

Living languages, Living cultures – Guide for teachers

History (Kindergarten – Year 6) Community and Remembrance

Students learn about the importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples, by discussing Acknowledgement of Country and Welcome to Country.

Topic:

My Weekend with Pop: Stories in Aboriginal Languages

Key inquiry questions:

How has our community changed? What features have been lost and what features have been retained?

Content

The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied.) (ACHHK060)

Students:

- Identify the original Aboriginal languages spoken in the local or regional area
- Identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place
- Respond to Aboriginal stories told about Country presented in texts or by a guest speaker

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.

- Investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country

Background notes for teachers

This teachers' guide accompanies *My Weekend with Pop* a short illustrated bilingual story on the State Library's [website](#). You and your students can read the story in English and listen to it in several NSW Aboriginal languages: Dharawal, Gumbaynggirr, Gamilaraay, Paakantyi and Wiradjuri. In recent decades people in these communities have been involved in reviving their languages. They have worked with linguists to reconstruct and re-learn their languages, using a combination of archival/historical materials and orally-held community knowledge of the languages. Following detrimental treatment from colonial through to recent decades, policies for Aboriginal languages have only recently become supportive. The NSW State Library project is part of a fabric of support now available through several government and non-government organisations, working alongside communities to strengthen their languages.

Schools have begun to play a key role in supporting local communities who want their languages to be taught in schools. An Aboriginal languages syllabus has been available in NSW since 2003. Aboriginal communities, linguists and schools have worked together to develop teaching programs for local languages. As clearly stated at the front of the syllabus, it can only be implemented in collaboration with communities, ensuring local Aboriginal community control of the development and delivery of the school program. Implementation of the Aboriginal languages syllabus to date has been highly successful. In effective school-community partnerships, the programs have demonstrated that learning Aboriginal languages is important for both Aboriginal and non-Aboriginal students.

The language storytellers who have recorded *My Weekend with Pop* want to share their languages with you and your students. *My Weekend with Pop* is a taster. It provides an opportunity for students to listen to, read and write in Aboriginal languages. However, teachers and students will only be able to speak in an Aboriginal language if they have a speaker of that language and from that community working closely with them.

The teaching and learning sequence below has been approved by the people who recorded *My Weekend with Pop* in their languages. The activities are designed for Stage 2, and teachers could adjust them for Stage 1 or Stage 3 learners. Reading the English sentences in this bilingual story is well within the capabilities of Stage 2 learners. The more cognitively challenging aspect for the students will be learning about the revitalisation of Aboriginal languages and cultures. This will require them to develop interpretive skills and their ability to express insights into people's experiences represented in the text and images in the story.

The *My Weekend with Pop* story facilitates integration of key learning areas (KLAs). Each activity in the teaching sequence below is matched to learning outcomes and content in relevant NSW syllabuses, especially History, English and Creative Arts. Alternatively, teachers could select particular activities from the ones below, and embed them in their own existing KLA-specific units of work, as a way of including Aboriginal perspectives. The resource list at the end of this guide includes print and multi-media materials that are suitable for teachers of Early Stage 1 through to Stage 6.

Activity 1: Notes for teachers

Class discussion before introducing the *My Weekend with Pop* story:

- What is an Acknowledgement of Country?
- What is a Welcome to Country?
- Who can give an Acknowledgement?
- Who can give a Welcome?
- Why are Acknowledgments and Welcomes important?

You and your school might already have a positive relationship with the local community and knowledge of many details about the local country. On the other hand this might be an area that your school needs to work on. If Acknowledgements/Welcomes are already a regular part of proceedings in your school, you could skip straight to the next activity. Or you could work with your class to research and write your own original and unique Acknowledgement/Welcome speech.

As a class, begin a research project to investigate questions such as:

- Where is our school located?
- Which Aboriginal country are we living and learning on?
- What are some of the unique geographical features of this Aboriginal country?
- Are there special Aboriginal places in this area?
- Which Aboriginal language belongs here?
- Are Aboriginal languages written down?
- Are there any Aboriginal placenames in our area?
- Which Aboriginal organisations are in our area?

- What can we respectfully find out about Aboriginal people in our local area?

Build up a wall display of information. Each child contributes an image and a sentence to demonstrate something they have learned as part of the class research project. The class could organise and display information on the wall according to themes that anticipate the *My Weekend with Pop* story, e.g. things we have learned about language, country and culture.

Aboriginal children in the class may be able to contribute deeper information from their own knowledge and experience, if they feel comfortable doing so. This should be encouraged sensitively, with the teacher being guided by adults who know the children well, e.g. parents, caregivers, an Aboriginal Education Officer or Aboriginal Education Consultant from your school's regional/diocesan office.

With the new knowledge compiled in the wall display, the class can now create an Acknowledgement which is well-informed and unique, rather than standard or formulaic. The jointly constructed Acknowledgement can be added to form the centre-piece of the class display. (Joint/collaborative construction. Board of Studies, 2010, *Dictionary of Classroom Strategies K-6*, p23).

For information for the above activities, teachers can refer to various sources, e.g.:

- Brochures and advice about Acknowledgement of Country and Welcome to Country are available online from the NSW Department of Education and Museums and Galleries NSW.
- Search the ABC splash page and/or YouTube for clips showing Acknowledgments and Welcomes to Country in various places and languages.
- Contact the local or regional Aboriginal Education Consultative Group closest to your school for advice.
- Explore maps such as the map of Indigenous Australia published by AIATSIS (the Australian Institute for Aboriginal and Torres Strait Islander Studies in Canberra), also available in an interactive format through ABC online.
- Explore publishers which specialise in Aboriginal languages, e.g. Magabala books, Batchelor press, Aboriginal Studies Press, IAD press.
- Information about local Aboriginal people and knowledge can often be found in the Culture & Heritage section of the NSW Parks and Wildlife website and on your Local Government/Shire Council website.
- Where possible the teacher could invite a guest speaker from a local Aboriginal community organisation, or take the students there for an excursion. To do this well, the teacher needs to have an established relationship with the guest speaker. The topics for the talk/visit need to be negotiated so that the teacher and guest speaker are comfortable with the

teaching and learning plan for the talk/visit. Teachers are advised to follow the Board of Studies (2008) *Working with Aboriginal Communities Guide to Community Consultation and Protocols* which is available online.

Student Activity 1:

As a class, discuss the following questions before introducing the *My Weekend with Pop* story:

- What is an Acknowledgement of Country?
- What is a Welcome to Country?
- Who can give an Acknowledgement?
- Who can give a Welcome?
- Why are Acknowledgments and Welcomes important?

Your school might already have a positive relationship with the local community and knowledge of many details about the local country. On the other hand this might be an area that your school needs to work on. If Acknowledgements/Welcomes are already a regular part of proceedings in your school, you could skip straight to the next activity. Or you could work with your class to research and write your own original and unique Acknowledgement/Welcome speech.

As a class, begin a research project to investigate questions such as:

- Where is our school located?
- Which Aboriginal country are we living and learning on?
- What are some of the unique geographical features of this Aboriginal country?
- Are there special Aboriginal places in this area?
- Which Aboriginal language belongs here?
- Are Aboriginal languages written down?
- Are there any Aboriginal placenames in our area?
- Which Aboriginal organisations are in our area?

- What can we respectfully find out about Aboriginal people in our local area?

With all the information you have collected as a class, build up a wall display of information. Each child contributes an image and a sentence to demonstrate something they have learned as part of the class research project. The class could organise and display information on the wall according to themes that anticipate the My Weekend with Pop story, e.g. things we have learned about language, country and culture.

Additional Resources

The following list of resources is for background reading for teachers. Some of the resources will be suitable for your students too, e.g. links to video clips of children across NSW who are learning Aboriginal languages. The resources are grouped according to languages represented on the NSW State Library *My Weekend With Pop* website, and the list starts with some maps and general information about keeping languages strong throughout Australia. Some of the resources in the list are books which may only be available through specialised libraries. Some are more easily accessible. Teachers do not need to read all of these books to be able to implement the Stage 2 teaching and learning activities suggested in this guide.

Maps and keeping languages strong

ABC online. Indigenous languages map. Available: <http://www.abc.net.au/indigenous/map/>

ABC Radio National. (2009). *Holding Our Tongues* website has information about several languages across the continent and includes some audio recordings of speakers and songs. Available <http://www.abc.net.au/rn/legacy/features/holdingourtongues/>

ABC Splash. *Indigenous resources page*. <http://splash.abc.net.au/home#!/topic/494038/aboriginal-and-torres-strait-islander-histories-and-cultures>

Nathan, David (Ed). (updated 2017). *Aboriginal and Torres Strait Islander Languages of Australia* virtual library. Available <http://www.dnathan.com/VL/>

Museums and Galleries NSW. *Aboriginal languages map of Australia*. Available <https://mgnsw.org.au/sector/aboriginal/aboriginal-language->

[map/](#)

Bundjalung

ABC Open. (2016). *A conversation in Bundjalung*. <https://open.abc.net.au/explore/139619>

ABC Open. (2016). *Aboriginal language detectives*. <https://open.abc.net.au/explore/138717>

ABC Open. (2014). *Sharing Bundjalung mother tongue*. <https://open.abc.net.au/explore/74602>

ABC Open. (2014). *Sharing Bundjalung language through photographs*. <https://open.abc.net.au/explore/74677>

Sharpe, Margaret. (2001). *An introduction to the Yugambeh-Bundjalung language and its dialects. An introduction to the Yugambeh-Bundjalung language and its dialects. Revised (3rd) edition with chapters by Marjorie Oaks, Terry Crowley and Jill Fraser-Knowles*. Armidale, NSW: University of New England.

Sharpe, Margaret. (2005). *Grammar and texts of the Yugambeh-Bundjalung dialect chain in Eastern Australia* (Vol. 370). Munich, Germany: Lincom.

Sharpe, Margaret. (2002). *Dictionary of coastal Bundjalung including Bundjalung, Wiyabal, Minyangbal and Ngahnduwal*: Unpublished manuscript.

Sharpe, Margaret. (1995). *Dictionary of Western Bundjalung, including, Gidhabal and Tabulam Bundjalung*. Armidale: M. Sharpe.

Dharawal and Dhurga

ABC Open. (2014). *Let's rejoice in Dharawal. Tahlia King sings the National Anthem in Dharawal*. <https://open.abc.net.au/explore/77790> or <https://vimeo.com/104576601>

ABC Open. (2014). *Reclaiming the Dhurga language*. <https://open.abc.net.au/explore/94548>

Besold, Jutta. (2013). *Language Recovery of the New South Wales South Coast Aboriginal Languages*. (PhD), Australian National University.

Eades, Diana. (1976). *The Dharawal and Dhurga languages of the New South Wales South Coast*. Canberra: Institute of Aboriginal Studies.

NITV (National Indigenous Television). (2017). *Around The Campfire, Series 3 Episode 13. Dhurga Language With Kerry Boyenga and Trish Ellis*. Available <http://www.sbs.com.au/nitv/video/554997315553/Around-The-Campfire-S3-Ep13-Dhurga-Language-With-K>

Gamilaraay and Yuwaalaraay

ABC Open. (2015). *Near or far*, a poem by A Gamilaraay woman, Suellyn Tighe, for her grandchildren. You can view it in English <https://open.abc.net.au/explore/93771> and in Gamilaraay <https://vimeo.com/126769095>

ABC Open. (2015). *Give me five in Gamilaraay*. <https://open.abc.net.au/explore/112156>

ABC Open. (2015). *Count to ten in Gomeri*. <https://open.abc.net.au/explore/92371>

ABC Open. (2015). *Master of ceremonies, Len Waters*. <https://open.abc.net.au/explore/108145>

ABC Splash. (2015). *Yaama Ghubhii: Indigenous Connect Song*. <http://splash.abc.net.au/home#!/media/2394462/yaama-ghubhii-indigenous-connect-song>

ABC Open and First Languages Australia. *Language legends series: Kate Munro*. <https://gambay.com.au/profiles/89>

Chandler, Karen, & Giacon, John. (2006). *Dhiirrala Gamilaraay! Teach Gamilaraay: A resource book for teachers of Gamilaraay*. Armidale, NSW: Yuwaalaraay Language Program.

Giacon, John. (2002). *Gamilaraay, Yuwaalaraay, guwaaldanha ngiyani: We are speaking Gamilaraay and Yuwaalaraay*. Tamworth, NSW: Coolabah Publishing.

Giacon, John. (2003). *Yugal: Gamilaraay & Yuwaalaraay songs*. Tamworth, NSW: Coolabah Publishing.

Giacon, John. (2006). *Gaay garay dhadhin: Gamilaraay & Yuwaalaraay picture dictionary*. Alice Springs, NT: Institute for Aboriginal Development Press.

Giacon, John & Betts, Marianne. (1999). *Yaama maliyaa. An Aboriginal languages textbook*. Walgett, NSW: Walgett High School, Yuwaalaraay Gamilaraay Program.

Giacon, John, & Nathan, David. (2009). *Gayarragi winangali (find and hear): An interactive multimedia resource for Gamilaraay and Yuwaalaraay [CD-ROM]*: Catholic Schools Office, Armidale, NSW & The Hans Rausing Endangered Languages Project. Available

<http://lah.soas.ac.uk/projects/gw/>

Ma Gamilaraay. (2015). Gamilaraay dictionary app. Available <https://itunes.apple.com/au/app/ma-gamilaraay/id935546616?mt=8>
Yuwaalaraay gaay Gamilaraay garay website <http://yuwaalaraay.org/>

Gumbaynggirr

ABC Coffs Coast. (2013). *Gumbaynggirr in song*. Gary Williams and Dallas Walker singing the song Baabaga Birruganba Bularri

<http://www.abc.net.au/local/stories/2013/11/27/3899985.htm>

ABC Coffs Coast. (2011). *Gumbaynggirr language*, with Fiona Poole and Gary Williams.

<http://www.abc.net.au/local/stories/2010/07/02/2943206.htm>

ABC Open. (2015). *Plus 20: Gumbaynggirr Language Teacher* Michael Jarrett <https://open.abc.net.au/explore/112354>

ABC Open and First Languages Australia. *Language legends series: Michael Jarrett*. <https://gambay.com.au/profiles/92>

ABC Open and First Languages Australia. *Language legends series: Virginia Jarrett*. <https://gambay.com.au/profiles/93>

Long, Julie. (2007). *Barriyala: Let's Work – Gumbaynggirr language student workbook 1, 2, 3*. Nambucca Heads, NSW: Muurrbay Aboriginal Language and Culture Co-operative.

Mayalambala teaching resource <http://www.muurrbay.org.au/muurrbay-resources/courses/>

Morelli, Steve. (2015). *Gumbaynggir dictionary and learner's grammar. Bijaarr jandaygam, ngawa gugaarrigam*. Nambucca Heads, NSW: Muurrbay Aboriginal Language and Culture Co-operative.

Muurrbay Aboriginal language and culture co-operative <http://www.muurrbay.org.au/>.

NITV (National Indigenous Television). (2015). *Indigenous rangers revitalise language and culture*. <http://www.sbs.com.au/nitv/nitv-news/article/2015/09/23/indigenous-rangers-revitalise-language-and-culture>

Senator Aden Ridgeway's speech in parliament in 2009 in Gumbaynggirr language <http://www.smh.com.au/federal-politics/language-is-power-let-us-have-ours-20091125-irsb.html>

SBS TV, *Custodians* program, Season 1, Episode 14, Nambucca Heads, Gumbaynggirr Country (5mins 54 secs)

<http://www.sbs.com.au/ondemand/video/353160771753/custodians-gumbaynggirr-nambucca-heads>

Paakantyi

Butcher Murray, Kayleen Kirwin, Robert Lindsay, Wilcannia Central School and Board of Studies NSW. (2009). Paakantyi teaching and learning samples. Available <https://ab-ed.bostes.nsw.edu.au/go/aboriginal-languages/learning/lower-darling/teaching-learning>

Butcher, Murray & Wilcannia Central School. (2011). *Kilampa wura Kaani. Galah and bearded dragon. A Paakantyi story*. Available https://www.youtube.com/watch?v=Lbc_b2S_3ws and https://wn.com/kilampa_wura_kaani_a_paakantyi_story

Butcher, Murray, Wilcannia Community, and Sharing Stories. (2017). *The moon and the gecko*. Available http://www.pearsonplaces.com.au/Places/Primary_Places/Indigenous_Place.aspx

Butcher, Murray and Faith Baisden. (2012). Picture books in Paakantyi and English. Available <http://www.binabar.com/paakantyi-and-english-books-launched-in-wilcannia-and-menindee/>

Kirwin, Kayleen. (2012). *Nhiki manhu. Making Johnny Cakes in Paakantyi*. Available <https://www.youtube.com/watch?v=3wvlzQPZiGE>

Kirwin, Kayleen. (2013). Teaching Paakantyi at Meninindee Cenral School. Availbale <https://www.youtube.com/watch?v=LDvcvVZswCQ>

Paul, Margaret & ABC radio. (2013). *Learning Paakantyi with Isobel Bennett*. https://www.youtube.com/watch?v=-NwpXm_T0gY

Hercus, Luise. (1982). *The Bāgandji language. Pacific Linguistics Series B, No. 67*. Canberra: Research School of Pacific Studies, Australian National University.

Hercus, Luise. (1993). *Paakantyi dictionary*. Canberra: Australian Institute of Aboriginal and Torres Strait Islander Studies.

Hercus, Luise. (1999). Paakantyi. In W. McGregor & N. Thieberger (Eds.), *Macquarie Aboriginal words: a dictionary of words from Australian Aboriginal and Torres Strait Islander languages* (pp. 41-60). North Ryde, NSW: Macquarie Library.

Hercus, Luise, & Nathan, David. (2002). *Paakantyi [CD-ROM of texts, stories, songs, grammar, dictionary, games]*. Canberra, ACT: Australian Institute of Aboriginal and Torres Strait Islander Studies & Aboriginal and Torres Strait Islander Commission.

Wiradjuri

ABC Open. (2012). *Our Mother Tongue: Wiradjuri*. <https://open.abc.net.au/explore/22207>

ABC Open and First Languages Australia. *Language legends series: Geoff Anderson*. <https://gambay.com.au/profiles/21>

ABC Open and First Languages Australia. *Language legends series: Lionel Lovett*. <https://gambay.com.au/profiles/24>

ABC Open and First Languages Australia. *Language legends series: Diane McNaboe*. <https://languagesmap.com/profiles/120>

Anderson, Geoff; Lovett, Lionel; Towney, Tiyana; and the Parkes Wiradjuri Language group. *I am my Elders' blood*. Song arrangement and mixing: Sunfield Records. (2015). <https://soundcloud.com/ub-ubbo-exchange/i-am-my-elders-blood>

Bundy cultural tours, cultural awareness and school programs in Wiradjuri country <http://www.bundyculture.com.au/>

Grant, Stan, & Rudder, John. (2001). *Learning Wiradjuri book 1 (place and direction) & book 2 (about actions) [with audio CD]*. Canberra: Restoration House.

Grant, Stan, & Rudder, John. (2001). *Wiradjuri language – how it works*. Canberra: Restoration House.

Grant, Stan, & Rudder, John. (2001). *Wiradjuri language song book 1 & book 2 [with audio CD]*. Canberra: Restoration House.

Grant, Stan, & Rudder, John. (2001). *Introducing Wiradjuri sentences*. Canberra: Restoration House.

Grant, Stan, & Rudder, John. (2001). *Wiradjuri language colouring-in book 2*. Canberra: Restoration House.

Grant, Stan, & Rudder, John. (2005). *Wiradjuri dictionary* (2nd ed.). Canberra: Restoration House.

McNicol, S., & Hosking, D. (1999). Wiradjuri. In W. McGregor & N. Thieberger (Eds.), *Macquarie Aboriginal words: a dictionary of words from Australian Aboriginal and Torres Strait Islander languages* (pp. 79-99). North Ryde, NSW: Macquarie Library.

Wiradjuri Condobolin Corporation. (2016). Wiradjuri dictionary app. Available <http://www.wiradjuricondocorp.com/>

Wiradjuri songs and animations:

<http://sharingandlearning.com.au/animation/>

<https://www.youtube.com/watch?v=PcPP1eeBvDE>

<https://vimeo.com/140564543>

<https://vimeo.com/140564544>

Wiradjuri Educators Network. (2016). *Wiradjuri for everyone* website. <http://www.wiradjuri-language.com/>

Wiradjuri Kids <http://www.wiradjurikids.com.au/>

NSW Syllabus for the Australian Curriculum History K - 10

Outcomes	Historical Skills	Historical concepts
HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time.	Analysis and use of sources <ul style="list-style-type: none">• Locate relevant information from sources provided Research <ul style="list-style-type: none">• Pose a range of questions about the past	Cause and effect <ul style="list-style-type: none">• Reasons for a particular historical development Empathetic and understanding <ul style="list-style-type: none">• How and why people in the past may have lived and behaved differently from today Significance <ul style="list-style-type: none">• The importance and meaning of national commemorations and celebrations, and the importance of a person or event
Learning across the curriculum		

- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability
- Information and communication technology capability
- Intercultural understanding