

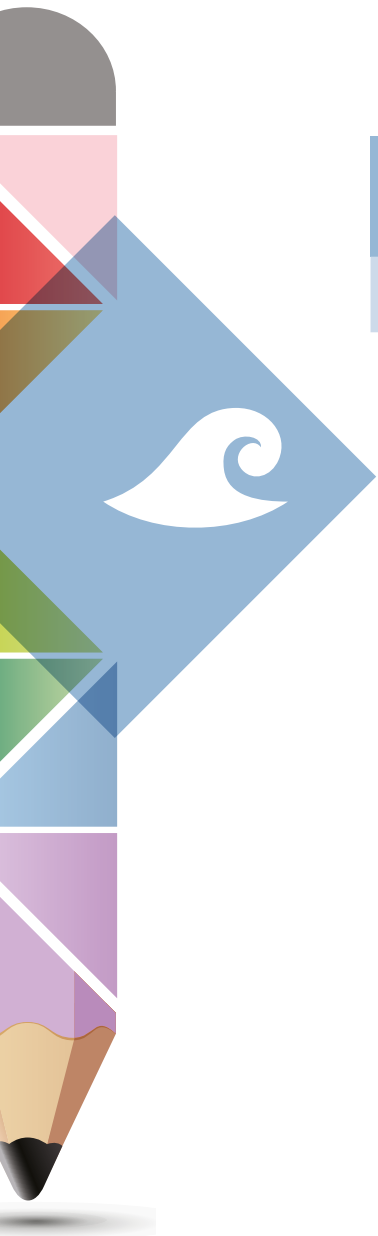


A DAY AT THE BEACH

This activity introduces students to tools and implements used by Indigenous people. After some research students are asked to imagine they are an Indigenous person spending a day at the beach.

History

Year	Content Description	Elaborations	Teaching Points
Four	<p>Historical Knowledge and Understanding / First Contacts</p> <p>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.</p> <p>ACHHK077</p>	<ul style="list-style-type: none"> • Investigating pre-contact ways of life of the Aboriginal people and/or Torres Strait Islanders; their knowledge of their environment including land management practices; their sense of the interconnectedness of Country/Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things). 	<ul style="list-style-type: none"> • Aboriginal tools and implements. • Pronunciation of Nyungar words. • Appropriate use of the Internet for research (websites provided). • Diary writing.
Five	<p>Historical Skills / Explanation and Communication</p> <p>Develop texts, particularly narratives and descriptions, which incorporate source materials.</p> <p>ACHHS105</p>	<ul style="list-style-type: none"> • Using sources to develop narratives. • Using some of the language devices of narratives, evocative vocabulary and literary sentence structures but using real characters and events to tell their story. • Creating visual, oral or written journals reflecting the daily life experiences of different inhabitants of a convict or colonial settlement. 	<p>As above +</p> <ul style="list-style-type: none"> • Use of fact in narratives. • Use of a word wall to encourage descriptive and Nyungar language. • Examples of journals or diaries.



History

Year	Content Description	Elaborations	Teaching Points
Six	<p>Historical Skills / Explanation and Communication Develop texts, particularly narratives and descriptions, which incorporate source materials. ACHHS124</p>	<ul style="list-style-type: none"> Developing narratives based on information identified from a range of sources (using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story). Combining literary and informational language (for example 'Standing on a cold windy pier in Kythera, Dimitri waved goodbye to his crying mother') evocative language and complex narrative structures and factual vocabulary and simple and compound sentence structures (for example 'It was 1956 and Greece was recovering from a long civil war'). Composing historical texts (for example information reports, expository texts, persuasive texts, recounts, biographies). 	As above
Seven	<p>Historical Skills / Explanation and Communication Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged. ACHHS213</p>	<ul style="list-style-type: none"> Outlining the significance of a past event, providing reasons for the event and referring to relevant evidence. Describing the social structure of the ancient society, using evidence from sources such as artwork and written accounts. 	As above

ADOPT A COASTLINE



City of
Joondalup

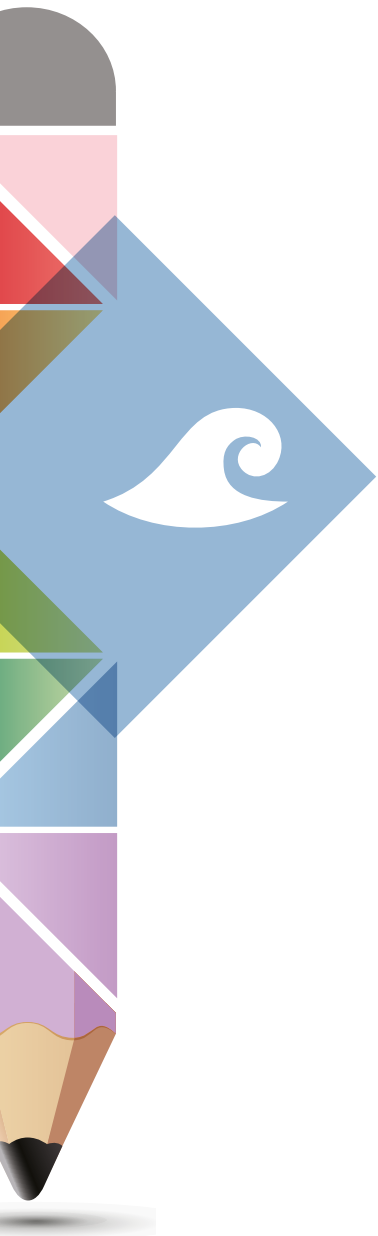
YEAR FOUR TO SEVEN TEACHERS GUIDE

A DAY AT THE BEACH

This activity introduces students to tools and implements used by Indigenous people. After some research students are asked to imagine they are an Indigenous person spending a day at the beach.

Geography

Year	Content Description	Elaborations	Teaching Points
Four	Geographical Knowledge and Understanding The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources. ACHGK023	<ul style="list-style-type: none">• Recognising that the distribution of Aboriginal and Torres Strait Islander Peoples before colonisation was concentrated in the coastal and riverine areas of Australia.• Investigating how Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to the resources of their Country/Place.• Investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments.	<ul style="list-style-type: none">• Aboriginal tools and implements.• Pronunciation of Nyungar words.• Discussion of Nyungar use of natural resources.<ul style="list-style-type: none">• only taking enough (always leaving some behind) e.g. not taking all of the turtle eggs• moving to new areas before resources become depleted.
Five	Geographical Knowledge and Understanding The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places. ACHGK027	<ul style="list-style-type: none">• Identifying how Aboriginal and Torres Strait Islander communities altered the environment through their methods of land and resource management.	As above + <ul style="list-style-type: none">• Use of rock fish traps in estuaries, lakes and rivers.• Burning bush to drive animals out in order to spear them OR to encourage new growth in plants.



Geography

Year	Content Description	Elaborations	Teaching Points
Six	Geographical Knowledge and Understanding The world's cultural diversity, including that of its Indigenous peoples. ACHGK033	<ul style="list-style-type: none">Recognising that Aboriginals moved with the six seasons to travel to areas with abundant food sources.	As above + <ul style="list-style-type: none">Nyungar tribal tracks through areas.
Seven	Geographical Knowledge and Understanding / Unit 1: Water in the World The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region. ACHGK041	<ul style="list-style-type: none">Exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples.	As above + <ul style="list-style-type: none">Dreamtime stories associated with water.



Teaching Points

- A word on spelling: 'Nyungar' may also be written as 'Nyoongar', 'Noongar', 'Nyoongah' or 'Nyungah'.

Pre-activities

- The *Joondalup Mooro Boodjar Aboriginal Culture within Mooro Country* (City of Joondalup, no date) publication contains local historical stories, maps, food and tool use, Nyungar word meanings and an explanation of the six seasons.
 - The stories could be read as a precursor to the activity, giving students the Indigenous perspective on how some of the local landforms were made.
 - Classroom displays of the Nyungar words for local places, plants and animals could be made.
- Students could compare current maps to maps of the traditional lands of the Mooro country.

Research where the traditional walk trails were. Some of these trails became stock routes and later major roads or highway.

Student Activities

- Use the *A Day at the Beach* worksheet.
- As a class or in small groups or pairs look at page one of the worksheet. Discuss the diagrams:
 - How would you pronounce the name?
 - What are they?
 - What are they used for?
 - What would we use nowadays?
- Use the suggested websites and/or resources from the library to complete the summary table on page two.
- Write a diary entry or story about a day on the beach, imagining they are one of Yellagonga's people.
 - You may like to do some further research on:
 - kitchen middens
 - type of fish caught
 - ways of cooking the food
 - how to light a fire.

Post-activities

- Create a visual representation of Nyungar tools, weapons and implements, such as:
 - a poster
 - power point presentation
 - infographic.

References

- City of Joondalup, 2011, *Plants and People in Mooro Country: Nyungar Plant Use in Yellagonga Regional Park*, Second Edition.
<http://www.joondalup.wa.gov.au/Live/Environment/Biodiversity/WetlandZone/PlantsAndPeopleinMooroCountry.aspx>
- City of Joondalup, no date, *Joondalup Mooro Boodjar Aboriginal Culture within Mooro Country*, Joondalup, Western Australia.
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