

# CONSERVATORS, HOARDERS AND COLLECTORS

For Teachers: Look beyond the information panels and exhibits and encourage students to use their imagination, analyse, compare and draw inferences as they explore the space.



## Discussion points

- What can we learn about ourselves or others by the things we choose to collect?
- What do public collections tell us about a place? Think about what IS on show as well as what is NOT.
- How are dominant narratives promoted while other stories are lost depending on who is collecting?
- What can we learn about Aboriginal culture and lifestyle by investigating ideas about possession of land and objects?
- How do we care for the collection? Is this different to the way YOU care for precious things at home? Why or why not?

## In the Museum

Find a collection that appeals to you in the museum. Sketch something from that collection and write about why you think the various objects were collected.

Collections are all about different objects that are connected by certain characteristics. Can you choose an existing collection and draw an object that could fit into that collection from your imagination?

## The BIG Question:

What do the things we choose to keep say about us?

## Back in the Classroom

- If you had to **make a collection that represents the Central Coast to you**, what would you put in it and why?
- **Select three unrelated objects and connect them with a story** that could create a collection. For example, a rock, a model dinosaur and a dog bed could be connected by the story that: *This is a rock in which a fossil of this dinosaur was found, discovered when the family dog was burying his bed in the garden.*
- Despite material culture not being a feature of Aboriginal life, the old people did protect and look after precious items. **Speak with an Aboriginal Educator about traditional ways of looking after precious things.**
- **Investigate ways to conserve items** both within and outside museums. How do YOU look after your own precious items?

