

## 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>Pilbara</b>

## TOPIC INFORMATION

### PURPOSE

- To provide the opportunity for children to learn words from another language (Yindjibarndi).
- To introduce Dreaming Stories of the Yindjibarndi people.
- To give students opportunities to value and respect another language and culture.
- To give students opportunities enjoy learning words from an Aboriginal language and interaction with others.

### STUDENT OUTCOME

- Students speak and hear names in the Yindjibarndi language.

### KEY BACKGROUND POINTS

By participating in this activity it will help students to become aware that English was not the first language of Australia. Many Aboriginal languages were spoken prior to the arrival of European settlers and Yindjibarndi is one of these. When people express themselves truly they do it in their native language.

Be aware that animal activities are affected by day and night.





**Some Yindjibarndi words for this lesson:**

- birndirri            star
- wilarra            moon
- warungga        night
- yurrangga        day
- garna              when its clear, when you show yourself
- garnawarni      when it becomes clear

**RESOURCES**

Medium	Author, producer, developer, etc	Title	Source
file of pictures		Animals, people, plants, landscapes	Aboriginal Education Resource Unit
CD	Yilbie Warrie	<i>Exile and the Kingdom</i>	\$35 for CD from Jurluwarlu Aboriginal Corporation
book	Bruce Anderson and local Yindjibarndi people	<i>Yindjibarndi dictionary</i>	Wanka Maya Pilbara Aboriginal Language Centre Lotteries House South Hedland or Juluwarlu Aboriginal Corporation

**TEACHING AND LEARNING STRATEGIES**

**TEACHING RESOURCES**

- paper for drawing
- drawing materials
- teacher-prepared chart of Yindjibarndi words about night (see under Preparation)
- teacher-prepared chart of song (see under Preparation)

**LESSON STEPS**

**Preparation**

- **Plan** your lesson in consultation with your AIEO or other Aboriginal staff member – if you don’t speak Yindjibarndi – and organize to co-teach with them.
- **Divide** the lesson steps below between you and your co-teacher (as appropriate) with the other supporting at all times.
- **Prepare** a chart showing words about night in both English and Yindjibarndi. Here are some words – add to them with the help of your co-teacher.

- birndirri            star
- wilarra            moon
- warungga        night
- yurrangga        day
- garna              when its clear, when you show yourself
- garnawarni      when it becomes clear
- mirda              no or not

- **Prepare** a chart showing words of the song:

Birndirri birndirri wilarra  
 Yurranggawa mirda garna  
 Birndirri birndirri wilarra  
 Warunggawa garnawarni





## Presenting the lesson

### Whole class

- **Greet** students in Yindjibarndi: wanthiwa [ warn thee wa ].
- If either you or your co-teacher haven't met the students previously, introduce yourself, saying: who you are; what you do; and what you are here to do.
- **Introduce** the topic: 'night', and ask students to listen and watch carefully.
- **Sing** the song on the chart to the tune of *Twinkle twinkle little star*, adding actions that give visual clues about the song.
- **Ask** students what they think the song is about, and why they think it.
- **Explain** that although this song is to the tune of *Twinkle twinkle little star*, the words do not translate into the same words as the song. Give them the literal translation which is: Star, star, moon. Day time never show. Night time you show yourself. If appropriate, write it on the board or on a chart.
- **Discuss** words in the song.
- **Distribute** paper for drawing.
- **Ask** students to draw things that come out at night, like stars, moon (full, half, quarter moon) ...
- **Discuss**: Do animals come out at night? Birds? Which ones? Snakes? Kangaroos? Do flies come out at night? Do cockroaches?
- **Include** appropriate animals, birds and insects ... in drawings.
- **Ask**: How do we say names of these things in the Yindjibarndi language?
- **Show** your chart of words about the night, read and discuss words, adding to them if possible. If appropriate for your students, they may copy relevant words next to their pictures.
- **Talk** about words in the song again. Students may wish to learn it and sing it too.

## ASSESSMENT

Evaluate aspects of students' learning, like:

- Can students recall words from the song?
- Do students identify and draw 3 things that come at night?
- Do students match words from the chart with their pictures appropriately?
- Do students interact and respond in the lesson?

Observations of who is participating / students' drawings of what comes out at night ...

As a means of self assessment you may ask students to match words to pictures / or English to Yindjibarndi words.

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