



Wad'jay Gawiy Wudiga'ni – spear fishing



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:
Kimberley

TOPIC INFORMATION

PURPOSE

- To provide students with opportunities to learn about another culture through a story about fishing in the Fitzroy Valley area.
- To provide student and teachers with experience of how a spear was made, traditionally.

STUDENT OUTCOMES

- Children listen to and discuss a story about aspects of Bunuba people culture.
- Children write a procedure on making a spear.

KEY BACKGROUND POINTS

Aboriginal people still practise aspects of their culture and take them very seriously.

Ask an Aboriginal person (e. g. AIEO or community member) to read language side (Bunuba) of story *Wad'jay Gawiy Wudiga'ni – Spear fishing*.

CULTURAL & PROTOCOL CONSIDERATIONS

This lesson plan may contain resources that require screening by an Aboriginal staff member in your local school community as protocols pertaining to deceased persons, age & gender specific material and cultural appropriateness may apply.





RESOURCES

Medium	Author, producer, developer etc	Title	Source
booklet	Molly Jalakbiya	<i>Thangani Bunuba</i>	Kimberley Language Resource centre, Halls Creek WA.

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- book: *Thangani Bunuba Bunuba* stories, make copies for children of pages 63 and 64
- pencil
- pen
- white board
- student copies of **Learning Guide 1: Writing a procedure**

LESSON STEPS

Preparation:

- Plan in conjunction with your AIEOs and/or other Aboriginal staff members at your school.
- Ask a language speaker (staff member or someone from the local community) to share your lesson, unless you are a Bunuba speaker.

Whole class

- Discuss with children their own stories about spear fishing and spear making.
- Introduce story by showing the book's cover and asking for predictions about the story.
- Explain (after predictions) this a story from the Bunuba people telling about how they made their spears and how they fish.
- Distribute photocopied story to children.
- Read story aloud.
- Ask your Aboriginal language co-teacher to read language side of story.
- Discuss story asking questions like: What culture is the story based on? Where do you think the story has come from? Do you think the author is Aboriginal and why? How did the people in the story fish? How did they make their spears?

Working individually

- Distribute student copies of **Learning Guide 1: Writing a procedure** and discuss the structure of a procedure, the language to use, and the content.
- Ask students write up their procedure about making a spear based on the information from the story.
- Ask students to illustrate steps where it helps to make the meaning clearer.
- Collect students work at end of lesson to distribute for the follow-up.

Conduct a follow-up lesson where students make their own spears.

ASSESSMENT

- anecdotal notes
- writing of the procedure
- observation of students' work

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LEARNING GUIDE 1: Writing a procedure

Student's name: _____ Date _____

People write procedures to explain how to do or make things, by giving steps to follow.

Instructions:

1. Make your procedure easy to read by:

- using headings and subheadings;
- numbering steps or using dot points; and
- drawing diagrams where helpful.

2. Use these headings to write your procedure:

Goal (Write what you are going to make, it may be your title as well. e. g. How to make a _____)

Materials (List all the things you need in the order you need to use them.)

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Steps (Write everything you need to do in the order you do things. Start each step with a verb (a 'doing' word). e. g.

Choose a straight stick.)

1. _____

2. _____

3. _____

4. _____

5. _____

