



# Caring for wetlands – the Noongar way 2: kooya’s life cycle



Number two in a series of three lessons:

- Caring for wetlands – the Noongar way 1: kooya boodja (frogs’ land)
- **Caring for wetlands – the Noongar way 2: kooya’s life cycle**
- Caring for wetlands – the Noongar way 3: caring for kooya

## 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>Swan</b>

## TOPIC INFORMATION

### PURPOSE

To create an awareness of the importance of protecting natural resources and to provide an opportunity for students to learn how Noongar people do this. Also, to guide students to discover how Noongar people of the local area have always understood the importance of frogs in the eco-system.

### STUDENT OUTCOMES

- Students move towards understanding Aboriginal people and in particular local people, the Noongars.
- Students move towards respecting particular aspects of Aboriginal culture, namely how the people took care of wetlands and lived in harmony with their environment.
- Students examine the life cycle of a kooya (frog) from a Noongar perspective.
- Students learn the Noongar words for the life cycle of kooya (frog).





### OVERARCHING OUTCOMES

1	2	3	4	5	6	7	8	9	10	11	12	13
	✓			✓	✓	✓	✓	✓		✓		

### SCIENCE OUTCOMES

1	2	3	4	5	6	7	8	9
							L1	

Other appropriate Learning Area outcomes, depending on your chosen focus, include:

**SOSE:** 1, 4, 6

**MATHS:** 3, 4 & 5

**LOTE:** 1

### KEY BACKGROUND POINTS

Local Noongar people have always taken care of the land, Mother Earth. They have a strong spiritual and cultural link with Nidga Boodja (land). Traditionally, Aboriginal people only took what they needed and moved around so they could live off the land continually, without harming its resources. They were an integral part of their environment.

### CULTURAL & PROTOCOL CONSIDERATIONS

We advise teacher and students to:

- demonstrate respect for the Aboriginal community by involving in/inviting into the classroom, local Indigenous people who can provide culturally appropriate information and help with pronunciation of the Noongar language.
- be aware that when approaching a parent/AEIO/student to help you with this lesson you need to be sensitive. Approach people individually, and understand that although they may have expertise in this area, they might not like to be 'shamed' in front of their peers.
- acknowledge specific Aboriginal terms used in this lesson are from the Noongar language.
- demonstrate respect for the environment – at all times.

Please note the following points:

- Traditionally, Aboriginal students achieve better results by working co-operatively, rather than individually.
- Aboriginal English is an integral part of an Indigenous student's identity and needs to be valued as such.
- If using any unpublished resources you require permission from the local Aboriginal community.





## RESOURCES

Medium	Author, producer, developer etc	Title	Source
book	Hylton Laurel	<i>The Cowboy Frog</i>	Magabala books, and book shops
book	Robert Roennfeldt	<i>Tiddalick, the Frog Who Caused a Flood</i>	book shops
book	Wendy Pfeffer	<i>From Tadpole to Frog</i>	educational book shops
centre to visit	CALM: Nearer to nature	<i>Hills Forest Discovery Centre</i>	contact: 9295 2244, or <a href="http://www.calm.wa.gov.au/tourism/n2n/hf_disc_centre.html">http://www.calm.wa.gov.au/tourism/n2n/hf_disc_centre.html</a>
website	WA Govt: Swan Catchment Centre	<i>Frogs, Fauna Friendly Gardening</i>	<a href="http://www.wrc.wa.gov.au/swanavon/pdf/pub_frogs.pdf">http://www.wrc.wa.gov.au/swanavon/pdf/pub_frogs.pdf</a> This PDF gives teachers good region-based background knowledge, and provides information about creating a mini-ecosystem.
book	WA Museum: Tyler, Smith & Johnstone, 2000	<i>Frogs of Western Australia</i>	WA Museum
website	CALM: Naturebase	<i>Statewide Wetlands Database Project 2005</i>	<a href="http://www.naturebase.net/projects/wetlands_database.html">http://www.naturebase.net/projects/wetlands_database.html</a>
website	WA Museum	<i>Motorbike Frog</i>	<a href="http://www.museum.wa.gov.au/frogwatch/pages/frogs/sw/10.asp">http://www.museum.wa.gov.au/frogwatch/pages/frogs/sw/10.asp</a>
resource centre	Education Department WA	<i>Swan Education Resource Centre</i>	corner Yelverton Drive and Helena St Midland Phone: 9374 0924

## TEACHING AND LEARNING STRATEGIES

### TEACHING RESOURCES

- student copies of Learning Guide:
  - **Learning Guide 1: Kooya life cycle**
  - **Learning Guide 2A: Make your own kooya life cycle**
  - **Learning Guide 2B: Kooya life cycle cut-outs**
- photographs/pictures of different frogs
- class display using school library resources, posters, soft toy animals and Aboriginal images.
- writing and drawing materials
- scissors and glue





## LESSON STEPS

### Preparation

- **Plan** your lesson with your school's AIEO and LOTE teachers, where possible.
- **Consult** Aboriginal students in your school, community or DEO to learn correct protocols, pronunciation and spelling of words you are going to teach students. The degree to which you do this will impact on the effectiveness of your lesson.
- **Consider** background knowledge your students may/may not have about the local Aboriginal population. This will vary from school to school, class to class, and student to student.
- **Create** a supportive learning environment, remind students that everyone is a valued member of your class, and that all answers are accepted and valued. Where possible, if there are indigenous students in your class and they are willing, use them as 'experts' in your lesson.
- **Research** information about what frogs need to grow and survive.
- **Introduce** the Noongar word for frog, 'kooya' if you have not completed lesson 1 in this series, **Caring for wetlands – the Noongar way: kooya boodja (frogs' land)**.
- **Choose** a book about a frog to read to the class and/or invite a Noongar person to share a story about a frog.

### Implementation

#### Whole class

- **Introduce** the term 'life cycle' and **discuss** its meaning (use a book or chart to demonstrate if you have one available).
- **Ask** students if they know in what form a frog begins life and what changes it goes through (predicting).
- **Distribute** student copies of **Learning Guide 1: Kooya life cycle**.
- **Explain** the different stages of kooya's life cycle shown (begin at 12 o'clock) on the worksheet.
- **Encourage** discussion and questions to clarify any points ...
- **Recite** the Noongar word for frog.
- **Discuss** what Kooya needs to grow and live, and list responses on board.
- **Ask** students to turn over (put away) **Learning Guide 1: Kooya life cycle** and to see if they can make their own.

#### Working individually

- **Distribute** student copies of **Learning Guide 2A: Make your own Kooya life cycle**, and **Learning Guide 2B: Kooya life cycle cut-outs**.
- **Ask** students to colour (drawing in backgrounds if desired), **cut, match** and **paste** stages of kooya's development, to complete their own frog life cycles.
- **Encourage** students to talk about why they place the stages in the order they choose, as they work.
- **Check** work with **Learning Guide 1: Kooya life cycle**, and discuss any which do not match the original, and why they need to.

## ASSESSMENT

- Participation in class discussions.
- Ability to accurately complete **Learning Guide 2A: Make your own kooya life cycle**.
- Ability to discuss reasons for choosing the correct order.
- Understanding of what frogs need to grow and live. You may assess this by showing pictures (e. g. **Learning Guide 1: Kooya cares for wetlands**, from Lesson 1 in this series) and asking students to select things a frog needs. For example, water, flies, trees, rocks ...

### Acknowledgements / Thanks to contributors.

Robyn Templeton & Tracey Cullen (writers), Alwyn Evans (editor)

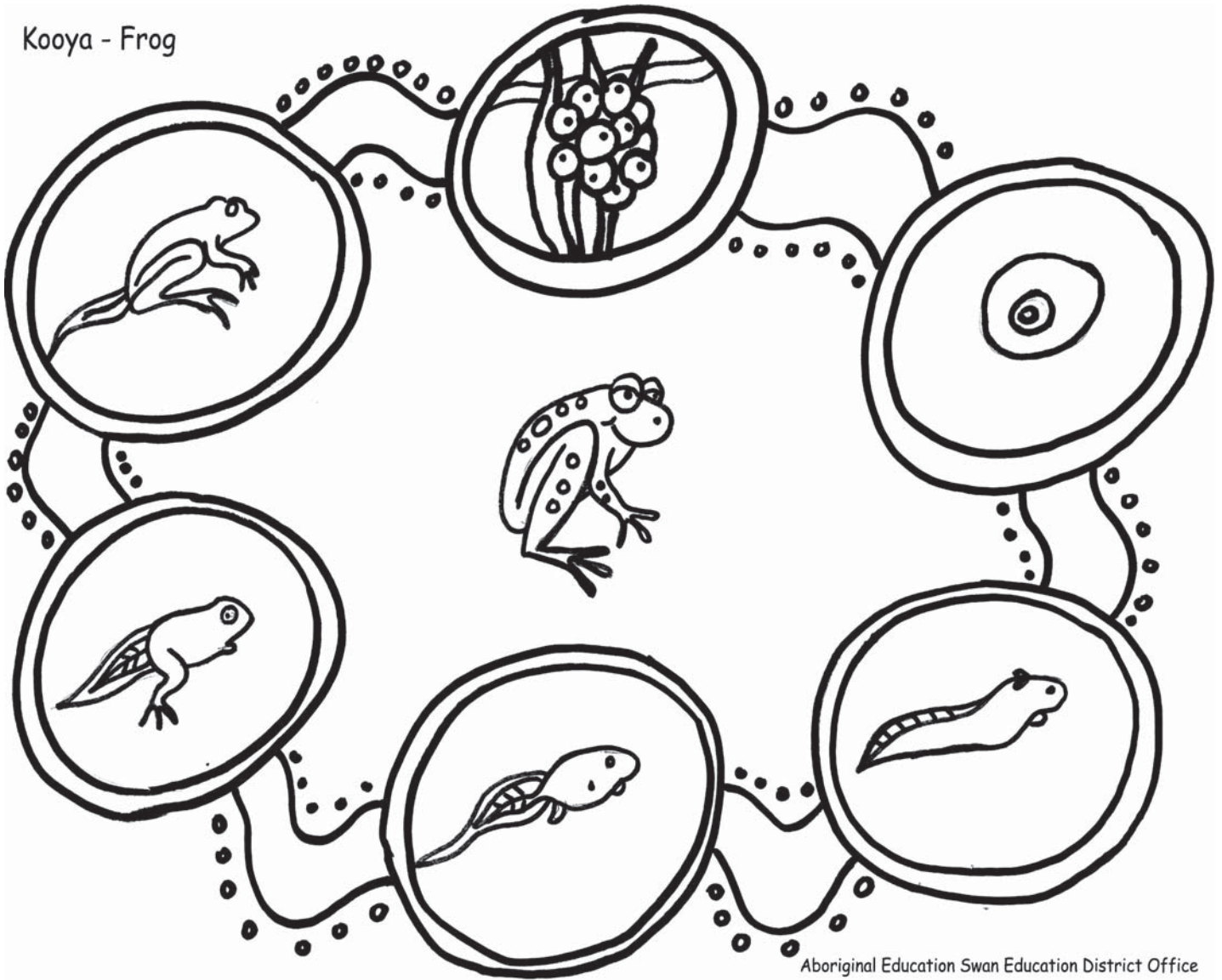
Produced by DUIT Multimedia for the Aboriginal Perspectives across the Curriculum program.



# LEARNING GUIDE 1: Kooya life cycle

Student's name: \_\_\_\_\_ Date \_\_\_\_\_

Kooya - Frog

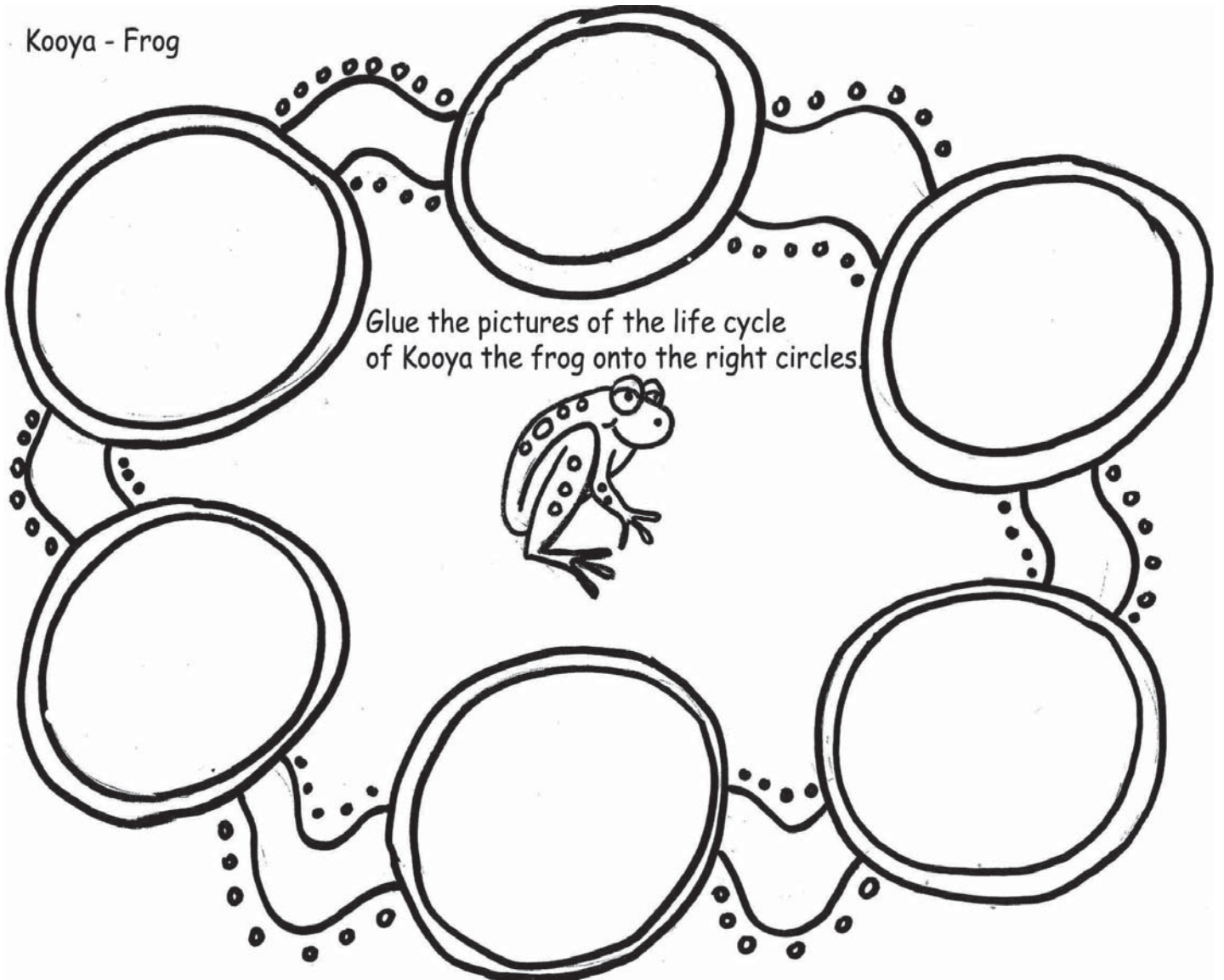


Aboriginal Education Swan Education District Office

# LEARNING GUIDE 2A: Make your own kooya life cycle

Student's name: \_\_\_\_\_ Date \_\_\_\_\_

Kooya - Frog



# LEARNING GUIDE 2B: Kooya life cycle cut-outs

Student's name: \_\_\_\_\_

Date \_\_\_\_\_

Kooya - Noongar word for frog.  
sheet B

1. Colour in the six circles.
2. Cut them out and paste them onto sheet A

