



Victorian Aboriginal Seasons

Victorian Aboriginal Languages Levels 7-10

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# Introduction

This unit focuses on the Aboriginal appreciation of the different seasons in Victoria and the understanding that these vary according to climatic conditions across Australia. Based on seasonal variation topics on plants and animals, the impact on human life is included, followed by Aboriginal astronomical insights identifying times of importance. Use of appropriate greetings and farewells is included and also the ability to follow classroom instructions in Language.

Communities will have their own spelling system for their Language, and this should be used in the Language program. Available words will vary from Language to Language. The activities below are suggestions only. Teachers should choose those activities that are suitable for their students.

The topics are:

* Topic 1: The Annual Cycle
* Topic 2: Plants and Animals
* Topic 3: Seasonal Human Activities
* Topic 4: Astronomy and Identification of the Seasons,

Appropriate consultations with relevant Aboriginal communities are always central to the development of curricula and the provision of learning programs in schools. Victorian government schools are required to act in accordance with the*[Koorie Cross-Curricular Protocols for Victorian Government Schools.](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx)* The[*Victorian Aboriginal Education Association Inc*](http://www.vaeai.org.au/)(VAEAI) has produced a guide,[*Protocols for Koorie Education in Victorian Primary and Secondary Schools*](http://www.vaeai.org.au/support/dsp-default.cfm?loadref=126)*,* to assist schools to provide a welcoming environment for Aboriginal community members and how to work respectfully with the Koorie community to enrich schools' teaching and learning programs.

For assistance in identifying the appropriate people to consult, please contact [*VAEAI*](http://www.vaeai.org.au/)*.* Government schools can also seek assistance from the Department of Education and Training’s[*Koorie Education Workforce*](http://www.education.vic.gov.au/about/contact/Pages/wannikregional.aspx)*,* and Catholic schools can contact the Education Officer for Aboriginal and Torres Strait Islanders in their relevant diocese. The[*Victorian Aboriginal Corporation for Languages*](http://www.vaclang.org.au)(VACL) can also provide assistance.

# Establishing the Learning Environment

* The Language being reclaimed, rather than English, should be used wherever and whenever possible.
* A Welcome to Country or Acknowledgement of Country, whichever is appropriate, should be made at the beginning of class.
* Cards/posters with Language words can be put around the room, with an appropriate picture/drawing. Laminated cards, both small and large, can be utilised in many activities.
* Free teaching resources can be borrowed from the [Languages and Multicultural Education Resource Centre (LMERC)](http://www.education.vic.gov.au/studentlearning/programs/lmerc/catalogue.htm). Pictures could be sourced from the [Koori Mail](http://www.koorimail.com/) or similar Aboriginal publications.
* Victorian Aboriginal Language materials can be obtained by contacting the Victorian Aboriginal Corporation for Languages, or by going to [www.vaclang.org.au](http://www.vaclang.org.au).
* Parents and community members should be encouraged to participate in the lesson, and students could take their portfolio of work home to share with others, to aid the reclamation process in the community.
* Each student could take home a sheet of paper with the new words from each lesson to share. Alternatively, a sound file containing the new words could be emailed to parents and community members, or given to each student on an MP3 player/recorder to take home.
* Sharing information and resources with other schools teaching the same Language is encouraged. In cases where this involves a primary school and a secondary school, a mentoring program could be undertaken.
* Information about Victorian Aboriginal Languages in school programs can be found on the [Aboriginal Languages, Cultures and Reclamation in Schools website](http://www.vcaa.vic.edu.au/alcv/about.htm).
* Aboriginal and Torres Strait Islander cultural events should be celebrated throughout the year. It would be valuable for the entire school to be involved in these celebrations.
* It is suggested that the Language team liaise with any teacher involved in these areas of study when delivering this unit, to ensure a whole school approach.

**Information for Language Teams**

It is important to understand and be sensitive to the fact that Victorian Aboriginal Languages are revival Languages. This means that, initially at least, there may be gaps in the Language that prevent students and teachers from utilising standard languages methodology. For example, in a Language classroom, students are routinely taught how to say *I like* or *I don’t like* in the language they are studying, but, in all probability, this will not be possible in most Victorian Aboriginal Languages, particularly those in the early stages of reclamation. This may be due to the amount of Language that was retained in the community and/or recorded in the old sources, or it may be that this was not a concept adopted by Aboriginal people in the days of colonisation. This is not to say that the concept cannot be expressed. It may be that a construction like *that is good* or *that is not good* will be used to convey the same message.

However, it is critical that Language team members and school staff ask the local Aboriginal community to provide a suitable construction via the accepted protocols. An early discussion on this topic is recommended, inclusive of some realistic examples that are likely to be needed in the classroom.

An agreement about the most appropriate source dictionary or wordlist to use is essential to a full understanding of the range and variety of Language already documented. Any words or constructions required for the purpose of teaching in the reclamation classroom **must** come from the local Aboriginal Community.

Language reclamation is an important endeavour, and all concerned, including teachers, school principals and other education community partners, need to respect the agreed protocols and conventions at all times. The recommended channel for seeking information about Language is through the Aboriginal community members on the school’s Language team. They will have been chosen by the community as their representatives and, as such, should be able to ascertain whether or not there is a Language construction sanctioned by the community; or, should the community decide that there is a need to develop such a construction, they will work with the community to develop it.

Should any member of the teaching team or education community fail to respect the agreed protocols, it could have an impact on the program ranging from a reminder that protocols have not been followed to cessation of the program. For information on the protocols relating to the establishment and implementation of Aboriginal Language programs, please see the ‘Getting Started’ section on the [ALCV website](http://www.vcaa.vic.edu.au/alcv/vels.htm).

# Victorian Curriculum F-10: Victorian Aboriginal Languages

For an explanation of the new Victorian Curriculum and the terminology used therein, see the [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology).

The achievement standards for Victorian Aboriginal Languages describe what students should be able to understand and do by the end of Level 10. The content descriptions for Victorian Aboriginal Languages explain what has to be taught to the students between Levels 7-10.

Each achievement standard relates to at least one content description, for example, the achievement standard

*students use the language to initiate, sustain and extend interactions, and to exchange information about interests, experiences and aspirations*

(what they must be able to do) relates to the content description

*engage with peers, the teaching team and visiting Elders/community members to exchange information about interests, experiences, plans and aspirations* (ACLFWC174)

(what you need to teach the students to do).

The [curriculum mapping template for Victorian Aboriginal Languages](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/languages.aspx) has been designed to support language teams to identify, and keep track of, the content descriptions and achievement standards addressed by the content of your lessons. It is recommended that you read the Curriculum Mapping Instructions provided on the site.

## Victorian Aboriginal Languages Sample Units

There is no set order for the sample units on this website. Schools should order the units to suit their needs, students and other school programs.

Each sample unit presents a wide range of possible topics and activities that teachers may use in short or extended learning programs, depending on the age and interests of the students and language availability for particular topics.

**Community language and cultural input** is an assumed aspect of the development of each topic. It is expected that students will have opportunities for community input into their study of the topic of between 40 – 60 minutes across the unit. This will vary depending on the time allocated to each topic.

Each unit includes **language development** and revision exercises. Language activities may be distributed throughout the course of the unit. Each unit has been designed to involve 40 – 60 minutes of teaching and learning associated with language reinforcement and the acquisition of new language, including grammar, vocabulary and language specifically related to the topic.

Each topic involves a **cultural investigation**. There are many opportunities for student to engage with culture, language and the community through the investigations. Students may undertake some or all of the activities presented in the topic. Students use appropriate extended language to describe their findings, with emphasis on the development of extended text production (oral or written) in the language. Each unit has been designed to involve cultural investigation of between 30 – 120 minutes, depending on the age and level of language learning of the students.

Each topic provides **activities** that encourage students to apply their understanding of language, knowledge, culture and identity. Activities may be chosen as class activities or students may be encouraged to pursue their own interests from the range of activities provided. It is expected that students create a product or performance that can be shared with others and the community and demonstrate the use of language to describe their product or performance. Each activity has been designed to take 50- 60 minutes, but this will vary depending on the complexity of the activity and the extent of student engagement. Activities are generally linked to one or more aspects of the cultural investigation.

## Assessment

Before beginning an activity, assess the existing level of students’ knowledge. A range of strategies can be used for assessment, for example, if you greet the students in Language, the responses may range from familiarity with the greeting to no understanding at all. Alternatively, you could examine previous assessments.

Each unit includes activities that can be adapted for a range of student abilities. For example, with new students modelling would be appropriate; but for students with an existing knowledge, it may be more appropriate to ask them to lead the activity or to support beginners.

Each unit includes both language and culture. The language activities can be modified to cater for different student abilities. It is also possible to extend the cultural activities.

Additional information is provided on the [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology) page. The [achievement standards for Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/scope-and-sequence) can be found on the Victorian Curriculum website.

When assessing student achievement, assessment criteria can be developed from relevant achievement standards and associated tasks or activities, including teacher observations and records of students’ skills. Possible assessment methods are given in the last row of each topic.

Further information on these can be found in the [Revised curriculum planning and reporting guidelines](http://www.vcaa.vic.edu.au/documents/auscurric/f-10curriculumplanningreporting.pdf).

# Teaching, Learning and Assessment Activities

*Note: This unit has been developed specifically for students learning an Aboriginal Language, and should be taught in line with the protocols in the* [Victorian Curriculum F-10– Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims)and the[*Koorie Cross-Curricular Protocols for Victorian Government Schools*](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx)

**Seasons Levels 7-10**

## Topic 1: The Annual Cycle

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greetings | * Greet the students in Language
* Students return the teacher’s greeting
* Students greet any guests in Language
* Students greet each other in Language
 | Greeting:  | Use this greeting activity at the beginning of every session and elsewhere if possible. |
| Farewells | * Farewell the students in Language
* Students return the teacher’s farewell
* Students greet any guests in Language
* Students greet each other in Language
 | Farewell:  | Use this farewell activity at the end of each session and elsewhere if possible. |
| Revision | * Using known Language, make a list of words and their English translations. Make some of the translations correct and some incorrect. Students must identify the incorrect translations.
 |  |  |
| Introduction: Victorian Aboriginal seasons | * Students download the seasonal diagrams from [Melbourne’s Six Seasons](http://www.herringisland.org/seasons.htm), [Gariwerd Six Seasons](http://www.brambuk.com.au/gariwerdsixseasons.htm) and the [Seven Seasons of the Kulin People](https://museumvictoria.com.au/forest/climate/kulin.html). The class discusses the seasons with reference to their locality.
* Students research other Aboriginal seasonal calendars. Compare the various seasons calendars and explain any differences.
 | **Hot, to be:** **Cold:****Lightning and thunder:****Rain:****Cloud:****Cloud, light:****Cloud, rain:****Cloud, thunder, thick black:****Swim, float, to:****Shivering:****Get, to:****Gather, to:****Hunt, to:****Hit, beat, to:****Kill, to:****Cook, to:****Catch in a net, to:****Grab, catch, to:****Follow, to:** | * [Indigenous Seasons Calendars](http://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars)
* [Miriwoong Seasonal Calendar](http://www.mirima.org.au/calendar/)
 |
| Setting up a Seasons Project: topic and parameters to be chosen by the teacher  | * Discuss the importance of careful project or assignment planning in pairs/ groups, e.g. who is undertaking what in each section by allocating jobs with an agreed time line. Students write down their plans.
* Students prepare folder for their project, divided into sections for Vocabulary, The Annual Cycle, Plants and Animals, Seasonal Human Activities, Astronomy and Identification of the Seasons, as well as an area for interesting Special Notes, e.g. seeing a comet or spotting a special star.
 |  |  |
| Aboriginal Seasons | * Invite a senior community member to talk about Aboriginal seasons and how they are defined.
* Discuss the Language labels European language collectors recorded for European seasons, particularly the literal translations.
* Using a dictionary or wordlist, search for and note down any 10 words that relate to the seasons. Students support their choice.
* Using one of the seasonal diagrams discussed above, complete a table under the headings of *Weather*, *Animals*, and *Plants*.
* Visit the [Forest Secrets](https://museumvictoria.com.au/melbournemuseum/whats-on/forest-secrets/) at the Melbourne Museum or [Brambuk](http://www.brambuk.com.au/gariwerdsixseasons.htm) to see the seasons display.

  | **Summer, hot:** **Winter, very cold:****Springtime, little warm:****Autumn:** |  |
| Language Use. Introduce new words for parts of the seasons as well as instructional word/s and practise these orally  | * Record new Language words for the seasons with associated weather conditions, (e.g. fire, drought, wind, rain).
* Show and Tell: In the open air, students make a large sand drawing similar to the seasonal diagram and select one item each, or draw a picture of something to denote a season, e.g. a fruit, a flower, eel or bird. Students place items in the circle saying something about the item in Language, then point to another student who must recall the word in Language.
* Using present tense verbs make simple sentences about the weather.
* “Seasonal TPR” - Verbs suited to the seasons are called out (e.g. to swim, to dance) with each student taking a turn to call out a verb in Language which the class then mimes.
* Students use flash cards to revise new words, then create a song in Language with actions, using mime and weather sentences, e.g. “today is cold” and students shiver, etc. Video the class performance for revision purposes and/or to show others.
 | **Quiet!**: **Sit!**: **Stand!:****Say (something)/ Tell (someone)** **Speak!** **Come on**!:**Here is a baby possum:** **A lot of rain:** **I am hot:****It is cold today:****I see black clouds:** | * [Total Physical Response](https://www.teachingenglish.org.uk/article/total-physical-response-tpr)
 |
| * **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)
 |

## Topic 2: Plants and Animals

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision  | * Create a wordfinder using seasonal words for the class to complete.
 |  |  |
| Plants | * Ask a knowledgeable community member to show the students examples of local plants on which Aboriginal people rely. Ask them to tell students when they can be found. Students make notes, including the word in Language.
* Lead by an appropriate community member, examine the different plants used in cooking, and discuss how diets would vary with the seasons. Make notes and discuss in class.
* Role-play – greet a friend and ask if they know where to find some lemon myrtle, pepperberry, old man weed or similar.
 | **Hi my friend:****Where is old man weed?:** | * [Plants, algae and fungi of Victoria](https://www.rbg.vic.gov.au/Standard/online-plant-algae-and-fungi-resources)
* [Australian Plants Society Victoria](http://www.apsvic.org.au/)
* [Australian Plants Society Yarra Yarra](https://apsyarrayarra.org.au/)
* [Rare Plants of Victoria](http://www.viridans.com/RAREPL/maybeaweed.htm)
* [Koorie Plants, Koorie People](http://catalogue.nla.gov.au/Record/1066615)
* [Plants of Significance to the Ganai Community](http://catalogue.nla.gov.au/Record/838692)
* [Bush Foods for Your Backyard - Grow Wild!](http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=3&ved=0CD0QFjAC&url=http%3A%2F%2Fwww.peppermintridgefarm.com.au%2Fassets%2Fdocuments%2FBushFoodArticleJW2011.pdf&ei=qiy8UMb1IsuhiAfSzYDIBQ&usg=AFQjCNE0X9Znlzr6LnGZF8Ubcj8KtrlziQ&sig2=nGpyKo4ODXBJx6vsHhB7HA)
 |
| Animals | * Examine the different animals local Aboriginal people hunt and in which season, since there are certain times when hunting is not allowed. Students find out when this is and why.
* Students write a short story about searching for food, using as much Language as possible. They might make this into a Claymation, a short movie or store as a resource.
 | **He and I went hunting.****We saw a big red kangaroo.****I threw a long spear.****I killed the red kangaroo with the spear.****My mother cooked the red kangaroo.****We all ate the cooked red kangaroo.** | * [Our Wildlife](http://www.depi.vic.gov.au/environment-and-wildlife/wildlife/our-wildlife)
* [Priority Native Threatened Species](http://www.zoo.org.au/fighting-extinction/priority-native-threatened-species)
* [Animal Sanctuaries](http://www.travelvictoria.com.au/experiences/naturewildlife/animalsanctuaries/)
* [Native Plants and Animals](http://parkweb.vic.gov.au/park-management/environment/native-plants-and-animals)
 |
| Ergative marker | * Using a wordlist and other resources, students make up pairs of sentences using seasons / animal / plant words and verbs, to reinforce the use of the ergative marker and tense.
 | * Pairs of sentences with the ergative –

**Sentence 1** with ‘the man’ as the [subject](http://www.chompchomp.com/terms/subject.htm) (the person or thing that does the action):**‘The man is biting the yam.’** **Sentence 2** with ‘the man’ as the object (the person or thing the action is done to) and the dog as the subject:**‘The dog is biting the man.’** |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 3: Seasonal Human Activities

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1. |
| Farewell routine |  |  | See Topic 1. |
| Revision  | * Animal, Vegetable, Mineral? Print out a list of known words in Language. The teacher divides the class into two teams seated opposite each other. S/he calls out a Language word and the first student to answer with the correct translation and category gains a point for their side.
 |  | * It is helpful to have one or two students acting as judge and scorekeeper.
 |
| Language practice | * Conversation – students write a role play where they ask a friend to go on a seasonal activity. Students act out their conversations.
 | **‘Hi my friend.’****‘Let’s (you and me) hunt grey kangaroo!’** |  |
| Seasonal activities of Aboriginal people  | * General class discussion

Invite a senior community member to talk to the class about the seasonal events most Aboriginal people depended on in the past. * Based on the local seasonal diagram, divide students into groups, one group for each season. Within each group, each student researches a different seasonal activity, and makes notes to share with the others students.
* How have the practices of modern Aboriginal people changed from past ones? Discuss which ones have not changed much over time - why?
 | **Swim, float, to:****Shivering:****Get, to:****Gather, to:****Hunt, to:****Hit, beat, to:****Kill, to:****Cook, to:****Catch in a net, to:****Grab, catch, to:****Follow, to:** | * See sample unit *Aboriginal People and the Environment*
* [Aboriginal People and the Australian Alps](http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=3&ved=0CEgQFjAC&url=http%3A%2F%2Fwww.australianalps.environment.gov.au%2Flearn%2Fpubs%2Faboriginal.pdf&ei=cfKzULq5Ec-0iQeZ-IC4Aw&usg=AFQjCNFU3oGBDOo-4neJrbRvnfr5ao6cug&sig2=h8vviAptfFe8gL9ApBL4nw)
* [Aboriginal Victoria](http://www.visitvictoria.com/Things-to-do/aboriginal-victoria)
 |
| Seasonal Events  | * Students create a large wall chart or poster similar to the Herron Island Park diagram to illustrate seasonal events in nature in their local area and add captions in Language.
 |  |  |
| Bush Tucker | * Ask a knowledgeable community member to take the class on a bushwalk. Examine what Aboriginal people used to eat in your area, and explain which of these foods are still enjoyed today. Find the words in Language and record them in their wordlists.
* Make a table with foods in one column and show how each was acquired and prepared.
* Everybody likes a sweet. List what sweet food and drinks can be found in/made from the bush.
* Prepare a real or virtual banquet to show bush foods. Invite a knowledgeable person to preside.
 | **Ant, little meat:** **Insect, cricket:** **Beetle, flat black:** **Eel:** **Fish, yellow-belly perch:** **Goanna, brown sand:** **Grub, white, ground, edible:** **Kangaroo, grey:** **Plant, one-leaved wild potato:** **Possum, ringtail:** **Bird, fowl:** **Snake, black:** **Turtle, long-necked or stinking:** **Bird, waterhen, black tailed:** **Plant, yam, native, Microseris Forsteri:**  | * For the teacher: [Aboriginal People’s Seasonal Knowledge](http://www.ecologyandsociety.org/vol16/iss2/art12/)
* [Traditional Uses of Australian Native Plants](http://www.anbg.gov.au/bibliography/bushfood.html)
* [Local Ingredients](http://www.goldsmithsintheforest.com.au/Bush%20Tucker.htm)
* [People of the Murray River – Aboriginal Communities](http://www.murrayriver.com.au/about-the-murray/murray-river-aboriginals/)
* [Victorian Aboriginal Bush Food Activities](http://www.maroochycatchmentcentre.org.au/catchment/wp-content/uploads/2013/10/Bush-Foods-and-Biodiversity.pdf)
 |
| Aboriginal Ways of Finding Water  | * Research some of the ways in which Aboriginal people found water in the dry season. Discuss.
* Read about the hiking trip of Ricky Nelson, John Morieson and Guy Healy, to the summit of Mt Kooyoora, their discovery of animal water holes as distinct from human water holes and a ceremonial bathing well. Students draw or collect illustrations of the different types of waterholes for their project and label in Language.
 |  | * [Sunset on the Djadja Wurrung](http://connection.ebscohost.com/c/articles/9349014/sunset-djadja-wurrung)
* [Indigenous peoples and water](https://www.humanrights.gov.au/sites/default/files/content/social_justice/nt_report/ntreport08/pdf/chap6.pdf)
* [The bush tucker survival guide](http://www.survival.org.au/bush_tucker_survival_guide.php)
* [Aboriginal water knowledge and connections](http://www.csiro.au/en/Research/LWF/Areas/Ecosystems-biodiversity/Managing-landscapes-for-biodiversity/Indigenous-NRM/Aboriginal-water-values)
 |
| Fire – Friend or Foe? | * Investigate the four ways that Aboriginal people used to make fire by friction. Describe in notes.
* How did Aboriginal people view fire – as friend or foe? How could it change the country? Read about Professor Bill Gammage’s book on his website about *The Biggest Estate on Earth*. Discuss and add notes to your project.
* Why did different groups have common fire management principles across Australia, eg, burn-off. How could fire contribute to the regulation of the fauna and flora? Add notes to your project.
* Invite a knowledgeable community member to talk about fire management. Would this information be useful to fire fighters today? Add notes to your project.
 | **Fire:** *wii* or *wanyap***Wood, stick:** *wanyap* or *galk* or *wulling* | * [*Making Fire*](http://aboriginalculture.com.au/)
* [Firestick Farming in Victorian Forests](http://www.peninsulaspeaks.org/uploads/7/7/9/1/7791367/chapterfromaforthcomingbookbyronhateley_001.pdf)
* [The Biggest Estate on Earth Conversation](http://theconversation.edu.au/the-biggest-estate-on-earth-how-aborigines-made-australia-3787), University of Canberra.
 |
| Language extension | * Revise vocabulary learned in this unit with flash cards or games.
* Role-play: You are thirsty, so write a role play where you ask a person for water.
* Ask a senior community member to tell a Dreaming story about water or fire. Students retell the story with as many words as possible in Language. Insert in a cloze exercise.
* Write and participate in a short conversation on a topic of your choice.
 | **Water:** *g***River, creek:** **Spring, well:** **I am thirsty. Give me some water!****I will give you some water.****I won’t give you water.** | **Imp**=imperative: This is used for an order or direction, eg, Be quiet!**Instr**=instrumental marker: The instrumental marker, put on an instrument used to carry out an action (eg, spear used to kill something, yamstick used to dig), is also put on the ‘gift’ in a giving construction in some languages. The gift is seen as the instrument used to do the giving.)**Fut**=future tense: This is used to show that an action will happen in the future, at a future time. |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 4: Astronomy and Identification of the Seasons

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision and new words | * Write anagrams of key words from the previous topic on the board. Ask the students to solve them.
 |  |  |
| The First Astronomers  | * Students research the Emu in the Sky, and agree to look at it on a fine night and to compare notes.

Ask a knowledgeable community member to explain to the students that the dark masses in the sky, rather than the shape of a constellation, are inherent in Aboriginal astronomical insights and understandings.* Research Orion the Hunter. Many Aboriginal people have stories attached to this constellation. Talk to your local community members to find out if they have one.
* Research the use of stars as calendars, heralding certain events, e.g. fish or bird migrations in your local area. Discuss why this was important.
* Wurdi Youang, a research site near Geelong, seems to line up with the summer and winter solstices like Stonehenge in UK, providing evidence for Aboriginal people as the world's first astronomers. Investigate this and create a presentation from your work.
* Find out about the fairy owl Yerredetkurrk, (also called the owlet nightjar), who makes a churring sound rather like the first four letters of her Boorong name. What was she noted for?
* Students collect and label in Language some astronomical body pictures for a classroom poster.
* In pairs students select one of the topics from this unit and make a short presentation for parents and visitors.
 | **Emu:** **Bird, owl, night:** **Bird, owlet-nightjar:**  | * [Astronomy Basics](http://www.abc.net.au/science/articles/2009/07/27/2632463.htm)
* [Stories from the Sky: astronomy in Indigenous knowledge](https://theconversation.com/stories-from-the-sky-astronomy-in-indigenous-knowledge-33140)
* [Aboriginal Astronomers: World’s Oldest?](http://www.australiangeographic.com.au/journal/indigenous-belief-enlightens-astronomers.htm)
* [Australian Aboriginal Astronomy](http://www.atnf.csiro.au/research/AboriginalAstronomy/Examples/WurdiYouang.htm)
* [When Giant Fish Leaves the Sky](http://aboriginalastronomy.blogspot.com.au/2012/06/when-giant-fish-leaves-sky.html)
* [A Wergaia Planesphere: An Educational Tool](http://aboriginalastronomy.blogspot.com.au/2011_06_01_archive.html)
* [Wolfe Creek](http://aboriginalastronomy.blogspot.com.au/2011/06/impact-craters-in-aboriginal-dreamings.html)
* [Wurdi Youang](http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=3&ved=0CD4QFjAC&url=http%3A%2F%2Fwww.atnf.csiro.au%2Fpeople%2Frnorris%2Fpapers%2Fn258.pdf&ei=kw-0UOvuAaeuiAe9jYDAAw&usg=AFQjCNFaV0IKs2I5D0rEJshGVdDpwbbgLA&sig2=FyPV9LaHrgheQLo2Xr97tQ)
* [Were Australian Aborigines the first astronomers?](http://www.abc.net.au/radionational/programs/scienceshow/were-australian-aborigines-the-first-astronomers/2999936)

(audio file)* [What is Australian Aboriginal Astronomy?](http://emudreaming.com/)
 |
| Phases of the Moon | * Students research why the night sky is important to Aboriginal people. Add notes to your project.
 | **Night, dark:** **Day:** **Moon:** **Sun:** **Meteor:** **Pleiades:** **Milky Way:**  | * [Eclipses in Aboriginal Astronomy](http://www.atnf.csiro.au/people/rnorris/papers/n259.pdf)
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

# Unit Resources

## Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

For information on the [Department of Education and Training’s Principles of Learning and Teaching (PoLT)](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm) follow this link.

## Teacher resources

A comprehensive list of teacher resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.

[Victorian Curriculum F-10 – Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims)

[Victorian Aboriginal Languages Resources](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/resources)

## Student resources

A comprehensive list of student resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.