



Comparing Seasons



CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
		✓	

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
✓ ✓	✓ ✓					✓ ✓	

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
	✓	✓		

DISTRICT

This lesson has been developed by teachers in the following district:
Narrogin

TOPIC INFORMATION

PURPOSE

To provide opportunities for students to explore differences between European and Noongar seasons and how Noongar seasons were originally decided by food available at different times.

STUDENT OUTCOMES

Students identify differences between European and Noongar seasons, and the impact seasons had on the Noongar way of life.

KEY BACKGROUND POINTS

European seasons were based on climatic conditions, time and dates, compared to how Aboriginal people divided their year by the food available and the weather cycle.





RESOURCES

Medium	Author, producer, developer etc	Title	Source
website	CALM	<i>Naturebase</i>	http://www.naturebase.net
PDF file or booklet	CALM	<i>Exploring woodlands with Noongars</i>	http://www.naturebase.net/component?option,com_docman/task,doc_details/gid,293/Itemid,711/ or CALM Narrogin regional office
kit		Aboriginal Literacy Resource Kit	Narrogin District Education Resource Centre
book		Bush Food	Narrogin District Education Resource Centre

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- large sheets of paper for mind maps
- class KWL chart
- audio tape of teacher-read information about seasons.
- student copies of **Learning Guide 1: The Noongar Seasons**

LESSON STEPS.

Preparation

- **Contact** Erica McGuire and the Aboriginal Education team, Narrogin District Education Office, to organise speakers for this topic. Guest speakers may be involved throughout this activity.
- **Involve** your school's Aboriginal staff members in planning your lessons.
- **Invite** your AIEOs to co-teach the lesson.
- **Invite** local Aboriginal people to come to school for the lesson to discuss issues that arise with students. Be sure to discuss with visitors how the lesson will proceed.
- **List** of words from KWL charts may be incorporated into LOTE.
- **Record** (optional – you may prefer to download the PDF and make student copies of the information) your audio tape of teacher-read information about seasons, adapting it to the level of your class, or summarizing the information on pages 39 to 42 of PDF *Exploring woodlands with Noongars*, on above Naturebase website. You can download the PDF or buy a booklet (of the same title) from CALM Narrogin regional office.
- **Read** further background information in *Exploring woodlands with Noongars*.
- **Make** student copies of **Learning Guide 1: The Noongar Seasons** (copy of Resource Sheet 1, page 38, of the above PDF on Naturebase website).

Implementation

Whole class

- **Distribute** student copies of **Learning Guide 1: The Noongar Seasons**.
- **Study and discuss** the illustrations and notes about Noongar seasons.
- **Compare** Noongar seasons to European seasons.

Working in pairs

- **Use** illustrations as a starting point to predict/discuss why and how European and Noongar seasons differ.





Whole class

- Brainstorm 'why and how European and Noongar seasons differ'.
- **Record** responses in relevant column on class KWL chart.
- **Question** if Noongar seasons differ from those of other Aboriginal language groups. You may like to research this.

Working in groups

- **Share** with your students by: reading together; listening to previously taped teacher-read information, about Noongar seasons; or discuss parts at a time with your students.
- **Ask** students to share what season their birthdays fall into.

Working individually

- **Have** students create a mind map of their birthday season, focusing on where, what and how of activities and food available, in that season.

Working in groups

- **Ask** students to present their mind maps to each other, and then to other groups.
- **Have** students record on a T Chart, using pictures or writing, observations and understandings gained from each other, about the six seasons.
- **Transfer** information they have learnt onto the KWL chart.
- **Display** mind maps and T chart in the classroom, with the KWL chart.
- **Invite** parents or other classes, and students explain their understandings.

The T chart can later be taken on an excursion to Dryandra, and used as a learning guide.

EXTENSION ACTIVITIES

- In groups, students may act out activities that occur during different seasons.
- Create rock art of activities from information gained about different seasons. Note: if a large rock is available the cycle of the 6 seasons could be painted and put on display for the school.

ASSESSMENT

- Observe students' inferences as to features of seasons, and why seasons differ.
- Evaluate quality of individual mind maps.
- Evaluate T charts.
- Evaluate presentations

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Erica McGuire

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