



# Seasons of the Yindjibarndi people 1: introduction



First in a series of three lessons:

- **Seasons of the Yindjibarndi people 1: introduction**
- Seasons of the Yindjibarndi people 2: seasons big book
- Seasons of the Yindjibarndi people 3: students' books from magazine letters

## 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 teach children names of the seasons, and the colours, flora and fauna associated with them, both in English and the Yindjibarndi language.
- To provide opportunities for students to hear, speak and learn words from the Yindjibarndi language, in context.

### STUDENT OUTCOMES

Students:

- identify and discuss seasons of the year for the Yindjibarndi people of the Kimberley;
- identify and discuss features of the seasons, including weather, colours, flora and fauna; and
- name seasons and features in English and the Yindjibarndi language.





## KEY BACKGROUND POINTS

For traditional Aboriginal people it was essential to know the language and the seasons, and how to protect and feed themselves at all times of the year.

In Yindjibarndi lands (Kimberley) there are two seasons:

### English

summer  
winter

### Aboriginal language (Yindjibarndi)

garwarn  
mulhu (mulhungga)

### Each season is further divided into 3 mini-seasons:

beginning  
middle  
ending

muthangga  
mardulila  
yurluwarningu

### Features of summer

#### Weather

hot  
cyclone  
little twisters

#### garwarn:

jurlu  
wirliwirli  
winyingarra

#### Colours

red  
yellow  
blue and green  
brown  
black

mardamarda  
bulinyji  
bithu  
thunggaungga  
waru

### Law/cultural ceremonies

preparation for initiation and other ceremonies

birdarra

### Plants

dry plants (all varieties)  
dry (land)

bijbarra  
biyu

### Features of winter

#### Weather

rain  
cold or cool

#### mulhu:

yundu  
mulhumulhu

#### Colours

green and blue  
white  
yellow

bithu  
jiwarru  
bulinyji

## CULTURAL & PROTOCOL CONSIDERATIONS

Consult with AIEOs, Aboriginal Education staff at the District Education Office, and community members about inviting guest speakers to speak about some of the ceremonies that would happen in the relevant seasons. Sometimes speakers may be from different skin groups than the AIEO or teacher and cannot be in the same room. However, this does not apply with children in the Roebourne area. Check in your area.





# TEACHING AND LEARNING STRATEGIES

## TEACHING RESOURCES

- student books to paste in drawings
- writing/drawing materials
- A4 paper for drawing folded in two

## LESSON STEPS

### Preparation:

**Please note**, this lesson may be done in one block of time, or spread over a number of lessons, depending on timetabling constraints.

- **If you do not speak** the Yindjibarndi language, plan in conjunction with your AIEO, or another person who speaks the language.
- **Ask** the Yindjibarndi speaker to share teaching your lessons and to show students how to pronounce the words.
- **Prepare** required teaching materials.

### Implementation

#### Whole class

- **Discussion** about seasons – teacher records responses on board.
  - How many seasons do we have?
  - When do the seasons occur?
  - In Yindjibarndi we have only 2 seasons (summer: garrwarn; and winter mulhu – write names on board, AIEO says them for students).
  - Discuss summer and winter colours (see lists in Background Information section above). What colours would you see in summer (winter)?
  - What clothing do people wear in summer?
  - Discuss kinds of weather in each season and what the land looks like (words from lists).
- **Distribute** paper for drawing.
- **Ask** children to draw 2 pictures, one of how they think summer would look, the other how winter would look.
- **Discuss** drawings as each child finishes. Use the Yindjibarndi names for summer and winter, modelled by AIEO.
- **Revise** names together to conclude lesson.

## ASSESSMENT

Observe individual students during the lesson, particularly how they respond in the revision session.

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