

ADOPT A BUSHLAND

YEAR FOUR TO SEVEN TEACHERS GUIDE

THE NYUNGAR SIX SEASONS

Students explore the six Indigenous seasons of the year with particular reference to the Mooro country.



Aboriginal and Torres Strait Islander Histories and Cultures

Country and Place	Teaching Points
Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/ Place throughout all of Australia.	<ul style="list-style-type: none">• Definition of the terms: “Dreaming”, “Country”, “Custodian”.
Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.	

History

Year	Content Description	Elaborations	Teaching Points
Four	Historical Knowledge and Understanding / First Contacts 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. ACHHK077	<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">• Six seasons of the Indigenous calendar.• Reasons behind nomadic lifestyle; availability of food, weather, sustainability of food supply.• How to pick out key words from text (note-taking).
Five	No relevant curriculum material		
Six	No relevant curriculum material		

History

Year	Content Description	Elaborations	Teaching Points
Seven	<p>Historical Skills/ Explanation and Communication</p> <p>Develop texts, particularly descriptions and explanations, that use evidence from a range of sources that are acknowledged.</p> <p>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

Geography

Year	Content Description	Elaborations	Teaching Points
Four	<p>Geographical Knowledge and Understanding</p> <p>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.</p> <p>ACHGK023</p>	<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"> • Six seasons of the Indigenous calendar. • Reasons behind nomadic lifestyle; availability of food, weather, sustainability of food supply.
Five	<p>Geographical Knowledge and Understanding</p> <p>The influence of people, including Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places.</p> <p>ACHGK027</p>	<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

Geography

Year	Content Description	Elaborations	Teaching Points
Six	<p>Geographical Knowledge and Understanding</p> <p>The world's cultural diversity, including that of its Indigenous peoples.</p> <p>ACHGK033</p>	<ul style="list-style-type: none"> Identifying and recognising the six seasons according to Aboriginal culture. 	As above
Seven	<p>Geographical Knowledge and Understanding/Unit 1: Water in the World</p> <p>The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region.</p> <p>ACHGK041</p>	<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

A note on spelling

Nyungar can also be written as: 'Noongar', 'Nyoongar', 'Nyoongah', or 'Nyungah'. These alternatives are all acceptable.

Before Activities

- The Joondalup Mooro Boodjar Aboriginal Culture within Mooro Country* information can be accessed online (see References).
 - This publication contains local historical stories, map, food and tool use, Nyungar word meanings and explanations 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.



Student Activity

- Read *The Six Nyungar Seasons*
 - Strategies will vary according to student reading level.
- Highlight key words in each paragraph – this may be completed:
 - as a class;
 - in small groups;
 - pairs; or
 - individuals.
- Complete retrieval chart.

Other Activities

- Create a visual representation of the six seasons, such as:
 - poster;
 - power point presentation; or
 - infographic.

- Art

- the following colours are used to represent the seasons:
 - red: Birak - symbolises heat, sun, fire
 - orange: Bunuru - symbolises abundance of fishing, lack of rain
 - light green: Djerin - symbolises cooler weather, Eucalyptus leaves
 - dark blue: Makaru - symbolises rain and cold weather
 - pink or purple: Djilba - symbolises growth of wildflowers and plants
 - yellow or gold: Kamarang - symbolises return of hot weather.
- collage.
- bead bracelet using the above colours in order.
- friendship bracelets using the above colours in order.
- visual representation of seasons in the style of Indigenous art e.g. dot, cross hatching, Carrolup Art.

References

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- South West Aboriginal Land and Sea Council, no date, *Kaartdijin Noongar Sharing Noongar Culture: Art*, <http://www.noongarculture.org.au/art/>