



Seasons and Aboriginal practices



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 discuss and engage in various activities about seasons – covering the traditional four ‘European’ seasons, the six local Yawuru seasons, and the two Broome seasons.

To provide students with an opportunity to read and compare two different books dealing with the following topics: rain, drought, seasons, people and their lifestyles, remote Australian communities, farm life, Aboriginal camp life, and the environment.

STUDENT OUTCOMES

Students

- recognise the different types of seasons and their names in the Broome area.
- listen and speak with purpose and understanding in a whole class context.
- develop a vocabulary of topic words.





KEY BACKGROUND POINTS

- The four traditional 'European' seasons are winter, spring, summer, autumn.
- The six Yawuru seasons are:
 - Marul – April;
 - Wirralburu – May;
 - Barrgana – June to August;
 - Wirlburu – September;
 - Larja – October and November; and
 - Mankala – Dec to March.
- The two Broome seasons are the wet season and the dry season.
- Aboriginal people engage in particular practices related to seasonal changes.
- Australia is a diverse country and has different seasons in different parts. This is reflected in the different seasons of different Aboriginal language groups.

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
book	Katrina Germein	<i>Big Rain Coming</i>	bookstores
CD	Pigram Brothers	<i>Jirr (Raindance)</i>	music stores, Pigram Bros Music
book	Cathy Applegate and Dee Huxley	<i>Rain Dance</i>	bookstores
file	Marrilee Lands & Maria Mann	<i>Yawuru Season Kit - Draft</i>	see Lola Jones KDEO, or Marrilee Cable Beach Primary School for a copy

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- books: *Big Rain Coming* by Katrina Germein, and *Rain Dance* by Cathy Applegate & Dee Huxley
- teacher-made, or commercial, charts and posters depicting the various seasons as stimuli pictures
- butcher's paper
- textas, crayons or coloured pencils ...
- 6 large sheets of paper or card, for seasons charts
- Yawuru seasons cycle diagram (find this in the draft *Yawuru Seasons Kit*, or contact the source)
- CD: *Jirr* by Pigram Bros
- CD player
- writing materials and paper for spidergrams





LESSON STEPS

Preparation:

Always consult local Aboriginal people for knowledge about local terminology and practices.

Where possible, include AIEOs, LOTE Yawuru teachers, Aboriginal staff, parents and community members in the planning of and the delivery of the lesson.

Depending on your students' age and phase of learning, and your timetabling constraints, you may wish to divide the steps below into more than one lesson. Follow-up lessons are also suggested.

Implementation

- **Ask** students to create own visual images on butcher's paper for the concept 'Seasons'.
- **Brainstorm and blackboard** ideas and relevant topic words, from their visual images, e. g. hot, cold, rain, fishing, football ...
- **Show** students various stimulus pictures and posters about seasons, and discuss aspects for each season, such as: climate, activities, clothes, native flora and fauna ...
- **Identify and blackboard** topic words for different seasons, from these resources.
- **Discuss and blackboard names** of the different seasons that the students know about, e. g. traditional four European seasons; the six local Yawuru seasons; and the two Broome seasons.
- **Introduce** those that students don't know about and discuss (the internet is a good source of further information).
- **Compare and contrast** features of each seasons, e. g. dates in which they fall, weather features, environmental features, human activities in each ...
- **Make a spidergram** showing main aspects of each of the 6 Yawuru seasons, on large paper (one sheet/per season).

Working individually

- **Ask** students to transfer the blackboarded and charted information onto their own sheets (or books), either as a spidergram, or another form they find easier to follow, and to include clear labels, notes, and illustrations with captions.
- **Play** the song, *Raindance*, by Pigram Bros while the students work.
- **Encourage** students to discuss the song's lyrics.

In follow-up lessons:

- **Read** *Big Rain* Coming by Katrina Germein, and *Rain Dance* by Cathy Applegate & Dee Huxley.
- **Interpret and discuss** the texts.
- **Compare and contrast** aspects such as: settings, seasons in the stories, features of the seasons found in the stories ...
- **Add** to their records, any additional information they discover.
- **Ask** students to find other stories about local seasons to share in class.

ASSESSMENT

- Observe how each student participates and contributes/responds in discussion sessions.
- Evaluate student's individual interpretations in their written work samples.

Acknowledgements / Thanks to contributors.

Department of Indigenous Affairs,

Susanne Bowles (writer), Alwyn Evans (editor)

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

