



Noongar seasons

CONTENTS

TOPIC INFORMATION

Purpose.....	2
Student outcomes.....	2
Key background points.....	2
Cultural and protocol considerations	2
Resources.....	3

TEACHING AND LEARNING STRATEGIES

Teaching resources	4
Lesson 1: Noongar seasons	3
Lesson 2: Reading for information.....	4
Lesson 3: Poster design.....	5
Lesson 4: Oral presentation	6
LEARNING GUIDE 1: oral presentation rubric	7

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early childhood	
Middle childhood	✓
Early adolescence	
Late adolescence	

MAJOR LEARNING AREAS

The Arts	
English	✓
Health & Physical Education	
Languages	
Mathematics	
Science	✓
Society & Environment	✓
Technology & Enterprise	✓

VALUES

Pursuit of knowledge ... achievement of potential	
Self acceptance and respect of self	
Respect and concern for others and their rights	✓
Social and civic responsibility	
Environmental responsibility	✓

REGION

This lesson was developed by the following district:
Esperance





TOPIC INFORMATION

PURPOSE

To provide opportunities for students to:

- become familiar with Noongar seasons;
- read factual texts for information and prepare a report;
- prepare a poster that displays main characteristics of each Noongar season; and
- share orally, information gained.

STUDENT OUTCOMES

Society and the Environment

Time, Continuity and Change

The student understands that people's actions and values are shaped by their understanding and interpretation of the past.

TCC 1.1 Understands that change can occur in different periods in people's lives.

TCC 1.2 Understands that there are significant activities and events in their own life.

TCC 1.3 Understands that people's life stories differ.

Technology and Enterprise

Technology Process

TP 1.1 understand that information can be presented and used in different ways.

TP 1.2 generates ideas for own designs, using trial and error, simple models and drawings (information).

TP 1.3 understands that information is used created, constructed stored and transmitted in different ways.

KEY BACKGROUND POINTS

- Information used is from the Department of DEC publication, *Exploring Woodlands with Noongars*, also available as a pdf you can download from their Naturebase website. There may be some local variation in the Aboriginal seasonal-based activities and foods found.
- Knowledge and understanding of European seasons is required.
- Obtain knowledge of pronunciation of the Aboriginal words for seasons from your AIEO, community members, or the Regional Office Aboriginal Education Staff.

CULTURAL & PROTOCOL CONSIDERATIONS

The Language is Noongar. Consult with local Elders or Aboriginal community members for pronunciation.

RESOURCES

Medium	Author, producer, developer etc	Title	Source
booklet	DEC	<i>Sharing the Dreaming</i>	DEC Customer Service Officer Kensington Western Australia (Tel) 9334 0437 or 9334 0481
pdf on website, OR booklet	DEC	<i>Exploring Woodlands with Noongars</i>	DEC Narrogin Regional office 98811444 FAX 9981 3297 http://www.dec.wa.gov.au/component?option=com_docman/task/doc_details/gid,293/Itemid,711/



TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES OVERVIEW

Overview for all lessons – particular resources required for individual lessons are listed with their lesson outline

- DEC publication: *Exploring Woodlands with Noongars*
- **Resource Information Sheet 1: The Noongar Seasons** (on page 38, *Exploring Woodlands with Noongars* – see website in RESOURCES table above)
- **Resource Information Sheet 2: The Six Seasons** (pages 39 – 42, *Exploring Woodlands with Noongars* – photocopy and staple together as a booklet)
- photocopies of pictures about the seasons
- **LEARNING GUIDE 1: oral presentation rubric**

The following suggestions may take more than one lesson, depending on the level of your students, and timetabling restrictions. They could form part of a larger unit of work focusing on words from the Noongar or Wongutha language.

Lesson 1: Noongar seasons

TEACHING RESOURCES

- DEC publication: *Exploring Woodlands with Noongars*
- student copies of **Resource Information Sheet 1: the Noongar Seasons** (on page 38, *Exploring Woodlands with Noongars* – see website in RESOURCES table above)
- coloured pencils, crayons, or textas
- CALM Publication: *Exploring Woodlands with Noongars*
- from lesson 1, student copies of **Resource Information Sheet 1: the Noongar Seasons** (page 38, *Exploring Woodlands with Noongars*)
- student copies of **Resource Information Sheet 2: the Six Seasons** (pages 39 – 42, *Exploring Woodlands with Noongars* – photocopy and staple together as a booklet).

Preparation

- **Plan** in consultation your AIEO, community members, or the Regional Office Aboriginal Education Staff.
- **Invite** a Noongar speaker to join in your lesson to provide pronunciations, and assist with information. If this isn't possible you may record correct pronunciations.
- **Read** the resources listed above and decide how best to use the information.
- **Copy Resource Information Sheet 1: the Noongar Seasons** from website.

Implementation

Whole class

- **Distribute** student copies of **Resource Information Sheet 1: the Noongar Seasons**.
- **Ask** students to identify the Noongar seasons shown on the resource information sheet.

- **Examine** and discuss where the seasons begin and end, and the months in each.
- **Compare** knowledge of European seasons and discuss family seasonal activities.
- **Demonstrate** (AIEO, taped voice, or other Noongar speaker) correct pronunciation of the Aboriginal seasons.
- **Ask** students to repeat and practise.
- **Compare** number and duration of Noongar seasons to European.
- **Discuss** possible reasons for this (look at activities pictured around the circle).
- **Compare** descriptions with European seasons.


Working individually

- **Ask** students to colour Noongar seasons on **Resource Information Sheet 1: the Noongar Seasons**, each a different colour, matching the corresponding months with the same colour.
- **Colour** European seasons in four different contrasting colours.
- **Discuss** similarities and differences of the two types of seasons.

ASSESSMENT

Students:

- **pronounce** the seasons correctly;
- correctly **match** the corresponding seasons with the months;
- **colour code** the different months and seasons; and
- **demonstrate** accurate interpretation of a visual text to gain information.



Lesson 2: Reading for information

TEACHING RESOURCES

- DEC publication: *Exploring Woodlands with Noongars*
- from lesson 1: student copies of **Resource Information Sheet 1: The Noongar Seasons** (page 38, *Exploring Woodlands with Noongars*)
- from lesson 2: student copies of **Resource Information Sheet 2: The Six Seasons** (pages 39 – 42, *Exploring Woodlands with Noongars*) Photocopy and staple together as a booklet.
- highlighters
- board and markers
- writing materials

The following suggestions may take more than one lesson, depending on the level of your students, and timetabling restrictions. They could form part of a larger unit of work focusing on words from the Wongutha language.

Preparation

- **Plan** in consultation your AIEO, community members, or the Regional Office Aboriginal Education Staff.
- **Invite** a Noongar speaker to join in your lesson to provide pronunciations, and assist with information. If this isn't possible you may record correct pronunciations.
- **Read** the resources listed above and decide how best to use the information.
- **Copy Resource Information Sheet 2: the Six Seasons.**
- **Ensure** information sheets from lesson 1 are available.

Implementation

Whole Class

- **Revise** names of Noongar seasons from last lesson, and other information remembered.
- **Distribute** student copies of **Resource Information Sheet 2: the Six Seasons.**
- **Read** the first season, Bunuru, as a class.
- **Discuss** foods gathered and hunted, location of group and tools used.
- **Underline** or highlight the key words (nouns, adjectives and verbs).
- **Demonstrate** note-taking on board, re-writing in own words key aspects of Bunuru, in consultation with the students.
- **Ask** questions such as: What does this part mean? How could you say it in your own words?

Students copy in books or on paper.

Working in groups

- **Ask** students to select another season and highlight key words.
- **Instruct** them to write their own notes, in books or on lined paper, about their chosen season based on their keywords selected, and understanding of characteristics of that time of year.
- **Read** aloud and share personal notes with other groups members.

ASSESSMENT

Observe whether students:

- demonstrate ability to identify keywords.
- demonstrate understanding of the season through rewriting an accurate description based on the text presented.



Lesson 3: Poster design

TEACHING RESOURCES

- DEC publication: *Exploring Woodlands with Noongars*
- from lesson 1: student copies of **Resource Information Sheet 1: The Noongar Seasons** (page 38, *Exploring Woodlands with Noongars*)
- from lesson 2: student copies of **Resource Information Sheet 2: The Six Seasons** (pages 39 – 42, *Exploring Woodlands with Noongars*) Photocopy and staple together as a booklet.
- textas, artline pens ...
- poster sheets – A2 card
- writing and drawing materials
- photocopies of pictures about the seasons that students may wish to use, however, drawing is preferable
- sample posters

Preparation

- **Plan** in consultation your AIEO, community members, or the Regional Office Aboriginal Education Staff.
- **Invite** a Noongar speaker to join in your lesson to provide pronunciations, and assist with information. If this isn't possible you may record correct pronunciations.
- **Read** the resources listed above and decide how best to use the information.
- **Ensure** information sheets from lessons 1 and 2 are available.

Implementation

Whole class

- **Discuss** the season students chose and wrote up in the previous lesson.
- **Describe** to students, task of designing a poster that accurately reflects the season and types of activities that Aboriginal people did at that time.
- **Discuss** sample posters and what makes them effective, and how they could be improved.
- **Discuss** design requisites: clear bold headings, accurate content; clear easy to read captions/notes; eye-catching pictures/diagrams/maps ...
- **Divide** class into groups of three or four.

Working in groups

- **Discuss** and choose a season for each group.
- **Distribute** card and materials.
- **Ask** students to discuss and design their group posters, and share out tasks so that each member has an aspect to complete.
- **Use** the resource information sheets for information.

Complete and display posters.

ASSESSMENT

Evaluate students' designs of their posters, and whether they clearly describe attributes of the chosen season.

Lesson 4: Oral presentation

TEACHING RESOURCES

- DEC publication: *Exploring Woodlands with Noongars*
- from lesson 1: student copies of **Resource Information Sheet 1: The Noongar Seasons** (page 38, *Exploring Woodlands with Noongars*)
- from lesson 2: student copies of **Resource Information Sheet 2: The Six Seasons** (pages 39 – 42, *Exploring Woodlands with Noongars*), photocopy and staple together as a booklet.
- student prepared posters (from last lesson)
- additional props for talk
- student copies **LEARNING GUIDE 1: oral presentation rubric**

Preparation:

- **Plan** in consultation your AIEO, community members, or the Regional Office Aboriginal Education Staff.
- **Invite** a Noongar speaker to join in your lesson to provide pronunciations, and assist with information. If this isn't possible you may record correct pronunciations.
- **Ensure** posters from lesson three are available.
- **Make** student copies of **LEARNING GUIDE 1: oral presentation rubric**.

Implementation

Whole class

- **Explain** that the first (part of the) lesson will be for groups to plan an oral presentation of their Noongar Seasons poster, completed in the last lesson.
- **Distribute** student copies **LEARNING GUIDE 1: oral presentation rubric**.
- **Discuss** points and levels listed on the rubric that will be assessed during their presentations (you may use these to assess individual students, groups or for peer assessment).
- **Discuss** who will complete the rubric (you or students ...).
- **Hand** out posters to the appropriate groups.
- **Ask** students to prepare and practise their presentations, giving all group members a role in the presentation.
- When students are ready (or in the next lesson) organise room so it is suitable for presentations to an audience.
- **Ask** groups to take turns to make their presentations.

ASSESSMENT

Observe the extent to which the student demonstrates speaking and listening outcomes.

eg English

- SL 2 Listens and talks confidently with peers, teachers and other adults in school activities; is aware of the need to change speaking and listening to suit different situations; and experiments with ways to improve communication with others.
- SL 2.1a Explains familiar procedures, describes or recounts events in logical sequence and sustains conversations on a familiar topic.
- SL 2.1b Identifies the main idea in short, clearly-articulated informational and expressive spoken texts.
- SL 2.2 Considers how speaking is adjusted in different situations; observes conventions of taking turns, asking questions, interrupting; and makes some use of non-verbal cues and differences in tone and pace of text delivery.
- SL 2.3 Understands and experiments with more complex grammatical connectives and linguistic features for interpreting and expressing spoken ideas and information.
- SL 2.4 Experiments with and demonstrates an emerging awareness of the application of strategies for formal and informal interaction.

You may choose to use **LEARNING GUIDE 1: oral presentation rubric** as a basis for assessing individual students, groups' presentations, or for peer assessment.



LEARNING GUIDE 1: oral presentation rubric

Student's name: _____ Date: _____

Title of presentation: _____

Evaluating student presentations				
	1	2	3	4
organisation	Student presents with no logical sequence of information making it hard to understand.	Student jumps around sometimes which makes it hard for the audience to follow the presentation at all times.	Student presents information in a logical sequence which the audience can follow throughout.	Student presents information in a logical and interesting sequence which the audience can follow throughout.
subject knowledge	Student does not have a grasp of the information and cannot answer questions about the subject.	Student is not confident with information and can answer only basic questions.	Student answers all questions and appears at ease, but fails to elaborate with explanations.	Student demonstrates knowledge (more than expected) by answering all questions with explanations and elaborations.
graphics	Student uses irrelevant graphics, or none at all.	Student uses graphics but occasionally they fail to support the text and presentation.	All student's graphics relate to and support the text and presentation.	Student's graphics not only relate to, but explain and reinforce the text and presentation.
language	Student's presentation has five or more errors: spelling and/or grammatical.	Presentation has three errors: spelling and/or grammatical.	Presentation has no more than two errors: spelling and/or grammatical.	Presentation has no errors: spelling or grammatical.
eye contact	Student reads the presentation with no eye contact with audience.	Student occasionally uses eye contact, but reads most of the presentation.	Student mostly maintains eye contact but also frequently refers to notes.	Student maintains eye contact with audience, seldom referring to notes.
speech	Student mumbles, incorrectly pronounces words, and speaks too quietly for all to hear.	Student's voice is low, with some incorrect pronunciations.	Student's voice is clear with mostly correct pronunciation, and audience generally can hear the presentation.	Student speaks clearly with correct, precise pronunciation so that all audience members can hear the presentation.