



SAY AUSTRALIAN
SOUTH SEA ISLANDERS
OUR NAME

HASS | Years 3–4

Teacher Resource



Acknowledgement of Country

Queensland Museum acknowledges the First Peoples — the Traditional Custodians of the lands, waters and sky where we live and work. We honour their unbroken connection to Country, culture, and community. We pay respect to Elders past, present and future. We recognise our shared history and commit to embedding First Nations voices in Queensland's continuing story.



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Say Our Name

Why is this exhibition called *Say Our Name*?

Calling a person or group of people by their correct name shows you recognise and respect them. It can also be a way to honour or remember someone — think about when you or your team win an award, and your name is read aloud at assembly!

The opening of *Say Our Name* marks 30 years since the Australian Commonwealth Government recognised Australian South Sea Islander (ASSI) peoples as a disadvantaged group with their own history, culture and identity. Six years later, the Queensland Government formally recognised the contributions and achievements of ASSIs in a [Recognition Statement](#). As a result, a whole generation has grown up being able to say with confidence who they are and where they come from.

But do *you* know who Australian South Sea Islanders are?

ASSIs are descendants of the South Sea Islanders who, between 1863 and 1904, were kidnapped or recruited to work cheaply, mostly on Queensland's cotton and sugar plantations. They also contributed to Australia's farming, maritime, pearling and railway industries, as well as working as house servants and child carers. 62,000 men, women and children were brought from over 80 Melanesian islands, including Fiji, New Caledonia, the Solomon Islands and Vanuatu. The ASSI community has played a significant role in shaping Australia's cultural diversity and history, and in establishing the stability of Queensland's economy.

This exhibition amplifies and celebrates ASSI community voices, experiences and cultural expression.

Today, we *say their name* — Australian South Sea Islanders — to show we respect and value this distinct community of people.



Visiting Queensland Museum Kurilpa

Important information

[Say Our Name](#) opens Saturday 24 August 2024 and runs until Sunday 13 July 2025. The exhibition is located at Queensland Museum Kurilpa (QMK) on Level 2. You can download a [site map here](#).

For information about school visits, including getting here, timing your visit, supervision and group size, cost and invoicing and facilities and services, [visit our website](#). For convenience, this page also includes links to download a risk assessment and certificate of currency, as well as order lunch packs.

For groups of 10+ students or children, please use this [school booking form](#).

Learning resources

To enrich this experience, Queensland Museum [learning resources](#) may be accessed. Creating a free account means you can save, sort, manage and share your favourite resources (including audio and video, objects, events, fact sheets, images, learning resources and loan kits).

[QM Loans](#) is Queensland Museum's object library that suits Queensland schools and early years. The QM Loans collection features kits and sets of museum objects to support the Australian curriculum, early learning and community engagement. We have 24 locations across Queensland to collect and return your education loans kits, including Queensland Museum Rail Workshops (Ipswich), Queensland Museum Cobb+Co (Toowoomba) and Queensland Museum Tropics (Townsville).

Other learning opportunities

SparkLab

Include a visit to QMK's *SparkLab* while you're here! *SparkLab* is an interactive science, technology, engineering and maths (STEM) space, ideal for 6 to 13 year olds. Exhibits and programs link to Australian Curriculum in the learning areas of Science, Technologies and Mathematics. [Click here](#) for further information and to book your visit.

Future Makers

Future Makers is an innovative partnership between Queensland Museum and Shell's QGC business aiming to increase students' uptake of and performance in STEM-related subjects and careers. It also provides curriculum-aligned learning resources and strategies to inspire teachers and increase confidence delivering STEM activities in the classroom. Find out about workshops, online courses, events and resources [here](#).



Curriculum links

This resource is aligned with [Australian Curriculum](#)¹ HASS, Years 3–4.

Content descriptions

HASS, Years 3–4	
AC9HS3K01	causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes
AC9HS3K02	significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia
AC9HS3K07	why people participate within communities and how students can actively participate and contribute to communities
AC9HS4K09	diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity
AC9HS3S01 / AC9HS4S01	develop questions to guide investigations about people, events, places and issues
AC9HS3S04 / AC9HS4S04	analyse information and data, and identify perspectives
AC9HS3S06 / AC9HS4S06	propose actions or responses to an issue or challenge that consider possible effects of actions

General capabilities

Knowledge, skills, behaviours and dispositions:

- critical and creative thinking
- digital literacy
- ethical understanding
- intercultural understanding
- literacy
- personal and social capability



Learning objectives

Students are learning to:

- pose questions to investigate ASSI people, events, places and issues, analysing information collected from interviews with different people
- investigate how and why life has changed for Australian South Sea Islanders (ASSIs)
- examine information to identify different points of view
- examine the symbolism found in the design of the ASSI flag
- discuss the historical origins of ASSI recognition week
- argue a point of view on a civics and citizenship issue, making use of persuasive language to gain the support of others.

Success criteria

Students will be successful when they can:

- document key information during a visit to the *Say Our Name* exhibition
- sequence information about the lives and events of ASSIs, including key changes to policy in Australia
- reflect on how they fit into their social and cultural environments
- create representations of personal cultural identities using symbols and emblems
- help plan a celebratory event that informs or educates attendees.



Teacher notes

Using this resource

- This resource includes learning activities designed in response to a school visit to [Say Our Name](#).
- Enrich student experience by incorporating key resources into teaching and learning.
- Students to complete *Exhibition worksheet* ([Appendix A](#)) during their visit. The *ASSI Flag* ([Appendix B](#)) resource will be completed during [Lesson 2](#).
- Learning activities are organised into four 1-hour lessons.

Key resources

[Explore the objects](#) that represent Australian South Sea Islander culture held in collections across Queensland, particularly the Kastom objects in the [Queensland Museum Collection](#).

Queensland Museum holds over 700 objects in our Australian South Sea Islanders Kastom collection that tell the stories of movement of people from islands in the Pacific to Queensland and the personal objects they brought with them. Through the project we are exploring objects connecting South Sea Islander history and identity. We aim to develop an understanding of objects valued by the community that are held in public and private collections locally, interstate and internationally. As part of the project we aim to digitise as many Queensland Museum collection objects as we can to make them available online.

Materials

Each student will need:

- a printed copy of Appendix items
- a HB pencil
- an eraser
- coloured pencils or felt pens
- their workbook
- unlined paper or visual diary
- access to digital editing software or A3 paper for [Lesson 3](#).



Learning activities

Lesson 1: Keeping memories

Inquiry question

- How does the recording of memories contribute to our understanding of identity?

Preparation

- Students will have completed their *Exhibition worksheet* ([Appendix A](#)) during their visit to *Say Our Name*. Ensure students have access to these worksheets during this lesson.

Introductory activity

- As a class, brainstorm how and why we keep memories. Discussion points could include:
 - Memories are information we store in our brains and can retrieve to help us respond in new or familiar situations.
 - Some people have difficulty remembering things, and others have photographic memory. What happens when memories fade?
 - In my family, we keep records of our memories, through physical objects, language, rituals or storytelling.

Learning activities

- As a class, revise understanding of Australian South Sea Islanders (ASSIs) by going through the exhibition worksheet or sharing images from your visit. Students should complete any unfinished components of the worksheet.
- In small groups, students work together to answer the following questions:
 - Why is it important to have a record of history? As an individual and as a collective (family, community or cultural groups)?
 - Can you think of a special moment with an object, person or place that helped make you who you are today? How did this moment help form your identity?
 - How have ASSIs kept their memories alive? What sorts of photographs, objects, documents or stories do students remember from the exhibition and how do these shape a narrative about identity and history?
- As a class, discuss answers, electing a member from each group to share group responses. Students capture class responses in their workbook.
- Students write, speak or sign a short reflection, answering the following questions:
 - What kinds of memories or moments do you celebrate in your family or community groups?



- Why is it important to celebrate these things?

Extension activity

- Have a conversation with your family.
 - How would they feel if their family's memory objects, language, rituals or stories were erased without any warning?



Lesson 2: Symbolising identity

Inquiry question

- How do colours, symbols or motifs represent groups of people?

Preparation

- Prepare a digital still-image of the ASSI flag to project on the whiteboard/wall.
- Print a copy of the ASSI flag ([Appendix B](#)) for each student.

Introductory activity

- Students reflect on the previous lesson, discussing their own or their family's responses to the extension activity: *How would you feel if your family's memory objects, language, rituals or stories were erased without any warning?*

Learning activities

- Pose the question below and ask students to *Think-Pair-Share*.

Why are flags important?

- *Think* — spend three minutes considering your own response to the question and write or draw this in your visual diary/on a piece of paper.
 - *Pair* — spend five minutes discussing your responses with your elbow partner and listening to their response. Copy down ideas your partner had that you did not.
 - *Share* — with your partner, decide which responses are most valid or important and raise your hand to share these with the class. As you listen to responses from the class, write down any more ideas you like.
- As a class, discuss the flags students are familiar with, e.g. flags of other countries or Australian flags, such as the Australian National Flag, Australian Aboriginal Flag or Torres Strait Islander Flag, Australian Defence Force ensign or the Australian Federal Police flag. What visual elements of the flags can students recall? What do some of these elements represent?
 - As a class, discuss the school logo, as well as any significant emblems (e.g. floral emblems, religious icons or symbols, sporting mascots) to the school community. What do these visual elements represent?
 - Project the ASSI flag for the class to view and read the following statement aloud as students engage with the image:

The ASSI flag was first designed in 1994, the same year that the Australian South Sea Islanders were recognised as a distinct cultural group by the Australian Government. The flag was made in consultation with Australian South Sea Islanders. It was formally adopted as an Australian flag in 1998. You can see reference to the South Sea Islands where ASSIs' descendants came from, including the Solomon Islands (blue, white, green and gold) and Vanuatu (green, gold and black).



- *The BLACK column on the left (next to where the flagpole would be), is the most important part of any flag. This part of the design represents the people, standing strong in their community and surviving despite being treated unfairly in the past.*
- *The horizontal BLACK band represents the Australian South Sea Islanders continuing to thrive into the future.*
- *The BLUE represents origins from the South Pacific — the sea and sky.*
- *The GREEN represents the land, and importantly, the contribution ASSIs have made to Australia's thriving agricultural economy (including cotton and sugar cane). It also stands for a hope for the future and for ASSI children.*
- *The GOLD represents the sunshine and sand of ASSIs original island homes, and that of their homeland now, Australia.*
- *The stars, or SOUTHERN CROSS, represents the South Pacific. The Southern Cross is also on the Australian National Flag, emphasising that Australian South Sea Islanders are also Australians.*
- Pose the question below and ask students to *Think-Pair-Share* with a new elbow partner.
 - What does the Australian South Sea Islanders Flag tell us about what is important to ASSIs? Give examples that justify your answers.
- Give students time to complete the *ASSI flag* ([Appendix B](#)), using coloured pencils or felt pens to colour the flag. They could also add labels to explain what each section/colour represents.
- As students work, discuss the rights and responsibilities the school community and other communities have when observing protocols around flag flying.
- Collect completed flags.



Lesson 3 and 4: Celebrating Australian South Sea Islanders

Inquiry question

- How can celebrations communicate significant events, symbols and emblems that are important to Australia's identity and diversity?

Preparation

- Supply completed *Exhibition worksheets* and *ASSI flags* from the previous lessons.
- Supply devices for students to share [digital collection objects](#), as well as devices with editing software.

Note: 25 August is officially Australian South Sea Islander Recognition Day.

Introductory activity

- Students share their completed *ASSI flag* with an elbow partner. Invite students to share something they learned about the symbolism in the design of the flag with the whole class.

Learning activities

- Brainstorm a list of important Australian celebrations or commemorations (e.g. ANZAC Day, NAIDOC Week, National Sorry Day), as well as significant religious or cultural events (e.g. Easter, Christmas, Lunar New Year, Diwali, Eid) and personal celebrations (e.g. birthdays, Mother's and Father's Day). Note that people have different points of view on some events, e.g. some First Nations Australians regard Australia Day as Invasion Day.
- As a class, discuss the reasons for celebrating. Discussion points could include:
 - to remember and ensure that violent or other devastating elements of history are not repeated
 - to strengthen family or community
 - to give people a sense of belonging within a group with shared memories
 - to boost mood
- As a class, generate a list of ways that people celebrate. Write responses on the whiteboard.
- Explain that students will be creating an informational display that celebrates Australian South Sea Islanders. In the next lesson, other teachers or peers will be invited to engage with their display.
- Independently, students revise their *Exhibition worksheets* and *ASSI flags* and identify important aspects they would like to include in their display. Each student should share with the class a particular object or story from the *Say Our Name* exhibition that stood out to them as significant. Students document these chosen aspects and associated history/memories on A3 paper to include in the display.

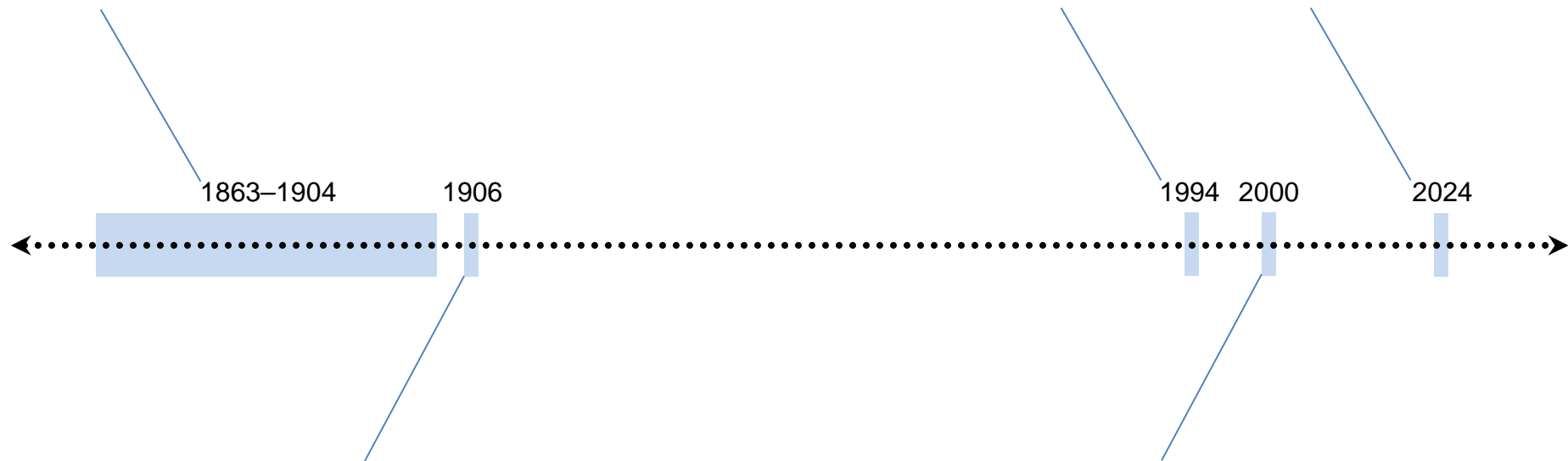


- Consider the list on the whiteboard. How can some of these ways of celebrating be applied to the commemorative ASSI display?
- As a class, come to a consensus on how best to share their displays with others. Consider how the exhibition invited engagement from visitors. Display options include:
 - table groups setting up separate displays, or the whole class working together to create a classroom display
 - projecting digital collection objects so people viewing the display can move in front of the projection (the task could be extended to include audio or other sensory elements)
 - sharing photographs of the displays on a social media or shared class platform
 - film the displays to play around school or during an event.
- Guide students to plan their display. If appropriate, students can bring in any relevant objects to include in their display as decoration, or to show and talk about (for instance, if the student has ASSI heritage, they could bring in family photographs or memorabilia, or they could use an object to compare with an important memory of theirs). Students should choose digital collection objects or QM loan objects to use in their display and their annotated flags, along with any relevant food or drinks, objects from nature, music, dance or other arts works.
- In table groups, students write a statement (50–100 words) explaining how their display celebrates ASSI cultural identity and how ASSIs have contributed to Australia’s identity and diversity.
- Share your celebratory displays as a class or with an audience of your choice!



Appendix A: *Exhibition worksheet*

Based on the [Say Our Name](#) exhibition, add important historical events to the timeline below.





Find at least two exhibition items and complete the following.

Item 1: According to its label, what is the item **called**?

What **memories** or **histories** are connected to the item?

Draw the item.

Item 2: According to its label, what is the item **called**?

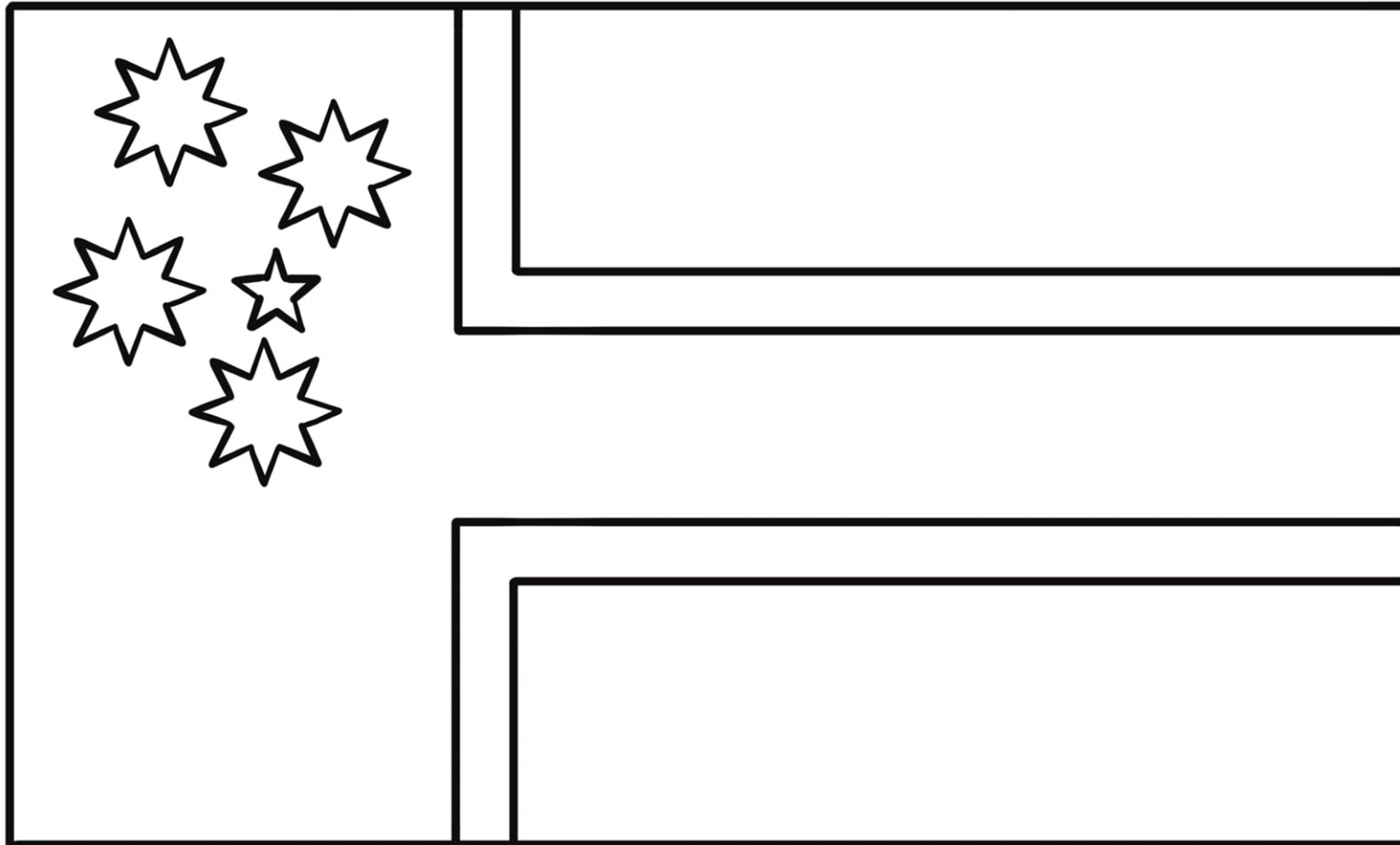
What **memories** or **histories** are connected to the item?

Draw the item.



Appendix B: ASSI flag

Colour the flag and add labels to indicate what each colour or shape represents.





Endnotes

ⁱ Australian Curriculum, Assessment and Reporting Authority (ACARA) (2022). *Australian Curriculum, Humanities and Social Sciences (HASS), Version 9.0, 2022*, https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-3_year-4.

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