



## Follow-up activities

### Activity 1:

Die Schüler\*innen legen in Vierergruppen einen *code of conduct* für Tourist\*innen fest, der angemessenes, rücksichtsvolles Verhalten im Umgang mit der Kultur der *Aboriginals* sicherstellen soll:

You are members of the Australian Tourist Board. Recently there have been conflicts between tourists and Aboriginals, as some tourists were too keen on taking photos of everything and everybody. Now you want to draw up a list of dos and don'ts for tourists to prevent unnecessary conflicts in future because most tourists know very little about Aboriginal life and culture.

- First discuss possible rules.
- Then write them on a poster.
- Finally present them in class and discuss the different lists.

### Activity 2:

Die Schüler\*innen bilden Sechsergruppen, die wiederum in jeweils zwei Dreiergruppen unterteilt werden (die Gruppengröße kann flexibel gehandhabt und der Klassengröße angepasst werden). Jede Dreiergruppe erhält ihre Rollenkarte und sammelt zunächst ca. sechs bis acht Minuten lang Argumente für ihre Position. Dann diskutiert sie die strittigen Probleme mit der anderen Gruppe und versucht, einen Konsens zu erreichen. Nach der Diskussion sollten die Ergebnisse im Klassenplenum vorgestellt und besprochen werden.

#### A

You are members of the Anangu people. The Uluru is on your territory and you are the owners, so you are responsible for the rock. You do not want tourists to climb the rock. Nor do you want tourists to take pictures of you while you are performing your sacred rites. A group of tourists is very upset about this. Explain why you think the ban is necessary.

#### B

You are a group of tourists who want to climb the Uluru. You also want to take home as many pictures as possible which show Aboriginal life and culture – this is to be the highlight of your holiday in Australia. You are shocked to hear that there is a ban on these activities. Discuss this problem with the Aboriginals.



## Disappointment in Australia

“God, it’s really hot in Australia! It’s great the car at least has cool air”, Jonas says. He has just arrived from Germany and his uncle Howard is taking him from the airport to his home. “Well, at this time of the year Australia is a pretty hot place, we sometimes get 47°C!” his uncle says. “Oh no! I hope it won’t be that hot at the weekend. I want to climb Ayers Rock and take lots of pictures. Look, I’ve got a new camera, it takes fantastic pictures!” – “Mmh...” Uncle Howard says. “We’ve got a problem ... I’m afraid you can’t climb Ayers Rock ...” – “What?” Jonas shouts. “But that’s what I’ve been looking forward to all the time! I don’t mind the heat ... and I’m pretty fit.” – “It’s not the heat which is the problem, Jonas. You know, ...”

### Why can’t Jonas climb Ayers Rock?

#### What to do:

1. Read out all the cards aloud. If you have got a picture, describe what you see and then match it with the correct text.
2. Lay out the cards on your desk and collect information which can help you to answer the questions below. Look for the key words in the texts and write them on scraps of paper. They can help you to organize the different bits of information for your answers:
  - a) What do you know about the history of Aboriginal Australians?
  - b) Why is the landscape so important to Aboriginal Australians?
  - c) Why do certain animals play such an important role in the mythology of Aboriginal Australians?
  - d) What is “Dreamtime”? Do you think that “Dreamtime” is the correct word for what “Dreamtime” really means?
3. Arrange the cards in a logical order and glue (*kleben*) them onto a poster.
4. Answer the question which follows the story.

Vocabulary that might be helpful:

ancestor (*Vorfahre*)

create (*erschaffen*)

sacred (*heilig*)

settler (*Siedler*)

site (*Stätte*)

spirit (*Geist*)



Uluru is full of mythical places – rocks, caves etc. – which play an important part in the Dreamtime stories about the beginning of the world. The Aboriginals also believe that the Rainbow Serpent lives in Uluru.

The Aboriginal Australians do not want visitors to climb Uluru because the rock is sacred. Furthermore, the path tourists take on their way to the top crosses a sacred Dreamtime track which is used by spirits. Since October 2019 tourists are not allowed to climb the rock.

There are certain sacred sites which should not be seen by women because they could be damaged by just being seen by them. For this reason the Aboriginal Australians don't want tourists to take photos of Uluru because the women of the tribe (*Stamm*) might see these photos (on the internet, for example).

The Rainbow Serpent is a Dreamtime spirit. It has the shape (*Gestalt*) of a snake and a rainbow (*Regenbogen*). It can be found in rock paintings. When Aboriginal Australians see a rainbow, they believe it is the Rainbow Serpent which travels from one waterhole to the next and thus makes sure that the waterholes don't dry up.

On the one hand all life comes from the Rainbow Serpent, and it protects the land and the people. But it can also be very dangerous if it is not shown respect, and if people don't respect its laws. Then it causes storms and floods as punishment.

The Great Kangaroo is one of many Dreamtime legends. This mythical creature first saved the world from the Great Flood. Then it spat out (*ausspucken*) all the words which people should use on earth and thus created all languages.

Painting rocks at sacred sites was obviously a part of religious rituals of Aboriginal Australians. Many of these paintings show animals such as snakes, crocodiles, turtles (*Schildkröten*) and kangaroos, as these animals play an important part in the Dreamtime stories. Some of these rock paintings are about 30,000 years old.



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A boomerang is a throwing stick which is used by Aboriginal Australians for hunting. It is normally made of wood and returns to the thrower. There are also non-returning boomerangs which were used to hunt birds, emus, kangaroos etc. These boomerangs could fly as far as 100 m and kill an emu.



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