



Success Hill 1: introduction



Lesson one in a series of three lessons:

- **Success Hill 1: introduction**
- Success Hill 2: excursion
- Success Hill 3: mia mia

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:
Swan

TOPIC INFORMATION

PURPOSE

To show students:

- how families of local Noongar people have similarities and differences to their own families;
- different stages of life; and
- that over time, families and communities change.

STUDENT OUTCOMES

Students:

- identify who is in their family;
- recognise stages of life and significant events in their own life;
- move towards understanding that over time society and communities have both lasting and changing aspects; and
- respond to elements in the natural, and the social world.





OVERARCHING OUTCOMES

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

S & E LEARNING OUTCOMES

1	2	3	4	5	6	7
				✓ (F1)		

KEY BACKGROUND POINTS

The Noongar people are known to have inhabited the land known as Whadjuk, in the south-west region of WA, for over 40 000 years. Scientists have recently found evidence suggesting this may 60 000 years. The Noongar culture is part of the oldest living and evolving culture in the world today.

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.

Success Hill is situated right on a bend (known as Nanuk by Noongar people) of the Swan River, giving Noongar people a great vantage point looking up and down the river. Traditionally Success Hill was an important meeting and camping place for local and visiting Aboriginal people. There was an abundance of fish and bush tucker for families to share and enjoy. As quoted on a sign at Success Hill: In the summer time the tribes for sixty miles around assemble ... they entertain each other with dances and chants of the corroboree. (Armstrong, Perth Gazette, 1836)

A fresh water spring provided a constant water supply. In 1831 Guildford residents began to use this water supply. In 1960 Success Hill became a sand pit for construction work. Aboriginal Elders' concern about the destruction of their land was disregarded as the Aboriginal Heritage Act had not come into action at this time. It was not until 2001 that a project grant, supported by the Commonwealth of Australia, recognised and acknowledged the Noongar people, and Success Hill became a public park. In it, signs show the history of the area, its value and importance to traditional owners of the land.

Success Hill is an excellent place to visit with your school. At the site there are: parking facilities, public toilets, a footpath, lawn and a playground. There is safe access to view the river and enjoy the natural environment. This visit offers students a window into the past and an experience that cannot be appreciated to the same level in a classroom.

In Aboriginal communities, family is as important as the land. Family groups are strongly linked and members are dependent on each other. Contrary to what early white settlers in Australia originally believed, Aboriginal people lived in families just like other peoples around the world.

Considering family in the context of Success Hill, students see how similar to themselves Noongar people are today. Success Hill offers students an opportunity to view images of families from early times in the area, which they can discuss and compare to their families today.

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	Angus Wallam and Suzanne Kelly	<i>Corroboree</i>	most book shops, and the publisher: Cygnet Books

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- student copies of **Learning Guide 1: Noongar Men of Success Hill**
- map of Western Australia showing Aboriginal group names (contact your Aboriginal Education team at Swan DEO)
- collection of photos of students' families, and family photos from books and magazines
- paper and pencils

LESSON STEPS

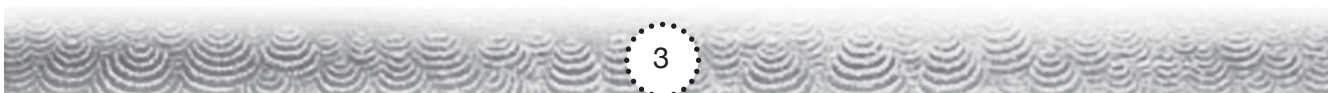
The following steps are simply a broad guide, you may choose to adapt them, develop them further, and/or to break them into more than one lesson according to the level of your students and your timetabling constraints.

Preparation

- **Plan** your lessons 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, and liaise with them about inviting a Noongar person to speak to your class. 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.
- **Invite** a Noongar person to explain different names of Noongar nations of south-west Western Australia, and to discuss the history of Success Hill, and relevant aspects of Noongar culture.
- **Discuss** with your students how to welcome and thank your visitor and arrange for students to prepare to do this.
- **Organise** someone to take pictures of the activity (with permission from your visitor) for records and use in follow up activities.
- As this is lesson introduces Success Hill which you may plan to visit in the next lesson, it is a good idea for teachers to visit it prior to taking their students, to get an idea what an excursion offers.
- **Ask** students to bring in photographs of their family groups (include grandparents, aunts, uncles, cousins ...), the photos may be of special occasions when they all get together.
- **Read** the book *Corroboree*, and plan appropriate discussion points for your students. Although the book is not specifically about this area it is about Noongar families, and will help students visualise how those families lived a long time ago.

Implementation

Ideally, this lesson follows the visit to your class by a Noongar person who explained different names of Noongar nations of south-west Western Australia (show these on the map), and discussed the history of Success Hill, and relevant aspects of Noongar culture. However, if you were unable to arrange a visit, begin by explaining the names of Noongar nations of south-west Western Australia and showing them on the map.





Whole class

- **Introduce** topic of families by looking at and discussing some of the family photos students have brought to class and others from your collection.
- **Discuss** similarities and differences between the pictures gathered.
- **Talk about** types of things families do together, for example: parties, family gatherings at parks and restaurants, visits to the beach, picnic, barbecue, Mothers day, Christmas, Easter celebrations ...
- **Talk about** the roles of different members of families.
- **Explain** you're planning to take the class on a visit to Success Hill to explore the way traditional Noongar families of this area, lived.
- **Read** the book *Corroboree*.
- **Discuss** points you have planned (include family members and their roles), about the book.
- **Distribute** student copies of **Learning Guide 1: Noongar Men of Success Hill**.
- **Explain** that at Success Hill there are many images of traditional Noongar people who may have actually lived there. This is one of them. Students should look for it and others when they visit.

Working individually

Ask students to:

- Complete **Learning Guide 1: Noongar Men of Success Hill**.

Whole class

- Discuss student responses, and encourage students to verify answers on the excursion.

ASSESSMENT

Observe student participation in class discussions.

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LEARNING GUIDE 1: Noongar Men of Success Hill

Student's name: _____ Date: _____

How many people are in this old photo? _____

Describe what they are wearing. _____

What are they holding in their hands? _____

Describe what else you see, and what you think the men are preparing to do.

