to leave their home because of war, environmental destruction, persecution or oppression.



Task 1:

Select one of the migrants from the list, read their migration story and fill in their passport information.

Task 2:

This person had to leave their home. Do you think this was fair? Why / why not?



Each migrant has a special object.

If you had to leave your home, what special object would you take and why?



8 minutes

LEVEL 1:

Blackmores First Lady

Creating texts and using topic-specific vocabulary.

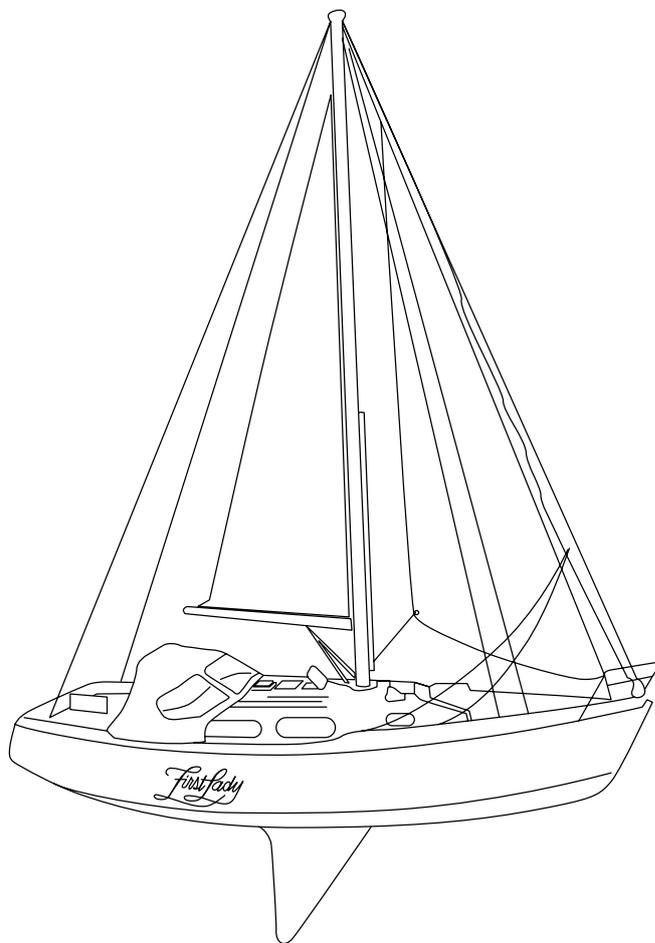
Exhibition information:

In 1988, Kay Cottee became the first woman to circumnavigate the world solo, without stopping, without assistance, across both hemispheres and via the five southernmost capes.

The journey lasted 189 days. During this time, she experienced treacherous seas, amazing scenery and wild winds. So that she wouldn't get lonely, Kay Cottee took her giant teddy bear, Ted, to keep her company.

Definitions:

Circumnavigate: to travel all the way around something.



Who used this vessel?
When did they travel?
Where did they go?
Why did they go?



Activity 4:

Imagine you were on this voyage. Write a story about what it was like.

Think about the sounds and smells.

How did you feel? Excited? Scared? Hungry?
Sunburnt? Lonely? Cold?



Use some of these maritime words in your story.

- **Hull:** the main body of the boat.
E.g. *The water splashed against the hull.*
- **Deck:** the floor that covers the hull.
E.g. *I stood on the deck and smelled the salty air.*
- **Bow:** the front of a boat
- **Stern:** the back of a boat



Draw your story.



4 minutes

LEVEL 1:

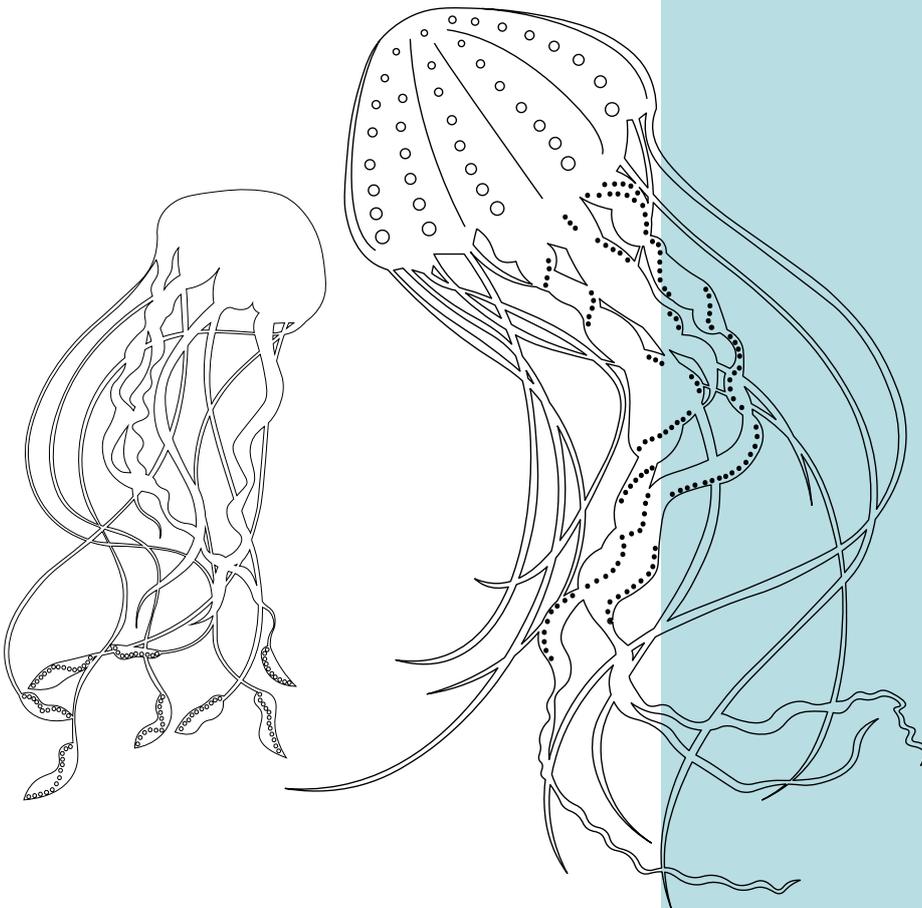
Points of interest

Glowing jellyfish

There are over 200 species of jellyfish worldwide. Jellyfish are an indicator species. Indicator species signal changes or imbalances in an ecosystem.

Currently, jellyfish populations are thriving because of increases in ocean water temperatures (due to climate change) and decreases in jellyfish predator populations (due to overfishing).

A lot of jellyfish in the ocean is not a problem, but it is a sign that there is something wrong in the ocean ecosystem.



S-70B Seahawk Helicopter

The S-70B Seahawk helicopter is 19.76 metres long. This helicopter was part of the Royal Australian Navy (RAN) 816 Squadron. The crest for this squadron is a Bengal tiger and the motto is 'Imitate the Action of the Tiger'. **Can you imitate the action of a tiger?**

This helicopter was deployed in the Middle East and was part of a daring rescue mission during the fatal Sydney to Hobart Yacht race in 1998.



8 minutes

GROUND FLOOR:

Navy Gallery



Periscopes in Navy Gallery.
Photo: Wendell Levi Teodoro

Light and reflection. Making predictions and recording observations.

Naming angles.

Object information: Periscope

Light is all around us. Light lets us see!

Light travels in straight lines. When light hits something it bounces off and changes direction. This is called reflection.

Flat, smooth and shiny objects are good at reflecting light. Can you think of something that is flat, smooth and shiny?

Answer: mirrors!

A periscope is a tube with mirrors or glass prisms. The mirrors reflect light so that you can see over or around objects and corners.

Periscopes are really useful in submarines. They allow the crew to see ships and other things at the surface, while they are under water.

Teacher explanation:

- Light travels into a periscope and hits the top mirror. As it hits the mirror, the light is reflected at a 90-degree angle and travels down through the tube.
- At the bottom of the periscope, the light hits another mirror at a 90-degree angle. Then the light travels out of the periscope and into the viewer's eye.

Question 2:

What do you think you will see in the periscope? Make a prediction.

I predict that I will see

Question 3:

Look through the periscope. What did you see? Record your observations.

When I looked through the periscope, I saw



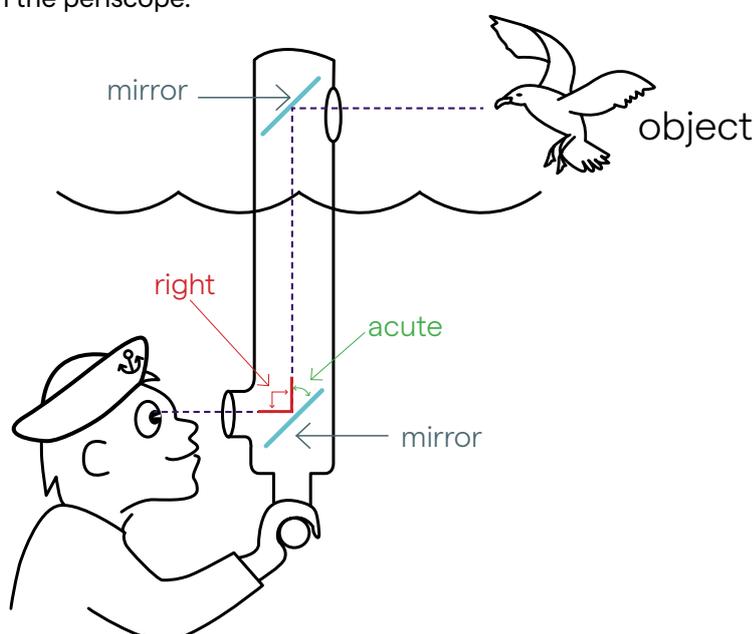
Activity 5:

Question 1:

Draw a ray diagram on the periscope.



Label the acute and right angles.





8 minutes

GROUND FLOOR:

Shaped by the Sea

First Nations communities have a deep connection to, and responsibility for the land, sea, sky and waterways.

Object information: Possum Skin Cloak

Aboriginal people wore possum skin cloaks to keep warm. If it was cold, they wore the soft fur on the inside. If it was raining, they wore the fur on the outside so that they stayed dry.

Possum skin cloaks were given to babies as gifts. A baby's cloak would only use a few possum pelts. As the person grew up, more pelts were added.

Possum skin cloaks are also a map of a person's life and their personal connection to Country. Cloaks are inscribed with patterns and symbols. These markings represent where a person is from and their cultural responsibilities for Country.



Dhungala biganga (Murray River possum skin cloak) by Dr Treaahna Hamm, 2006.
© Dr Treaahna Hamm. Reproduced courtesy of Dr Treaahna Hamm.



Activity 6:

Possum Skin Cloaks

If you had your own possum skin cloak, what sort of markings would tell your story? Draw your own possum skin cloak.



5 minutes

GROUND FLOOR:

Points of interest

Dhanan Dhukarr (Many Pathways)

This immersive video installation is in the circular 'eddy' space of the *Shaped by the Sea* exhibition. The video is on a 20-minute loop and brings together the main elements of this exhibition – land, water and sky.



Dhanan Dhukarr (Many Pathways) by the Mulka Project, 2023.
Photo: Marince Kojdanovski / ANMM

Bamal Badu (Earth / Water)

This video is located between the foyer and entrance to *Shaped by the Sea*. *Bamal Badu* is a 3D virtual worldscape which depicts pre-colonial Darling Harbour. This work showcases the deep-seated connection of Indigenous peoples to their land; re-creates the lifestyles of First Nations peoples; promotes the protection of native flora and fauna, and shares knowledge of bush foods and medicines.

Thank you for visiting the Australian National Maritime Museum.

At the end of your visit, please return this Teacher Resource guide to the museum front desk or a member of staff.

For more information, please email education@sea.museum

**Australian National Maritime Museum
2 Murray Street, Sydney, NSW 2000**