

FOREVER

A TEACHER'S GUIDE

MOD.

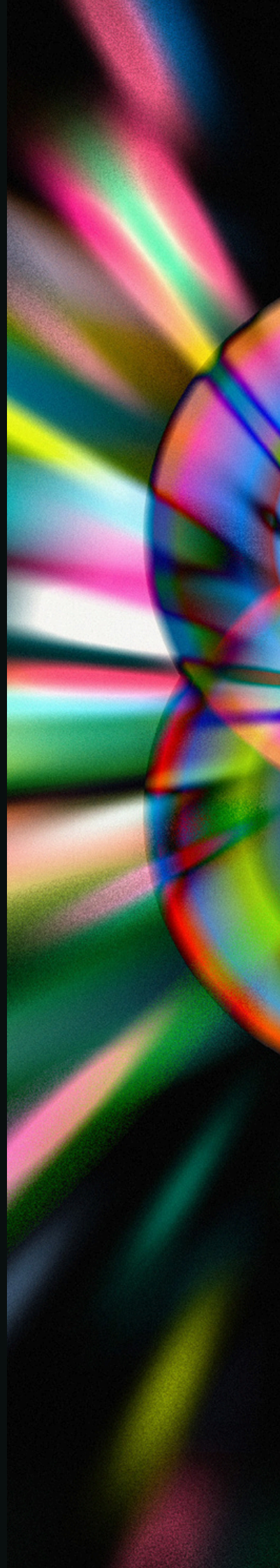


Table of Contents

A guide to this guide	3
FOREVER exhibition themes	4
Exhibit information	
Lecture	5
Seasons	7
Universal	9
Street	11
Arcade	13
Gould	15
Futures	17
Pod	19
	21
How to engage with MOD.: For classes	23
How to engage with MOD.: For educators	24
Accessibility and inclusion at MOD.	

A guide to this guide

Welcome.

MOD. is Australia's leading future-focused museum, designing exhibitions and experiences for a 15-25 year old target audience.

We aim to engage our young audience in science, research, technology and art. Our exhibition themes look at STEM broadly, the way that it can impact our lives, our societies, and our futures.

We want to support teachers in their visits to MOD., enabling you to bring your classes in for visits that are filled with interesting conversations about important ideas that are relevant to them.

This teachers' guide has been made for you. It has exhibit text, additional contextual information, and suggested classroom activities. Anywhere you find text that looks [like this](#), it links out to external resources.

We hope you find it helpful.

FOREVER exhibition themes

Time seems linear, but is it?

In this exhibition, experience time in new ways. Traverse past, present, and future by navigating the blurred lines between these states of being. Look at the world, ourselves and our actions differently.

Evoke memories through scent. Explore the changes that mark your ageing. And though it may be confronting, contemplate the end of existence.

But perhaps the future is not so set. Enter a speculative world where the end is just a new beginning. With growing technology we could go beyond death, the job opportunities are endless. Is there life to be found in the infinite expanse of forever?

Join us as we expand our perception of time.

Content note:

- This exhibition has an exhibit with scents. Please speak to a Moderator if you are concerned about scent sensitivities.
- This exhibition includes themes of death, dying, memorialisation and living beyond death. Please be mindful that this content may not be suitable for all ages or students. Some people may feel uncomfortable or distressed considering these topics. If experiencing distress, you can contact support services like LifeLine at 131 114 or Kids Help Line on 1800 55 1800
- In this exhibition we have metahumans, which utilise AI to converse with visitors. Views expressed by metahumans are not representative of MOD. Biometric data is not being collected.

WHEN DO WE BEGIN?

Gallery: Lecture Gallery



Does forever have a start or finish? Where do we begin and end?

For a long time humans have been searching for the meaning of the world and our place in it. Examining our genetic code, neural networks, and shared stories, helps us understand our place within the vastness and continuity of time.

The entrance to the exhibition is through the hanging rope tunnel.

Inside the gallery, visitors come across a series of Stromatolite sculptures by artist Peter Syndicas showing our biochemical beginnings.

Nearby, a series of short looping animations explore the blurry lines of our consciousness. When does consciousness begin? And where do we go when we are not conscious? A soundbite from neuroscientist Assoc Prof Lyndsey Collins-Praino accompanies these animations.

Finally, culture is explored with a 'random weave' object by Artist Sonya Rankine. Accompanying this is a moment for participation from the visitor, who can contribute to an act of beginning by participating in a collaborative random weave artefact.

Sample discussion and activity:

- Are we alone in the universe as conscious beings? Who or what can be conscious? AI? Animals? Plants?
- Why do people tell stories? How do stories help us understand the world around us. Discuss how folktales, myths, legends and stories serve as a way to pass down values, lessons, and history from generation to generation.
- Investigate the evolutionary connections between humans and other life forms on Earth.

HOW DO YOU KNOW WHEN THE SEASON CHANGES?

Gallery: Seasons



What can our observations, without a set calendar or clock, tell us about time?

For centuries, the Kaurna people have been immersing themselves in the cycles of the environment. Through observing patterns in the landscape, they have developed a seasonal calendar which reflects the specificities of local place.

By listening and observing the life stage of certain plants, the movements and behaviour of animals, and the winds and weather patterns we can track the movement and circularity of time.

Kurru Kari

Kurru Kari, or Turning Circle, is a series of interactive seasonal stories which are displayed on touchscreens in line with the Kurna Seasons. These stories are told by storyteller and artist Karl 'Winda' Telfer from the Mullawirra Meyunna, who will take you on a journey in preparation for the each Kurna season. Depending on which season you visit during, the screen will display different seasonal observations.

Sample discussion and activity:

- What observations do you make that let you know the season is changing?
- How might we put Country first?
- What can you do to improve biodiversity in your own community?
- Find a Citizen Science project running near you:
<https://biocollect.ala.org.au/acsa/>

CAN WE CONTROL TIME?

Gallery: Universal Gallery



Is time what it seems?

The tick-tock of a clock can make us feel secure that time is fixed and regular. But many things affect our perception of time passing, as well as how we measure time. What can we control?

In Universal Gallery, play Earth Time, a game that challenges the notion that a day is 24 hours. As the Time Keeper's apprentice, your role is to complete puzzles to try and align the Earth's rotation to match atomic time.

In this Gallery, the game Earth Time is available on our touchscreens to play. Visit the different Time Temples which represent factors scientists know change the speed of the rotation of the Earth.

For example the Subterranean Temple demonstrates that the movement of the earth's solid core and liquid mantle can slow down or speed up rotation. e.g. the continents drifting north will speed up rotation of the earth. Or for the Polar Temple, climate change can change the speed of rotation. Melting ice sheets shift mass away from the poles to the equator, slowing the earth down (like a ice skater throwing out their arms to slow a spin).

In addition to the Earth Time game, the Science on a Sphere is available to explore various data sets projected onto the globe in the centre of the space.

Sample discussion and activity:

- Consider how our perception of time changes. What times or type of activities can make time feel like it goes faster or slower.
- Have students track the daily times of sunrise and sunset over a month to see how day length changes due to the Earth's rotation.
- Introduce students to the idea that time might not be a straight line. Explain that some cultures view time differently. Create a Time Travelers journal to explore these alternate time perceptions.
- Imagine how animals might sense time changing. Why might this matter to them?

CAN YOU TIME TRAVEL WITH SCENT?

Gallery: Street Gallery



Memory connects our brains to time, blending past, present, and future. We pull past experiences into the present, form new memories, and research suggests we use the same pathways to recall the past that we do to imagine the future.

Some memories need cues to be triggered. Smells, in particular, are powerful memory cues. The "Scent Memory Database," invites visitors to smell scents stored on shelves. Each layer holds different aromas that mix to create new combinations, provoking recollections of people, place, moments and feelings.

The 'Scent Memory Database' is a large shelving structure which holds various materials embedded with a diverse range of scents. The exact scents are not listed. This exhibit is intended to be explored with the nose, and evoke memories using this sense.

The scents included in the exhibit are mostly related to the body, curated by the Artist Elizabeth Willing and Dirk Yates. Examples of some of the scents featured include toothpaste, curry powder, garlic, fabric softener, and Lynx.

An artist and researcher statement is placed in the space to provide further information about the exhibit.

Sample discussion and activity:

- Provide students with a variety of scent samples. Have each student smell the scents and write down or draw the first memory that comes to mind. Where were they when they smelled this scent? What emotions did they feel? Discuss how our brains connect scent and memory.
- Explore the mechanics of the nose and olfactory bulb in processing smells.
- Consider how memories can be manipulated or re-encoded with new information.

WHERE DO WE BELONG IN THE EXPANSIVENESS OF THE UNIVERSE?

Gallery: Foyer



The Universe is expansive. We are small. But we belong.

Artist Gavin Wanganeen has been contemplating the Universe and our place in it. His artwork, *Star Dreaming in Motion*, positions us above the skies, amongst the stars and space, looking through to Country. As you observe this changing sculpture, your perspective of the Universe and our place within it may also shift.

As you enter the MOD. building you can view the kinetic sculpture created by Gavin and Exhibition Studios. It hangs between our ground, first and second levels. The sculpture floats in space, breathing with motion. This movement emulates the known Universe reaching further into space.

Circular discs with Gavin's paintings printed on them also make up the sculpture. These discs encourage a look inwards, looking down through the Universe to Country. Providing a link to the place we belong.

To view the sculpture, feel free to explore beyond the Ground floor, up to the first and second levels. Looking at the piece from multiple perspectives may encourage your own perspective shift.

Sample discussion and activity:

- Create art based on different perspectives of the Universe. Eg. Looking up from Earth, down from Earth, from the position of the Sun, from a constellation or galaxy.
- Have students sit in a circle, each sharing a 'story of place' about a location meaningful to them. Discuss how each story makes them feel connected to that place, and introduce how stories connect Indigenous Australians to Country.
- Consider how Aboriginal people have long viewed stars as guides that carry stories, make seasonal changes, and inform practices. Share stories of stars from Aboriginal astronomy, and invite students to look at star charts to find a constellation and consider its 'place' in the sky and what it represents.

WOULD YOU WANT TO STAY THE SAME FOREVER?

Gallery: Arcade



Time doesn't stand still. We know this, because we can see the constant changes that happen to us and around us.

The changes in our hormones, bodies, cognition, and social attitudes are proof of this time passing. We may go through these changes individually, and at our own pace. But collectively we share in this experience of time moving forward.

In this gallery, four zones explore areas of change: physiology, hormones, cognition and perception.

Consistent through all zones is a series of portraits of people from diverse ages, identities and backgrounds. They are ordered not in chronological order, but grouped to the four areas of change.

These peoples perspectives are evident throughout each zone, in addition to a series of interactives or listening moments tied to each subtheme. These include handgrip strength tests, listening test, and memory activities.

At the conclusion of the gallery experience is an advice writing station where visitors can request advice or respond with advice to other visitors from a range of ages.

Sample discussion and activity:

- We are always ageing from the moment we are born. What are some of the key moments of change we share or experience as individuals?
- Reflect on collective experiences of ageing. Who do we share this journey with? our peers, our parents, our family dog? What about the plants or Earth itself?
- Help students understand how our senses change with age. Reflect about how these changes might impact people as they age.
- Ask students to research anti-ageing claims and treatments. Have them look for scientific evidence to support or debunk these claims.

HOW DO WE KNOW IT'S THE END? HOW DO WE MARK ENDINGS?

Gallery: Gould Gallery + Open Lab



Everything has an end. Nothing lasts forever. This too shall pass.

We may often try to avoid thinking about endings, but saying goodbye to people, places and things that are important to us is inevitable. What happens when time ends and how do we feel about it? How do we mark endings?

In this gallery space we are inviting visitors to ponder things often not confronted. Our feelings about endings aren't always clear, and the more we think about it, neither are endings themselves.

This gallery considers a range of endings of differing scales, star death, extinction, our own mortality, the ending of languages and a pending endings due to climate change. Challenging the notion that endings are cleanly defined lines.

In the gallery space we ask visitors (age 15+) to respond to a variety of questions prompting your personal opinions in relation to others. Is there such a thing as a good death? Should your digital existence be erased following death? Is your body still your property after you die? Do you believe in an afterlife?

Hear from people who often think about death due to their jobs, personal experiences or research interests. And compare the different ways we may treat the body upon passing.

Sample discussion and activity:

- Investigate a variety of different forms of memorialisation practices and events. Ask students to consider the purpose of memorials, for example in preserving memories and coping with loss.
- Have students write a letter to someone or something they have lost. This could be a letter to a deceased loved one, a lost pet, or even a lost opportunity. The letter could include things they wish they could say, questions they never got to ask, or memories they cherish. The letters do not need to be shared unless the students want to.

WHAT IF EVERY ENDING WAS A NEW BEGINNING?

Gallery: Futures Gallery



Is living beyond the end a new beginning?

Step into the year 2125 for a job interview at leading death tech service provider Eterna.Life.

Here you will meet with Eterna.Life team members from three departments. Consider the benefits and ethical implications of a reality where life could persist beyond death.

In this gallery we have created a speculative world to explore the ethics of death-technology and culture. Set in the year 2125, the company Eterna.Life is Australia's leading death tech service provider. As the visitor, you are there to interview for a job with their three departments. Each department focuses on an area of life-beyond-death technology like cryonics, digital consciousness uploading, cloning and de-extinction.

As part of the interview process, the visitor will talk with three representatives. These representatives are metahumans, operated using AI to have a realtime conversation exploring the ethics of a reality where life beyond death exists.

In addition to the interview hubs, the visitor can explore three speculative objects related to each of the departments, as well as be allocated a role at Eterna.Life at the conclusion of the experience.

Sample discussion and activity:

- Have students debate the benefits and ethical drawbacks of a form of life-beyond-death technology eg. cloning. How do we balance technological advancements with ethical considerations?
- Consider how different cultures or religions envision life after death. How do these views compare with the idea of a digital afterlife?
- Consider the societal impacts of extended life or immortality. How would society change if people could live forever? How would this impact relationships, family structures, and communities?

IS TIME INFINITE?

Gallery: The Pod



Infinity is a concept that stretches our understanding of existence. Even as temporary beings, we are shaped by the endless possibilities of time.

We often think of time as constant, but time is expansive, fluid, manipulative and fickle. We can use it to traverse past, present and future. It can create moments for us to look at the world, ourselves and our actions differently.

This exhibit is an infinity-well immersive display, where the visitor will see themselves and others reflected on the walls in an infinite depth of repetitive images.

Visitors can play with their movement in the space, while listening to a soundtrack in the space. The soundtrack is its own journey through the exhibition themes.

Sample discussion and activity:

- Consider what we leave behind. What is our legacy? What do we want to leave behind, and what would we rather not leave behind us?
- Consider how we would value life and time differently if we could live forever.
- Have students imagine they can send a message or artifact into the future to be discovered 100 years from now. How might someone 100 years from now interpret your legacy?
- Encourage students to think about time as a limited resource, much like money or energy. How do you prioritise your time each day? What would you do differently if you had more or less time in the day? How has time influenced your decisions or behaviours.

Engaging with MOD.: For classes

We have several options for visiting school groups that offer different levels of engagement.



Self-Guided Visit

Schools are welcome to visit and show themselves around. Gallery staff are always on hand for support.

Guided Tour

Visit with a dedicated tour guide showing you through the galleries. These are limited to 30 participants and cost \$220 for one hour.

Science on the Streets

Explore the science behind our city with a self-guided walking tour of the significant sites of North Terrace.

Engaging with MOD.: For classes

[Navigating the Future presentation](#)

A presentation by MOD. which unpacks critical skills and competencies that are required for young people to take advantage of opportunities posed by shifting work futures.

This is recommended for year 10-12 students and costs \$440. The presentation can take place at your school or at MOD. and runs for one hour.

More school visit information can be found [here](#).

Engaging with MOD.: For educators



[Educator Newsletter](#)

We have a quarterly email newsletter for educators, providing information about activity for classes and professional development. If you'd like to receive it, please email us at mod@mod.org.au

[Introducing: FOREVER](#)

A 1.5 hour introduction to the current exhibition, held either online, or in the galleries at MOD. Please keep an eye out for upcoming sessions on our What's On webpage.

This introduction includes a guided tour and provides you the opportunity to talk with MOD. staff and other teachers about classroom activities related to the exhibition.

Accessibility and inclusion at MOD.

We want all MOD. visitors to have a welcoming and inclusive experience. This is one of our [key design principles](#), and something we consider in the design of each of our exhibitions.

There are a range of [resources available online](#) to help with planning your visit. This includes a sensory map and social story of each of our exhibitions.

MOD. is a member of the Autism Friendly Charter, as awarded by Autism SA.

Our galleries are equipped with access to a Hearing Loop or an IR Receiver. The latter we can provide if needed. All of our video footage is captioned.

We have accessible and all-gender toilets on both levels, as well as access via both stairs and lifts.

If you have any other questions or feedback, please contact us at mod@mod.org.au

