

ADOPT A BUSHLAND

YEAR FOUR TO SEVEN TEACHERS GUIDE

WANDJU, WANDJU, NIDJA NYUNGAR BOODJA – WELCOME TO NYUNGAR COUNTRY

“Welcome to Nyungar Country” introduces students to the beliefs of Indigenous Australians.



Aboriginal and Torres Strait Islander Histories and Cultures

Country and Place

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.

Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Teaching Points

- Definition of the terms: “Dreaming”, “Country”, “Custodian”.

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">• Reasons behind nomadic lifestyle; availability of food, weather, sustainability of food supply.• Terminology: nomad, nomadic, tribe, Indigenous, Nyungar, elder.• 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"> • Terminology: nomad, nomadic, tribe, Indigenous, Nyungar, elder. • 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 | No relevant curriculum content. | | |
| 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 |

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 *Wandju, Wandju, Nidja Nyungar Boodja – Welcome to Nyungar Country*
 - 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 questions.



References

City of Joondalup, 2009, *City of Joondalup History*, <http://www.joondalup.wa.gov.au/welcome/history.aspx>

City of Joondalup, 2011, *Plants and People in Mooro Country: Nyungar Plant Use in Yellagonga Regional Park*, <http://www.joondalup.wa.gov.au/Files/Plants%20and%20People%20in%20Mooro%20Country.pdf>

City of Joondalup, no date, *Joondalup Mooro Boodjar Aboriginal Culture within Mooro Country*, http://www.joondalup.wa.gov.au/Libraries/Documents/2014_Joondalup_Mooro_Boodjar.pdf

Cities of Joondalup and Wanneroo, *Yellagonga Integrated Catchment Management Plan 2009-2014*, <http://www.joondalup.wa.gov.au/Files/Part%201%20-%20Technical%20Report.pdf>

Department of Education, no date, *Before 1788, Aboriginal Life*, <http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/teaching-resources/before-1788.en?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-9478888>

Department of Education, 2010, *Connectedness*, <http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/society-and-the-environment.en?cat-id=9192344>

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

Winmar. R, 1996, *Walwalinj: The hill that cries*, Manning, Western Australia.