



Mooro people travelling 3 – excursion



This series shows how Marmion Primary School approached their Aboriginal Studies School Priority.

Lesson one in a series of three lessons:

- Mooro people travelling 1 – program overview
- Mooro people travelling 2 – research
- **Mooro people travelling 3 – excursion**
- Mooro people travelling 4 – Appendix 1: Key sections of the Aboriginal Studies Action Plan (2004) from the Marmion Primary School Development Plan.

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:
West Coast

TOPIC INFORMATION

PURPOSE

To begin to develop in all students an informed understanding of Australia’s Indigenous peoples, their cultures, and the importance of the reconciliation process.

To provide opportunities for students to study aspects of the culture of local Aboriginal people, the Mooro people of the Noongar nation.

To encourage students to care for and learn about the environment.





STUDENT OUTCOMES

Students:

- move towards understanding that interaction people have with places in which they live is shaped by location patterns and processes associated with natural and built features;
- learn that travel for the Mooro people was purposeful;
- discover how Noongar people travelled to meet with other groups of Aboriginal people;
- discover that Mooro people's migration was seasonal, and depended on the abundant availability of food in some areas at certain times of the year;
- see how weather conditions also gave groups reason to follow a seasonal travel pattern;
- assist in developing a school Mooro Walk; and
- contribute to an information book about bush foods found along the Mooro Walk.

Society & Environment	SOS
Place and Space	1
Natural and Social Systems	6
Investigation Communication & Participation	1
Science	SOS
Investigating	1
Science in Society	5

Mathematics	SOS
Appreciating Mathematics	1
Working mathematically	3, 4
Number	8
Measurement	9
Space	15

KEY BACKGROUND POINTS

This series of lessons shows how Marmion Primary School approached their Aboriginal Studies School Priority (see Appendix 1, Lesson 4 in this series). Staff and students embraced the program with enthusiasm. The variety of activities, incursions and excursions ensured that participating children gained a greater knowledge of Aboriginal culture, before and after European settlement. Schools are encouraged to integrate understandings (gained from this approach) into all learning areas, using the APAC (Aboriginal Perspectives Across the Curriculum) approach to further develop both understandings and knowledge.

Mooro Country

Yellagonga was a prominent leader of land known as Mooro country, part of the Noongar nation. It is thought Mooro country extended north of the Swan River to Moora, the Indian Ocean being its western boundary, and Ellen Brook part of the eastern boundary. The area includes Perth city and its northern suburbs. Yellagonga's main campsite was where Bishop's House in Spring Street, Perth, now stands.

When problems arose with white settlers Yellagonga sought refuge at Lake Joondalup, part of a chain of lakes. It is believed that this chain may have once been an underground river and some of its limestone caves collapsed, forming the lakes. Aboriginal people maintain that the lakes are all the same water and their Dreaming stories associate the lakes with the Waugal.

Yaberoo Budjara Trail

Yaberoo Budjara Trail, 28 kilometres long, runs from Neil Hawkins Park to Yanchep National Park (you may walk it in sections). It is said to be the route Yellagonga's people used to travel between the lakes. 'Budjara' means 'the land' and 'Yaberoo' means 'the people north of Perth'. More information about this trail is available from this website: http://trails.heritage.wa.gov.au/ht_pdf/YaberooBudjara.pdf

CULTURAL & PROTOCOL CONSIDERATIONS

There are local Aboriginal Elders who have authority to tell Dreaming stories of this area. The Mooro people own the stories and may give permission for others to tell their stories. They also own designs (artworks), songs, and dance that are related to the Dreaming stories.

Some Dreaming stories have been published as books and by doing this the stories' owners/tellers give permission for others to read and share their stories. It is important to acknowledge stories' owners (as shown in the book) when reading these stories to students, and not to change/adapt any aspects of a Dreaming story.





RESOURCES

Medium	Author, producer, developer etc	Title	Source
book	Blair, P. & Swain, T. (2003)	<i>Extraordinary Plants</i>	bookshops; libraries
book	Blombery, A. (1973)	<i>What Wildflower Is That?</i>	bookshops; libraries
book	Cronin, L. (1987)	<i>Key Guide to Australian Wildflowers: 600 species simply identified</i>	bookshops; libraries
book	<i>Daw, B. (1997)</i>	<i>Plants of the South West</i>	bookshops; libraries
book	Hiddens, L. (2001)	<i>Bush Tucker Field Guide</i>	bookshops; libraries
book	Low, T	<i>Bush Tucker: Australia's wild food harvest</i>	bookshops; libraries
book	Green, N. (1984)	<i>Broken Spears</i>	bookshops; libraries
book	Green, N. (1979)	<i>Nyungar- the People: Aboriginal customs in the southwest of Australia</i>	bookshops; libraries
video	Colbung, K. (1981)	<i>Nyoongar Bush Tucker</i>	libraries; DEO resource centre
website	WA Government, Department of Indigenous affairs		http://www.dia.wa.gov.au
package	WA Government, Department of Conservation and Land Management (CALM)	<i>Sharing the Dreaming: Nyoongar Aboriginal Stories of the Dreaming.</i> (Note: stories in this package are permitted to be retold or read by non-Aboriginal people)	CALM
pamphlets	City of Joondalup	<i>Joondalup Mooro Boodjar</i>	Joondalup Library (has a local area section with Aboriginal information.) 08 94004752
map of the northern suburbs showing the lakes	West Australian Newspapers, and WA Government: Department Land Information (DLI)	<i>West Australian Street Smart Street Directory</i> (has suitable map at front, with scale to enable accurate calculations)	purchase from sales department DLI, or newsagents and book stores





TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- map on which to identify Mooro land (either class map or use atlases) that shows lakes in the area
- pencils/writing materials
- paper and clip boards for excursion
- sketching materials
- digital camera for recording excursion – participation as well as flora and fauna
- class chart of local bush foods compiled in previous lessons
- trundle wheels

LESSON STEPS

The suggestions below build on previous research lessons and talk from a local Aboriginal Elder provided in, **Mooro people travelling 2 – research**. They begin with an excursion focusing on bush foods and the traditional Mooro way of life, and then suggest a variety of follow-up ideas. Please feel free to develop and present the information in any way that suits your students' and timetabling requirements

Preparation

- **Liaise** with other staff, AEIO and/or DEO Aboriginal Education team to help identify and invite a local Elder and/or guest speakers to accompany students on the excursion, and to provide further information about the Mooro people and their way of life. This may be aspects of culture, bush foods found and used, travel according to seasons ...
- **Ask** if the Elder would help plan as well as accompany your students on the excursion. The DEO team will advise you about protocols which need to be observed when arranging and during the visit.
- **Plan** your excursion according to your school's guidelines.
- **Choose** an appropriate area of bushland near your school. Marmion students visited a large bush area, Neil Hawkins Park, in Joondalup. This park has a beautiful statue, commemorating the first inhabitants of this area, which is worth a close look.
- **Discuss** with students your expectations of them and how to behave for the excursion.
- **Select and prepare** students to welcome and thank your visitor.
- **Discuss** proposed visit with your principal and staff, so that all are aware of required protocols.
- **Read** KEY BACKGROUND POINTS, CULTURAL & PROTOCOL CONSIDERATIONS, and Appendix 1 that shows how Marmion Primary School approached their Aboriginal Studies School Priority.
- **Utilise** in planning, information provided by your Elder. Neville Collard, an Aboriginal Elder with a wealth of knowledge about traditional uses of native vegetation provided us with information about how his ancestors used specific trees and plants found on our school grounds and the local area.

Implementation

Explain to students the procedures to follow and what to look for on the excursion

On the excursion (what we did)

- **Walk** along part of the Yaberoo Budjarra trail (see KEY BACKGROUND POINTS section above) or into the bush area. The Yaberoo Budjarra trail runs from Neil Hawkins Park to Yanchep. Designed by CALM and maintained by the City of Joondalup, the trail follows what is thought to be the path used by Mooro people of this area in their seasonal migration.
- **Have** class sit quietly and imagine the whole of the northern suburbs area is bushland.
- **Ask** students to discuss things in their lives which would not be present (e. g. supermarkets, houses, roads, cars, school buildings and all large man-made structures ...).
- **Point out** that these things were introduced by non-Aboriginal settlers and have become essential to our way of life. Traditional Mooro people however did not need these things.
- **Look around and imagine** how we would live in this bushland.
- **Ask** students to note where they can access fresh water, and to write down all varieties of plant life they discover. They may sketch and/or take photographs of the plants, but not pick them. They should note where these plants are growing and how far they grow from the lake.





- **Ask** students to note and record any signs of animal life (scratchings, scats, trails, homes ...) in the area. For example, there are kangaroos in most large bush areas in the northern suburbs, and emus are also found in some places. Other animals to think about are reptiles, birds such as magpies and parrots, and insects. They may make a separate list of native animal life known to be found in the area but not seen during the excursion. Students may also note any introduced species which they see signs of.
- **Allow** class time to enjoy being in a natural setting.

On returning to class

- Ask students compare their findings on the excursion with their earlier research about bush foods.
- Discuss similarities and differences and possible reasons for this.
- Compare and discuss original brainstorming chart and what students have learned since then.

Follow-up activities

Maths (1)

Ask students to determine how far a Mooro family group might travel in one day.

Working in groups – students need to decide how much time a family group will be able to travel, whilst finding food along the way. They must keep in mind that there will be small children walking and being carried. This will be more realistic if this lesson can be done with a Junior Primary Buddy Class.

Two methods may be used to measure distances walked.

- a) Groups may count their steps as they walk around the oval, and the time they take. They then measure one step and multiply its length by the number of steps. Time taken to walk the calculated distance needs to be noted to arrive at a final figure.
- b) Groups can use a trundle wheel to measure the distance walked.

Maths (2)

Use your findings from the above activity to create a travel plan between the northern suburbs lakes. Your estimate would show that a family group can comfortably travel between eight and fifteen kilometres in a day. If absolutely necessary they could travel further, remembering food and water must be carried or found.

Working in groups – students may use copies of map showing lakes in the local area, and plot a walking course which includes visits to all the largest lakes, and the time it will take. Groups may incorporate rest days and food hunting and gathering days.

Students should use the map scale to determine distances between lakes, and distances to be travelled. Each group may decide on their start and end point. More able groups may plan a round trip.

As an extension students may work out which foods are seasonal and use this information to construct a trip for a certain time of the year.

S & E

Examine how groups interacted and socialized.

Working in groups – allocate each group part of the northern suburbs area. Each part should include access to a fresh water lake and teachers should ensure that all parts have differences in their range of foods, and at least one food which is seasonal. Students need to:

- show area on a map, decide and show which plant and animal foods are available in their area;
- decide and note the most productive time of the year in their area. For example, banksias bloom in autumn and the people feast on the nectar banksias produce. Mooro people may invite other groups to share a feast at a large gathering;
- decide about inviting other groups and sending messengers to them. Messengers can move faster than family groups;
- devise/design a ceremony to accept others into their country and celebrate something of their choice (with assistance from local Noongars and/or the DEO team) (The ceremony shows goodwill from both groups, and is enacted for the large group gathering.); and
- look at likely topics of conversation. For example, people might talk about seasonal factors, food availability, and numbers of people in each group.

As an extension, groups may look at kinship systems of Aboriginal groups and how these differ from our family systems.





Science

Plan/prepare information for a book about bush foods to accompany development of the school's Mooro Walk (see Appendix, for instructions Marmion PS devised for our students).

Working in groups – distribute bush plants listed on class chart between groups (allow groups to select, or teacher to allocate). Students prepare an information page for the Mooro Walk book, using as a basis research work from previous activities, and information from their excursion. Teachers need to provide instructions covering aspects like format, headings, illustrations and so on (see Appendix 1, for pages from Marmion PS's Mooro Walk book).

ASSESSMENT

The following points are possible assessment focuses, there are many others which you may feel more relevant to your students (see Appendix 1, for assessment examples from our program).

Excursion:

- Discussion with students should show an understanding of how different it was in this area before the infrastructure of white settlement.
- Students should identify at least some if not all of the plants researched in previous activities.
- Quality of notes made on excursion.
- Discussion of reasons for differences in species currently found and those available to traditional Mooro people.

Maths (1)

- Participation in group activity calculating distance/range of distances, families could travel in a day.
- Appropriateness of calculations and accuracy of algorithms.
- Ability to use their chosen method of measurement appropriately.

Answers may vary but should be in an acceptable range: 8 to 15 kilometres would be a good day's walk.

Maths (2)

- Ability to produce map showing clearly marked route, and clear enough for other groups to follow.
- Ability to show on map length of each day's walk, and regular access to lakes for water.
- Completed projects should include distances to be travelled, estimated times taken, and foods utilized on the trip.
- Ability to compare maps and way of life involved with students' present way of life.
- Ability to discuss skills needed for the first residents of Mooro country to survive.
- Ability to look at how people travelled without motorized transportation, and how they may have planned without maps.

S & E

- Ability to clearly mark territory on a map and show bush foods available.
- Ability to show understanding of how food found in these areas, and seasonal variations in food supply, affects Aboriginal groups' way of life.
- Ability to devise/design appropriate ceremonies for access to land and for telling of stories.

Science

- Ability to use research findings and excursion observations to produce information pages, according to instructions.

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