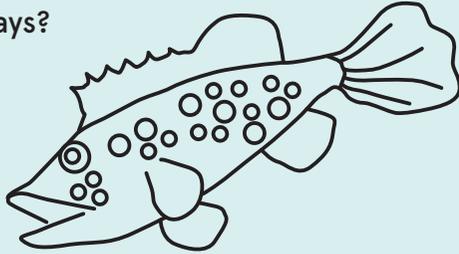


## Fish ghost net sculptures

The ghost net sculptures were made on Darnley Island in the Torres Strait. They connect sustainability with cultural practices.

What method and materials were used to make the fish sculptures?

How does this cultural practice raise awareness of waste in the local waterways?

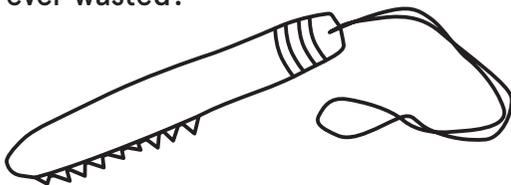


## Nothing was ever wasted

Traditionally, when possible, every part of an animal's body was used so nothing was wasted.

What tools can you see and what animal parts made them useful?

How do the tools show that nothing was ever wasted?

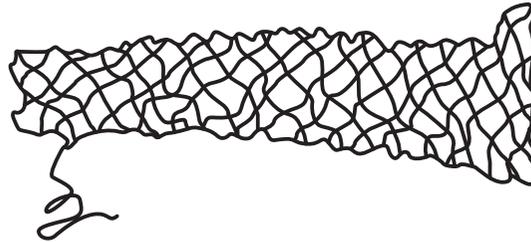


## Fish nets

The nets were used to catch food in waterways such as rivers and streams.

Describe and compare the shape of the fish nets on display.

How do you think the natural materials were collected, prepared and used to make the traps?

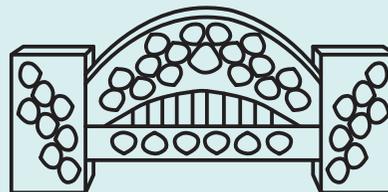


## Harbour Bridge and Opera House

Auntie Esme is a Bidjigal woman who has been making shell artworks since she was a child.

How many types of shells can you see in the artworks?

Why do you think she made them?  
How do they connect her to Country?

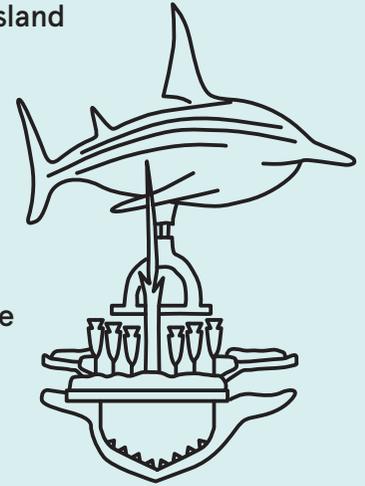


## Hammerhead Shark headdress

The Hammerhead Shark is a totem that is spiritually important to Ken Thaiday, the maker of the headdress. He is from Darnley Island in the Torres Strait.

What natural and human-made materials were used to make the headdress?

Why do you think the shark is important to the maker?



## Favourite object

*Garrigarrang* means Sea Country in the Sydney area.

Find an object you like that is related to the sea.

Why did you choose it?

Why do you think it is important?

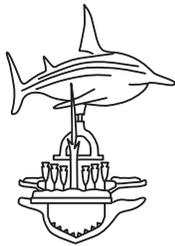


# Exhibition Discovery

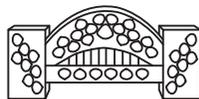
## Garrigarrang

### Primary school

Hammerhead Shark headdress



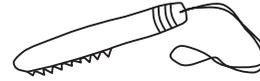
Harbour Bridge and Opera House



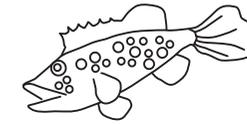
Start  
and end  
here

Lift

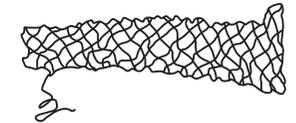
Nothing was ever wasted



Fish ghost net sculptures



Fish nets



### Learning steps



**Connect** - Use the map to find the objects, images or stories. Encourage students to look closely and connect with what they see, think and feel. Read nearby text panels or touchscreens for extra information.



**Share** - Facilitate opportunities for students to share and discuss their ideas using the discovery questions to help them.



**Reflect** - Ask students to reflect on their findings from each display. We suggest you share ideas and findings as a whole group to help refine key messages and learning outcomes.

#### How to use

*Exhibition Discoveries* can be used as they are or cut up and distributed amongst your group. The cards can be done in any order, and students can work individually or in small groups.