



Canning River Eco Education Centre

## Teacher Resource Noongar Literacy Loan Kit

**Year Levels:** PP to Year 6

**Cost:** No cost. Pick-up and delivery is the borrower's responsibility.

Booking form to be completed prior to loan of the Noongar Literacy Loan Kit.

**Maximum loan period is three weeks.**

**Enquiries:** Contact CREEC: phone: 9461 7160  
Email: [creec@canning.wa.gov.au](mailto:creec@canning.wa.gov.au)



Canning River Eco Education Centre



## Contents checklist:

### BOOK SETS

- 6 x **Black Fella White Fella** (Murray, N. (2012). *Black fella white fella*. One Day Hill)
- 6 x **In Your Dreams** (Morgan, S and Bancroft, B. (2013). *In your dreams* (2nd ed.) Fremantle Press)

### BOOK SETS CONTAINING CD

- 6 x **Kooba Djer-Djer Red Robin and Blue Wren, Boodalang Mililyang Pelican and Heron** (Walley, T. (2009). *Kooba Djer-Djer Red Robin and Blue Wren, Boodalang Mililyang Pelican and Heron*. Batchelor Press)
- 6 x **Bindi-Bindi Koondarminy wer Maamoong Waangka Butterfly Dreaming and Whale Story** (Nannup, A. (2013). *Bindi-Bindi Koondarminy wer Maamoong Waangka butterfly dreaming and whale story*. Batchelor Press)

Note: Only one copy in each set contains a CD. Books containing a CD are marked with a yellow dot. Please check all ● marked books have their CD inside before returning this Loan Kit.

### SINGLE BOOKS

- **Nyoongar Dictionary** (Rooney, B. (2011). *Nyoongar Dictionary*. Batchelor Press)
- **Stories from the Billabong** (Marshall, J.A and Firebrace, F. (2010). *Stories from the billabong* (2nd ed.). Frances Lincon Children's books)
- **The girl from the Great Sandy Desert** (Chuguna, J.M and Lowe, P (2015). *The girl from the Great Sandy Desert*. Magabala Books)

### SINGLE BOOKS CONTAINING CD

- **Karda wer Noorn The goanna and the snake** (Bennell, C and Bennell, P. (2009). *Karda wer noorn the goanna and the snake*. Batchelor Press)
- **Koora Koora Long Long Time Ago** (Dann, G (2005). *Koora koora long long time ago*. Batchelor Press)
- **Koorlbardi wer Waarondong The Magpie and the Crow** (Yarran, K (2010). *Koorlbardi wer waarondong the magpie and the crow*. Batchelor Press)
- **Mardang Waakarl-ak** (Walley, T, Martin C and Martin B (2013). *Mardang Waakarl-ak*. Batchelor Press)
- **Moodjar Yok The Christmas Tree Woman, Djinda Midariny Star Dancer** (Winmar, K (2009). *Moodjar yok the Christmas tree woman, djinda midariny star dancer*. Batchelor Press)
- **Waakarl** (Winmar, D (2008). *Waakarl*. Batchelor Press)
- **Yongka, Miyak Kangaroo and Moon** (Pettersen, C (2007). *Yongka, miyak kangaroo and moon*. Batchelor Press)

Note: Books containing a CD are marked with a yellow dot. Please check all ● marked books have their CD inside before returning this Loan Kit.

### POSTERS

- Kala - colours
- Nyoongar Seasons
- Nidja Ngany – Body
- Nyoongar Seasons

### FOLDER

- Noongar Literacy Loan Kit Teacher Notes with WA Curriculum Links

**Total: 39 items**

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## **Background Information – Noongar Culture**

'Noongar' (also spelled Nyoongar, Nungar, Nyungar or Nyungah) means 'person' or 'man', and is the commonly used term when referring to Aboriginal people of metropolitan Perth and the South-West region. Noongar was an oral language and so there is no written record from early times confirming the spelling.

The Noongar people's strong connection with rivers and the surrounding landscape forms the basis for much of their culture, spirituality, and identity. Tindale's map shows the general location of Noongar people, approximate divisions of language groups and other significant Indigenous groups. More information at <https://www.noongarculture.org.au/noongar/>

An adaptation of Tindale's map can be viewed [here](#).



## Noongar Literacy Loan Kit - Suggested Use

There are many ways in which you can utilise the literacy resources in this kit. Some examples are:

- Book sets can be used in small group reading sessions.
- Single books can be available in the book corner or for silent reading time.
- The CDs can be played during quiet time without using the books.
- The CDs can be played while students follow along the written Noongar words in the book. Students can discuss what they think happened in the story based on the illustrations and way it was read in Noongar, before reading the story again in English.
- The CDs can be played while simultaneously reading the English words, either aloud or silently.
- The CDs can be played and paused at the end of each page so that students hear the Noongar, then read the English for each page.
- The posters can be passively displayed around the classroom.
- The posters can be actively used to teach students certain Noongar words.

### **Nganyang Moort poster guide**

Nganyang Moort = My Family

Ngooni = Brother

Ngany = Me

Maambart = Father

Ngaangk = Mother

Djook = Sister/cousin

The following tables are summaries of each of the books included in this kit.

<b>Bindi-Bindi Koondarminy wer Maamoong Waangka</b> <i>Butterfly Dreaming and Whale Story</i> by Alison Nannup		
<b>Year Level</b>	<b>Content</b>	<b>CD</b>
Suitable for reading to middle primary, or by upper primary.	Contains two linked stories written in both Noongar and English, with illustrations on every page. The stories raise topics of totems, spirit children, 'Women's Law, and the Dreaming. These topics are not elaborated on in this book so further research may be required to explain these to students.	Track 1: Bindi-Bindi Koondarminy read in Noongar. Track 2: Maamoong Waangka read in Noongar. A page 'swish' sound indicates when to turn the page on both tracks.

<b>Black Fella White Fella</b> by Neil Murray	
<b>Year Level</b>	<b>Content</b>
Suitable for reading to all ages. Upper primary students could benefit from reading the preface as well as the story.	This story was written as a song/anthem and has children's illustrations on every page. The message is that skin colour doesn't matter; it's who you are inside that counts. This simple story is a good starting point for discussion about racism and stereotyping.

<b>In Your Dreams</b> by Sally Morgan and Bronwyn Bancroft	
<b>Year Level</b>	<b>Content</b>
Suitable for reading to middle primary, or by upper primary	This story is written in a contemporary style (as opposed to Dreamtime story style) and has bright illustrations incorporating Aboriginal art on every page. This story is about an Aboriginal school girl who learns to follow her dreams and become an artist.

<b>Karda wer Noorn</b> <i>The goanna and the snake</i> by Charmaine and Phyllis Bennell		
<b>Year Level</b>	<b>Content</b>	<b>CD</b>
Suitable for reading to all ages, or by middle to upper primary.	This story is written in both Noongar and English, with illustrations on every page. This is the Dreamtime story of how the goanna and snake got their colours.	Track 1: Story read in Noongar. A page 'swish' sound indicates when to turn the page.

<b>Kooba Djer-Djer</b> <i>Red Robin and Blue Wren,</i> <b>Boodalang Mililyang</b> <i>Pelican and Heron</i> by Theresa Walley		
<b>Year Level</b>	<b>Content</b>	<b>CD</b>
Suitable for reading to all ages, or by upper primary.	Contains two stories written in both Noongar and English, with illustrations on every page. Kooba Djer-Djer tells the story of how the Red Robin and the Blue Wren got their colours. Pelican and Heron is a story about trust, caring and sharing.	Track 1 & 2: Kooba Djer-Djer followed by Boodalang Mililyang, both read in Noongar. The speaker states the page number before reading so you can follow along for both stories.

**Koora Koora Long Long Time Ago**

by Gloria Dann

Year Level	Content	CD
Suitable for reading to all ages, or by middle to upper primary.	This story is written in both Noongar and English, with illustrations on every page. It tells the story of how life changed for traditional Aboriginal people when “white man” started clearing land and Aboriginal people were introduced to “white man’s” food and alcohol.	Track 1: Story read in Noongar. A digeridoo sound indicates to turn the page. Track 2: The song on page 23 sung in Noongar with backing music.

**Koorlbardi wer Waarondong*****The Magpie and the Crow***

by Kathy Yarran

Year Level	Content	CD
Suitable for reading to all ages, or by middle to upper primary.	This story is written in both Noongar and English, with illustrations on every page. It is a Dreamtime story of how the crow and magpie got their colours.	Track 1: Story read in Noongar. The speaker states the page number before reading so you can follow along. However the page number does not match the book page numbers – It counts page 3 as page 1 as that is where the story begins. Track 2: A retelling of the story in English by an Aboriginal woman. This retelling isn’t the same as the English version written in the book; it’s not a read-along version.

**Mardang Waakarl-ak**

by Theresa Walley, Cheryl Martin and Biara Martin

Year Level	Content	CD
Able to be read to all ages, or by upper primary.	A selection of 6 stories, of varying length, written in Noongar and English. There are illustrations on some pages.	Track 1 – All 6 stories read in Noongar. A page ‘swish’ sound Indicates to turn the page. There is a slight pause between stories. Track 2 – Milon Belo – Murray River read in Noongar. Track 3 - Koodjal Nop – Two Boys read in Noongar. Track 4 – Noombat wer Karda – Numbat and the Racehorse Goanna read in Noongar. Track 5 – Danakat – The Seven Sisters read in Noongar. Track 6 – Yok Waakarl wer Yondok – Rainbow Serpent and Crocodile read in Noongar.

**Moodjar Yok**  
***The Christmas Tree Woman,***  
**Djinda Midariny**  
***Star Dancer***  
 by Kerry-Ann Winmar

Year Level	Content	CD
Suitable to be read to all ages, or by upper primary.	Contains two stories written in both Noongar and English, with illustrations on every page.	Track 1: Moodjar Yok read in Noongar, followed immediately by Djinda Midariny. A page 'swish' sound indicates to turn the page.

**Nyoongar Dictionary**  
 by Bernard Rooney

Year Level	Content
Middle/Upper Primary and teacher use.	A reference book to find meanings for Noongar words. Contains a pronunciation guide which may assist with reading other items in this resource kit.

**Stories from the Billabong**  
 by James Vance Marshall and Francis Firebrace

Year Level	Content
Suitable to be read to all ages, or by upper primary.	A collection of short Dreamtime stories. Each story is followed by information about the animal/plant/landmark etc. featured in it.

**The girl from the Great Sandy Desert**  
 by Jukuna Mona Chuguna and Pat Lowe

Year Level	Content
Suitable to be read to upper primary. Students would be able to read this themselves however, some of the stories would benefit from discussion to ensure students are not confused by what they have read.	A collection of short stories based on the life of a real Aboriginal woman, rewritten for a non-Aboriginal audience. Following each short story is a brief explanation of an idea or value featured in the story to assist non-Aboriginal readers understanding.

**Waakar!**

by Dorothy Yurleen Winmar

<b>Year Level</b>	<b>Content</b>	<b>CD</b>
Suitable for reading to all ages, or by middle to upper primary.	This story is written in both Noongar and English, with illustrations on every page. It is a Dreamtime story about Waakar!, the snake who looked after the weather and brought rain.	Track 1: Story read in Noongar. The sound of rain indicates to turn the page.

**Yongka, Miyak*****Kangaroo and Moon***

by Carol Pettersen

<b>Year Level</b>	<b>Content</b>	<b>CD</b>
Suitable to be read to all ages, or by upper primary.	This story is written in both Noongar and English, with illustrations on every page. It is a Dreamtime story about why you shouldn't boast about yourself and why the moon has different phases.	Track 1: Story read in Noongar. A digeridoo sound indicates to turn the page.



# Links to WA Curriculum

## Learning Areas

Note: The resources in this Loan Kit may also be suitable for secondary school students, Education Support and anyone learning the Noongar language.

ENGLISH: LANGUAGE	YEAR
Language variation and change Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	P
Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)	2
Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)	3
Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)	4
Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)	6
Language for interaction Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)	2
Understand the uses of objective and subjective language and bias (ACELA1517)	6
Text structure and organisation Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)	P
Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)	1
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	2
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)	2
Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)	3
Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)	4



Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	5
Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	P
Expressing and developing ideas Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	P
Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)	1
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	
Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)	2
Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)	3
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	3
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)	4
Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	6
<b>ENGLISH: LITERATURE</b>	
<b>Literature and context</b> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	P
Discuss how authors create characters using language and images (ACELT1581)	1
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)	2
Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	3
Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	4
Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	5
Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	6

<p><b>Responding to literature</b> Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)</p> <p>Share feelings and thoughts about the events and characters in texts (ACELT1783)</p>	<p>P</p> <p>P</p>
<p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)</p> <p>Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)</p> <p>Compare opinions about characters, events and settings in and between texts (ACELT1589)</p> <p>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)</p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</p> <p>Develop criteria for establishing personal preferences for literature (ACELT1598)</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)</p> <p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)</p>	<p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>3</p> <p>3</p> <p>4</p> <p>4</p> <p>5</p>
<p><b>Examining literature</b> Identify some features of texts including events and characters and retell events from a text (ACELT1578)</p> <p>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)</p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)</p> <p>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</p>	<p>P</p> <p>1</p> <p>2</p> <p>4</p> <p>5</p>

ENGLISH: LITERACY	
<b>Texts in context</b>	
Identify some familiar texts and the contexts in which they are used (ACELY1645)	P
Respond to texts drawn from a range of cultures and experiences (ACELY1655)	1
Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)	2
Identify the point of view in a text and suggest alternative points of view (ACELY1675)	3
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)	5

<p><b>Interacting with others</b> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)</p>	P
<p><b>Interpreting, analysing, evaluating</b> Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</p>	P
<p>Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading (ACELY1659)</p>	1
<p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)</p>	1
<p>Identify the audience of imaginative, informative and persuasive texts (ACELY1668)</p>	2
<p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)</p>	2
<p>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</p>	3
<p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)</p>	3
<p>Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)</p>	4
<p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</p>	4
<p>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</p>	5
<p>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)</p>	6
<p>Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)</p>	6
<p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</p>	6
<p>Analyse strategies authors use to influence readers (ACELY1801)</p>	6

SCIENCE: SCIENCE UNDERSTANDING	YEAR
<b>Biological sciences</b> Living things live in different places where their needs are met (ACSSU211)	1
Living things depend on each other and the environment to survive (ACSSU073)	4
The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)	6
SCIENCE: SCIENCE AS A HUMAN ENDEAVOUR	
<b>Use and influence of science</b> People use science in their daily lives, including when caring for their environment and living things (ACSHE022) (ACSHE035)	1, 2

HASS: KNOWLEDGE AND UNDERSTANDING	YEAR
<b>Geography</b> The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs) (ACHGK002)	PP
The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance (ACHGK004)	PP
The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place (ACHGK011)	2
The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters) (ACHGK012)	2
Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories (ACHGK015)	3
The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)	4
Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation (ACHGK023)	4
<b>History</b> How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them (ACHHK004)	PP
The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)	2

The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity) (ACHHK045)	2
The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life (ACHHK077)	4
The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines) (ACHHK080)	4
The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (ACHHK094)	5
<b>Civics and Citizenship</b> People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHCK014)	4

THE ARTS: VISUAL ARTS: MAKING	YEAR
<b>Ideas</b> Exploration of artworks from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures (ACAVAM110)	3
Exploration of artworks from varying times and cultures that represent different styles, such as realistic, narrative and abstract (ACAVAM110)	4
THE ARTS: VISUAL ARTS: RESPONDING	YEAR
Responses that involve identifying the meaning of artworks from varying cultures (ACAVAR113)	3
Considered responses to, and respect for, a range of artworks from different social, cultural and historical contexts (ACAVAR113)	4
The role of art in different times and cultures, considering how the artist's perspective is reflected in the artworks (ACAVAR117)	5
Factors that influence artworks from different social, cultural and historical times (ACAVAR117)	6
THE ARTS: DANCE: RESPONDING	YEAR
Purpose of dance from different cultures (ACADAR008)	4
The role of dance in different cultures and times (ACADAR012)	5
Factors that influence dance in particular cultures, times and contexts (ACADAR012)	6

## **Cross-curriculum Priorities**

### **ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES**

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#### **Organising ideas to be addressed:**

##### Country/ Place

- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
- Aboriginal and Torres Strait Islander peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways

##### Culture

- Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
- Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.

##### People

- Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.

### **SUSTAINABILITY**

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#### **Organising ideas to be addressed:**

##### Systems

- The biosphere is a dynamic system providing the conditions that sustain life on Earth
- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival
- Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems

##### World Views

- World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.

##### Futures

- Actions for a sustainable future reflect on values of care, respect and responsibility, and require us to explore and understand environments
- Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments

#### **General Capabilities**

- Literacy
- Intercultural Understanding
- Ethical Understanding
- Critical and Creative Thinking
- Personal and Social Capability



## Related Classroom Activities

- Create a mind map by brainstorming on the topic of Aboriginal histories and culture. What do you already know? What would you like to know?
- Make art that tells a story using Aboriginal symbols. Students can use the symbols shown on pages 60-61 of *Stories from the Billabong* by James Vance Marshall and Francis Firebrace, to make up and tell a story through artwork.
- Invite a Noongar artist to teach your class traditional art techniques and get students to make an art display for the school
- Compare traditional Aboriginal art to modern Aboriginal art. Are the colours used different? Why might that be? Are the styles and symbols used similar or different?

Compare the illustrations in *In Your Dreams* by Sally Morgan and Bronwyn Bancroft to the other books in this loan kit.

- Make your own Noongar dictionaries. Students could work in groups to make dictionaries on different themes such as Australian animals/plants, family members; foods, colours etc., and display them in the classroom library/book corner.

Almost all the books in this loan kit have a word list, pronunciation guide and/or glossary which would assist in this activity. The posters in this kit could also be used.

Books in this kits which do not provide a Noongar word list are: *Stories from the Billabong*; *Black fella White fella*; *In Your Dreams*; and *The girl from the Great Sandy Desert*.

Note: The girl from the Great Sandy Desert uses the Walmajarri language (not Nyoongar) and so its glossary should not be used for this activity.

- Learn the song 'Heads, Shoulders, Knees and Toes' in Nyoongar. Use the *Nidja ngany* poster to learn the Nyoongar words for 'head', 'shoulder', 'knee'. Use the *Nyoongar Dictionary* by Bernard Roonay to find the Noongar words for 'toe', 'eye', 'ear', 'mouth', 'nose', 'and'.

There are multiple versions of this song; however using the resources in this kit you should be able to sing the following version in Noongar:

Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes.

Eyes, and ears, and mouth, and nose.

Head, shoulders, knees and toes, knees and toes.

(The first line is: Kaat, koongat, boornitj wii djen birika, boornitj wii djen birika.)

- Use the *Nidja ngany* poster to play 'Simon Says' using Noongar names for body parts.
- Students could rewrite an existing Dreamtime story and do the illustrations, or have a go at writing their own.
- The Noongar seasons poster shows the six different seasons in a yearly cycle. Each of the six seasons represents the seasonal changes we see annually. The flowering of many different plants, the hibernation of reptiles and the moulting of swans are all helpful indicators that the seasons are changing. Create a class chart indicating the six seasons and place students' birthdays on the chart according to these seasons.

## Other Resources and Useful Links

- **Excursion venues/ loan kits / professional learning**  
Canning River Eco Education Centre  
Excursion program: Djarlgarra Yarning - Canning River Stories



- <http://www.canning.wa.gov.au/creec/>
- Botanic Gardens and Parks Authority- Kings Park- Self Guided Boodja Gnarning Walk  
<http://www.bgpa.wa.gov.au/kings-park/events/walks-and-tours/boodja-gnarning-walk>

Botanic Gardens and Parks Authority-Kings Park – Brochure - Aboriginal Life  
[https://www.bgpa.wa.gov.au/images/pdf/kings\\_park/b\\_aboriginal\\_life\\_1019.pdf](https://www.bgpa.wa.gov.au/images/pdf/kings_park/b_aboriginal_life_1019.pdf)

- WA Museum- Perth  
<http://museum.wa.gov.au/>
- Art Gallery of WA  
<http://www.artgallery.wa.gov.au/>
- One World Centre - kits for loan  
Aboriginal resource kits with curriculum links  
<https://www.oneworldcentre.org.au/>
- Herdsman Lake Wildlife Centre
- <https://www.wagouldleague.com.au/school-information>

### **Books**

- Nannup, L. (2012). *A Story to Tell* (2nd ed.). UWA Publishing  
In *A Story to Tell*, artist Laurel Nannup brings to life her childhood in a large Aboriginal family.  
<http://uwap.uwa.edu.au/books-and-authors/book/a-story-to-tell/>
- Greenwood, M. (2013). *Jandamarra*. Allen & Unwin  
Set in the Kimberley region in north-west Australia, this is the story of a young warrior born to lead. To the settlers, he was an outlaw to be hunted. To the Bunuba, he was a courageous defender of his country.  
<https://www.allenandunwin.com/browse/books/childrens/picture-books/Jandamarra-Mark-Greenwood-illustrated-by-Terry-Denton-9781742375700>
- Saffioti, T. (2011). *Stolen Girl*. Magabala Books  
Stolen Girl is a fictionalised account of the now universally known story of the Stolen Generation and tells of an Aboriginal girl taken from her family and sent to a children's home.  
<http://www.kids-bookreview.com/2011/03/review-stolen-girl.html>
- A Nyoongar Wordlist from the South-West of Western Australia – Compiled and edited by Peter Bindon & Ross Chadwick, Published by WA Museum, 2011. <https://www.newsouthbooks.com.au/books/a-nyoongar-wordlist-from-the-south-west-of-western-australia/>

- Hill, A. (1996). *Burnt Stick*. Penguin Books Australia  
John Jagamarra grew up at the Pearl Bay Mission for Aboriginal children in the far north-west. It was beautiful there, but it wasn't home. This is a tale for everyone about the pain of separation, and the strength of the human spirit  
<http://www.penguin.com.au/products/9780140369298/burnt-stick>

### Websites

- South West Aboriginal Land and Sea Council  
<http://www.noongar.org.au/>
- Kaartdijin Noongar – Noongar Knowledge. Sharing Noongar Culture  
<http://www.noongarculture.org.au/>
- SS-WA Case Studies  
<http://www.det.wa.edu.au/curriculumsupport/sustainable-schools/detcms/portal/>
- WA Dept of Education Aboriginal Perspectives across the Curriculum (APAC)  
<http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/portal/>
- Sharing Noongar Culture South-West Aboriginal Land and Sea Council  
<http://www.noongarculture.org.au/>
- Growing Enriched Cultural Knowledge in Our Schools (GECKOS) – Catholic Education Office  
<http://geckos.ceo.wa.edu.au/Pages/Home.aspx>
- My Place  
Teacher resources based on the ABC 3 TV series My Place. See the Indigenous Perspectives section under themes.  
<http://www.myplace.edu.au/default.asp>
- Australian Aboriginal Teaching Resources  
<http://www.aussieeducator.org.au/resources/teaching/indigenousresources.html>
- Batchelor Press <http://batchelorpess.com/>
- The National Trust of Australia (WA)  
The National Trust of Australia (WA) works to raise knowledge, awareness, understanding and commitment to Western Australia's natural, Aboriginal and historic heritage.  
<http://www.nationaltrust.org.au/wa/resources>
- ABC TV  
TV and Radio website focuses on Indigenous Culture  
[http://www.abc.net.au/indigenous/programs/message\\_stick](http://www.abc.net.au/indigenous/programs/message_stick)
- Dust Echoes  
An online series of twelve beautifully animated dreamtime stories from Central Arnhem Land, telling stories of love, loyalty, duty to country and aboriginal custom and law.  
<http://www.abc.net.au/dustechoes/>



- Aboriginal Books and other Resources Online - Magabala Books Online  
<https://www.magabala.com/>
- Plants and People in Mooro Country, Nyungar plant Use in Yellagonga Regional Park, City of Joondalup- PDF  
<http://www.joondalup.wa.gov.au/Files/Plants%20and%20People%20in%20Mooro%20Country.pdf>
- SERCUL - Bush tucker gardens  
<http://www.sercul.org.au/bushtucker.html>
- State Library of WA- PDF  
Looking for Aboriginal authors and illustrators? Resources listed are available through your local Public Library, whilst some are available on-site, or exclusively at the State Library.  
[http://www.slwa.wa.gov.au/data/assets/pdf\\_file/0018/32850/Resources\\_by\\_Aboriginal\\_illustrators\\_and\\_authors.pdf](http://www.slwa.wa.gov.au/data/assets/pdf_file/0018/32850/Resources_by_Aboriginal_illustrators_and_authors.pdf)
- State Library of WA  
Published material, such as books, serials, newspapers, maps and films and archival materials such as diaries, personal papers, organisation's records and ephemera material (leaflets, fliers, pamphlets etc.), are available on request, either in the reading room or brought out from storage in the library's stacks.  
[http://slwa.wa.gov.au/find/guides/wa\\_history/indigenous\\_family\\_history](http://slwa.wa.gov.au/find/guides/wa_history/indigenous_family_history)
- State Library of WA  
Storylines is a new system being piloted at the State Library of Western Australia to create a central access point for our digitised heritage collections relating to Aboriginal history in Western Australia.  
[http://www.slwa.wa.gov.au/for/indigenous\\_australians/storylines](http://www.slwa.wa.gov.au/for/indigenous_australians/storylines)
- WA Department of Education- English as an Additional Language or Dialect for Aboriginal Students  
Resources include:
  - Deadly Ways to Learn (collection of two-way bi-dialectal teaching strategies)
  - Solid English strategies teachers can use based upon what Aboriginal students bring to school
  - Two-way English (understanding how Aboriginal English works and the implications for teaching Aboriginal students)
  - Tracks to Two-Way Learning Series (Focus Area/Book 2: 'Working together'- involvement of community members (p77); understanding Aboriginal cultural identity (p55); Focus Area/Book 6: 'Language and Inclusivity'; Focus Area/Book12: 'Getting to know learners'- selecting texts; selecting content; teaching strategies; oral language and literacy development<http://www.det.wa.edu.au/curriculumsupport/eald/detcms/portal/>
- Canning Stock Route Project – website  
<http://www.canningstockrouteproject.com/yiwarra-kuju-exhibition/yiwarra-kuju-the-canning-stock-route/>



- Noongar Boodjar Language Centre  
<http://noongarboodjar.com.au/language/>

### **DVDs / Teacher Packs**

- First Australians DVD  
First Australians chronicles the birth of contemporary Australia as never told before, from the perspective of its first people.  
<https://shop.abc.net.au/products/first-australians-2>
- Birds of the South West of WA- DVD  
Nyungar Names  
DVD 52 mins  
[garytate@westnet.com.au](mailto:garytate@westnet.com.au), Phone 9342 4685
- Nidja Noongar Boodjar Noonook Nyininy - Teacher Pack C2000  
A well designed package of materials for primary teachers and students, although secondary teachers have found it adaptable to their needs. It embeds the development of literacy and numeracy skills in the culture, stories and language of the Noongar people of south-west Western Australia. As well as drawing on their rich cultural heritage, it has a strong contemporary focus.  
\*Was sent to schools (Catholic) in 2000. Check your school library as re-prints are no longer available.
- Water Corporation – Water in Aboriginal Culture Teacher pack C2015  
<https://www.watercorporation.com.au/home/education/teaching-resources/water-education-themes/water-in-aboriginal-culture>

NOTE: A PDF version of these teachers' notes with live links to suggested resources is available at

<https://www.canning.wa.gov.au/en/Community/CREEC/Schools/Resources-for-Teachers>