



# Noongar seasons



Lesson one of four lessons

- **Noongar seasons 1**
- Noongar seasons 2: reading for information.
- Noongar seasons 3: poster design
- Noongar seasons 4: oral presentation

## 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:
<b>Esperance</b>

## TOPIC INFORMATION

### PURPOSE

To provide opportunities for students to:

- become familiar with Noongar seasons;
- read factual texts for information and prepare a report;
- prepare a poster that displays main characteristics of each Noongar season; and
- share orally, information gained.





## STUDENT OUTCOMES

### Society and the Environment Time, Continuity and Change

Students understand that people's actions and values are shaped by their understanding and interpretation of the past.

TCC 1.1 Understands that change can occur in different periods in people's lives.

TCC 1.2 Understands that there are significant activities and events in their own life.

TCC 1.3 Understands that people's life stories differ.

### English

V 1.1 Retells meanings and makes simple interpretations from visual texts.

V 1.2 Makes connections between own knowledge and experience and ideas, events and information in viewed texts.

## KEY BACKGROUND POINTS

Information used is from the Department of CALM publication, *Exploring Woodlands with Noongars*, also available as a pdf you can download from their *Naturebase* website. There may be some local variation in the Aboriginal seasonal-based activities and foods found.

Knowledge and understanding of European seasons is required.

Obtain knowledge of pronunciation of the Aboriginal words for seasons from your AIEO, community members, or the District Office Aboriginal Education Staff.

## CULTURAL & PROTOCOL CONSIDERATIONS

The Language is Noongar. Consult with local elders or Aboriginal community members for pronunciation..

## RESOURCES

Medium	Author, producer, developer etc	Title	Source
booklet	CALM	<i>Sharing the Dreaming</i>	CALM Customer Service Officer Kensington Western Australia (Tel) 93340437 or 93340481
pdf on website, OR booklet	CALM	<i>Exploring Woodlands with Noongars</i>	CALM Narrogin Regional office 98811444 FAX 99813297 <a href="http://www.naturebase.net/component?option=com_docman/task,doc_details/gid,293/Itemid,711/">http://www.naturebase.net/component/ option,com_docman/task,doc_details/ gid,293/Itemid,711/</a>

## TEACHING AND LEARNING STRATEGIES

### TEACHING RESOURCES

- CALM publication: *Exploring Woodlands with Noongars*
- student copies of Resource Information Sheet 1: *The Noongar Seasons* (page 38, *Exploring Woodlands with Noongars*)
- coloured pencils, crayons, or textas





## LESSON STEPS

These suggestions may take more than one lesson, depending on the level of your students, and timetabling restrictions. They could form part of a larger unit of work focusing on words from the Noongar or Wongutha language.

### Preparation:

- **Plan** in consultation your AIEO, community members, or the District Office Aboriginal Education Staff.
- **Invite** a Noongar speaker to join in your lesson to provide pronunciations, and assist with information. If this isn't possible you may record correct pronunciations.
- **Read** the resources listed above and decide how best to use the information.
- **Copy** Resource Information sheet.

### Implementation

#### Whole Class

- **Distribute** student copies of Resource Information Sheet 1: *The Noongar Seasons*.
- **Ask** students to identify the Noongar seasons shown on Resource Information Sheet.
- **Examine** and discuss where the seasons begin and end, and the months in each.
- **Compare** knowledge of European seasons and discuss family seasonal activities.
- **Demonstrate** (AIEO, taped voice, or other Noongar speaker) correct pronunciation of the Aboriginal seasons.
- **Ask** students to repeat and practise.
- **Compare** number and duration of Noongar seasons to European.
- **Discuss** possible reasons for this (look at activities pictured around the circle).
- **Compare** descriptions with European seasons.

#### Working individually

- **Ask** students to colour Noongar seasons on Resource Information Sheet 1: The Noongar Seasons, each a different colour, matching the corresponding months with the same colour.
- **Colour** European seasons in four different contrasting colours.
- **Discuss** similarities and differences of the two types of seasons.

## ASSESSMENT

- Students pronounce the seasons correctly.
- Students correctly match the corresponding seasons with the months.
- Students colour code the different months and seasons.
- Students demonstrate accurate interpretation of a visual text to gain information.

### Acknowledgements / Thanks to contributors.

George Walley Noongar Elder, Mandurah, CALM Resources

Linda G Bonney Hutchison (writer), Alwyn Evans (editor)

Produced by DUIT Multimedia for the Aboriginal Perspectives across the Curriculum program.

