



Success Hill 2: excursion



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 give students a personal experience of learning in the natural environment by providing an insight into traditional life at Success Hill (a local area in the Swan Region), and showing them the importance of the area to Noongar people, its uses and value in the past and today.

STUDENT OUTCOMES

Students:

- participate in an excursion to Success Hill;
- observe and discuss signs and surroundings at Success Hill;
- discuss Noongar key words relating to the visit;
- take notes and photos of the excursion; and
- move towards understanding what the Success Hill area was like prior to non-Aboriginal settlement.





OVERARCHING OUTCOMES

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

SCIENCE LEARNING OUTCOMES

1	2	3	4	5	6	7	8	9
							✓ (L1)	

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.

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
PDF document	Department of Conservation and Land Management	<i>Exploring the Woodlands with Noongars (Resource for teachers)</i>	http://www.naturebase.net/schools/edu_products.html#expl_wood_nyoongars

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- student (and adult helpers') copies of **Learning Guide 1: What to watch for at Success Hill – home of Noongar people**
- digital camera for recording excursion
- pencils and clipboards
- paper for notes and sketches

LESSON STEPS

Preparation

- **Plan** your lessons with your school's AIEO and LOTE teachers, where possible.
- **Organise** someone to take pictures of the activity for records and use in follow up activities.
- **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 Noongar people to accompany your class. Ideally invite enough to have one adult person per group. Also discuss protocols for your visit.
- **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.
- **Discuss** with your students how to welcome and thank your visitors and arrange for students to prepare to do this.
- **Visit** Success Hill prior to taking your students, to get an idea what an excursion offers.
- **Plan and prepare** for your excursion following your school guidelines.
- **Prepare** students for your excursion by discussing what is expected when visiting Success Hill: remember to respect the area through observing cultural protocol (as provided).
- **Prepare** a chart of Noongar and English words that include animals' and birds' names from which to choose group names; and words relevant to your excursion to Success Hill:
 - yonga – kangaroo
 - watic – emu
 - karda – lizard
 - koolbardi – magpie
 - wardung – crow
 - bardi – edible grub
 - goorbeet – kookaburra
 - Success Hill – traditional meeting and camping place for Noongar people, on the Swan River
 - Noongar – Aboriginal people from the south-west of Western Australia
 - nanuk – bend on the Swan River where Success Hill is located
 - family – group of related people including mother, father, children and extended family members like: uncles, aunts, grandparents and cousins





- corroboree – when Aboriginal people meet together for occasions such as: marriage, births, deaths, law times, trading of goods, to hear Dreaming stories, and gatherings of tribal groups
- meeting place – an outside, mutually accepted area where Aboriginal people gather for meetings
- waugal – Creation spirit of the Swan River
- Derbal Yerrigan – the Swan River
- mia mia – traditional home/house of Noongar families
- mar – wind
- karla – camp fire
- kia – smoke

Implementation

Whole class – prior to leaving for your excursion

- **Explain** the purpose for your excursion to Success Hill (see under that heading above – adding whatever other purposes you wish to achieve with your students).
- **Explain** that during the visit students should:
 - focus on what they see and hear when they first arrive;
 - explore the different images on signs in the area;
 - discuss types of people in the images – Are they young, old, how many are there? Are there people with different skin colour? Do they wear different clothes to the students?
- **Discuss** key words on your class chart to help understanding of the excursion.
- **Divide** class into groups and allocate an adult to each group (if possible a Noongar person).

Ask students to choose their group names from the Noongar animal and bird names on the chart – this helps to give the students a sense of belonging. They help to create an atmosphere of fun, cultural understanding and teamwork.

While at Success Hill

Working in groups

- **Begin** by asking students to **describe** what they see and feel when they first arrive.
- **Distribute** copies of **Learning Guide 1: What to watch for at Success Hill – Home of Noongar people**
- **Read** it in groups, discussing the 'Please note' section, prior to **walking around following signage** and exploring pictures and stories.
- **Encourage** students to take notes (or draw sketches) about things they see, discuss them, and to examine information/pictures about the homes of the Aboriginal people, mia mias, as they will have a chance to make a model mia mia back at school.
- **Remind** students that it is important not to remove anything from the site, however an excellent way to record the visit is to photograph the activities and site – ensure that this happens.
- **Finish up** with a walk down to the river, discussing relevant points on the Learning guide.

In follow-up lessons:

- **Ask** students to share retellings with partners about aspects of the excursion that made a strong impression on them.
- **Ask** students to draw the river as it may have looked when Noongar people lived there long ago, before the arrival of non-Aboriginal settlers.
- **Ask** students to draw some of the signs they saw and to describe what each shows – you may do this as a group activity, allocating different signs to each group, and creating a class display.
- Students may also write a short story or recount of their visit to Success Hill.
- **Encourage** students to use digital images taken on the visit to develop a power point presentation, writing descriptions/explanations about each image, and labeling them.

ASSESSMENT

- Involvement and discussion during the excursion.
- Sharing ideas and retellings during and after the excursion.
- Activities in follow-up lessons.

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LEARNING GUIDE 1: What to watch for at Success Hill – home of Noongar people

Please note: This sheet assists you to create a strong connection during your walk around Success Hill. Take time to discuss all the points and share your own questions too. Traditionally, Aboriginal people learned by taking their children into the ‘country classroom’. Here Elders shared knowledge that was passed on through generations. Using this model helps not only to learn more about Aboriginal culture, but also to value the importance of listening and respect. Traditional Aboriginal knowledge was not written down. It is recorded through art, dance and storytelling. This way of learning is different from learning about culture and country in a classroom environment.

The signs help people learn about Noongar people who used to live in this area and how important it is to them.

During your walk around the signage ask the students to share their thoughts and feelings with the group.

- **Look** around at the trees, river, ground ... and **imagine** what it would have been like to live here a long time ago.
- **Discuss** how Aboriginal children would have played here just as you can today. What are some games they might have played?
- **Think about** what would have been different living here a long time ago. Would playground equipment have been there? Would there have been grass?
- **Look for** Aboriginal people in the photos. What are they doing? Are they sitting, posing for a photo? What type of clothes are they wearing? Why do you think they’re dressed like this for the royal visit?
- Think of a time when you have had to dress up for something important.
- Can you **identify** photos with Aboriginal people in traditional clothes? *Booka* (a coat made from kangaroo fur) is the Noongar name for clothes they wore.
- **Study** signs with all the bush tucker. Have you seen any of these plants before?
- Aboriginal people found lots of food in the bush and knew which plants were safe to eat. They liked delicious, healthy food. Men hunted for foods such as: kangaroo, emu, possum and fish. This was part of men’s business. The women’s role was to gather berries and other foods from plants. The boys helped the men and the girls helped the women.
- Certain bush plants and parts of animals were used as medicines. What happens when you are sick? Who gives you medicine? Do you go to the doctor? Traditional Aboriginal people’s doctors were called medicine men. Their mum, dad or auntie also took care of them when they were sick.
- Everyone in the group shared the responsibilities of caring for young ones, and Elders. The women cared for children until they reached 11 to 13 years of age. Then, boys would learn from the men and girls would learn from the women.
- Traditionally boys and girls then went through an initiation process. Today there are still many remote communities that continue to teach their young people this way.
- **Discuss** how the pictures change as you walk around. What can you see that’s different? Can you see changes that have occurred in the landscape? **Discuss** features of the landscape that would have made this a good place to live. How would these changes have made life different for the traditional Noongar people?