



Seasons and Aboriginal practices

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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:
Kimberley





TOPIC INFORMATION

PURPOSE

- To provide students with opportunities to discuss and engage in various activities about seasons – covering the traditional four ‘European’ seasons, the six local Yawuru seasons, and the two Broome seasons.
- To provide students with an opportunity to read and compare two different books dealing with the following topics: rain, drought, seasons, people and their lifestyles, remote Australian communities, farm life, Aboriginal camp life, and the environment.

STUDENT OUTCOMES

The student:

- recognises the different types of seasons and their names in the Broome area;
- listens and speaks with purpose and understanding in a whole class context; and
- develops a vocabulary of topic words.

KEY BACKGROUND POINTS

The four traditional ‘European’ seasons are winter, spring, summer, autumn.

The six Yawuru seasons are:

- Marul – April;
- Wirralburu – May;
- Barrgana – June to August;
- Wirlburu – September;
- Larja – October and November; and
- Mankala – Dec to March.

The two Broome seasons are the wet season and the dry season.

Aboriginal people engage in particular practices related to seasonal changes.

Australia is a diverse country and has different seasons in different parts. This is reflected in the different seasons of different Aboriginal Language groups.

CULTURAL & PROTOCOL CONSIDERATIONS

This lesson plan may contain resources that require screening by an Aboriginal staff member in your local school community, as protocols pertaining to deceased persons, age & gender specific material and cultural appropriateness may apply.

RESOURCES

MEDIUM	AUTHOR, PRODUCER, DEVELOPER, ETC	TITLE	SOURCE
book	Katrina Germein	<i>Big Rain Coming</i>	bookstores
CD	Pigram Brothers	<i>Jirr (Raindance)</i>	music stores, Pigram Bros Music
book	Cathy Applegate and Dee Huxley	<i>Rain Dance</i>	bookstores
file	Marrilee Lands & Maria Mann	<i>Yawuru Season Kit - Draft</i>	see Lola Jones (Kimberly Regional Education Office), or Marrilee Cable Beach Primary School for a copy



TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- books: *Big Rain Coming* by Katrina Germein, and *Rain Dance* by Cathy Applegate & Dee Huxley
- teacher-made, or commercial, charts and posters depicting the various seasons as stimuli pictures
- butchers' paper
- textas, crayons or coloured pencils ...
- 6 large sheets of paper or card, for charts of seasons
- Yawuru seasons cycle diagram (find this in the draft *Yawuru Seasons Kit*, or contact the source)
- CD: *Jirr* by Pigram Bros
- CD player
- writing materials and paper for spidergrams

Preparation

- Always consult local Aboriginal people for knowledge about local terminology and practices.
- Where possible, include AIEOs, LOTE Yawuru teachers, Aboriginal staff, parents and community members in the planning of and the delivery of the lesson.
- Depending on your students' age and phase of learning, and your timetabling constraints, you may wish to divide the steps below into more than one lesson. Follow-up lessons are also suggested.
- Organise and/or make charts and posters listed above.

Implementation

Whole class

- **Ask** students to create their own visual images, on butchers' paper, for the concept 'Seasons'.
- **Brainstorm** and **blackboard** ideas and relevant topic words, from their visual images, eg hot, cold, rain, fishing, football ...
- **Show** students various stimulus pictures and posters about seasons, and discuss aspects for each season, such as: climate, activities, clothes, native flora and fauna ...
- **Identify** and **blackboard** topic words for different seasons, from these resources.
- **Discuss** and **blackboard** names of the different seasons that the students know about, eg traditional four European seasons; the six local Yawuru seasons; and the two Broome seasons.
- **Introduce** those that students don't know, and discuss (the Internet is a good source of further information).
- **Compare** and **contrast** features of each season, eg dates in which they fall, weather features, environmental features, human activities in each ...
- **Make** a spidergram showing main aspects of each of

the six Yawuru seasons, on large paper (one sheet/per season).

Working individually

- **Ask** students to transfer the blackboarded and charted information onto their own sheets (or books), either as a spidergram, or another form they find easier to follow, and to include clear labels, notes, and illustrations with captions.
- **Play** the song, *Raindance*, by Pigram Bros while the students work.
- **Encourage** students to discuss the song's lyrics.

In follow-up lessons

- **Read** *Big Rain Coming* by Katrina Germein, and *Rain Dance* by Cathy Applegate & Dee Huxley.
- **Interpret** and **discuss** the texts.
- **Compare** and **contrast** aspects such as: settings, seasons in the stories, features of the seasons found in the stories ...
- **Add** to their records, any additional information they discover.
- **Ask** students to find other stories about local seasons to share in class.

ASSESSMENT

Observe how each student participates and contributes/ responds in discussion sessions.

Evaluate student's individual interpretations in their written work samples.