

Living languages, Living cultures – Guide for teachers

English (Kindergarten – Year 6) My Weekend with Pop: Stories in Aboriginal Languages

Scope and sequence summary

Students learn about the rich oral history of Aboriginal languages and how they have been recorded throughout history. Students read through the story *My Weekend with Pop* and discuss how their relationships with their own grandparents compares to the character in the story.

Stimulus:

My Weekend with Pop: Stories in Aboriginal Languages in English (Guided reading. Board of Studies, 2010, Dictionary of Classroom Strategies K-6, p15 – 16).

Text type:

Narrative

Resources:

My Weekend with Pop a short illustrated bilingual story on the State Library's website:

<http://www.sl.nsw.gov.au/my-weekend-pop>

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 people 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

Introduce the State Library of NSW *My Weekend with Pop* website. Background information for teachers and topics for class discussion:

- Before invasion and colonisation, Aboriginal languages were orally transmitted and had a rich oral tradition. Those traditions continue. Aboriginal languages also now have writing systems. Most use the same writing system as English, i.e. the Roman alphabet.
- In the early days of colonisation, it was mostly non-Aboriginal people who wrote down Aboriginal languages. These days Aboriginal people themselves are writing and publishing in their own languages.
- In recent decades people in Aboriginal 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 community-held language knowledge which has survived orally.
- Prepare a selection of short examples to enable the class to compare and contrast:
 - (1) archival/historical records made by non-Aboriginal people who wrote down languages provided orally by speakers. Class views examples of archival/historical records for Dharawal, Gumbaynggirr, Gamilaraay, Paakantyi or Wiradjuri, available on the NSW State Library *Rediscovering Indigenous Languages* [website](#).
 - (2) present day examples of text in Aboriginal languages made by people from those communities. Teachers might access current publications for Dharawal, Gumbaynggirr, Gamilaraay, Paakantyi or Wiradjuri in the resource list at the end of this Guide. Alternatively, teachers can just show the *My Weekend with Pop* story.
- Possible discussion questions to compare and contrast (1) and (2): Who do you think wrote the old records of the languages? Who spoke the words and who wrote them down? Why do you think they wanted them to be written down? When do you think they were written?

Introduce *My Weekend with Pop* on the State Library of NSW website:

- Show that the website includes a story that has been recorded and written in Dharawal, Gumbaynggirr, Gamilaraay, Paakantyi, Wiradjuri. The website has a location map for each recording.
- Which one is closest to our school? Which one is furthest from our school?

Student Activity 1:

Examining the short samples of language that your teacher has prepared, compare and contrast:

- (1) archival/historical records made by non-Aboriginal people who wrote down languages provided orally by speakers. Class views examples of archival/historical records for Dharawal, Gumbaynggirr, Gamilaraay, Paakantyi or Wiradjuri, available on the NSW State Library Rediscovering Languages website.
- (2) present day examples of text in Aboriginal languages made by people from those communities. Teachers might access current publications for Dharawal, Gumbaynggirr, Gamilaraay, Paakantyi or Wiradjuri in the resource list at the end of this Guide. Alternatively, teachers can just show the *My Weekend with Pop* story.

After comparing the samples, students discuss:

- Who do you think wrote the old records of the languages?
- Who spoke the words and who wrote them down?
- Why do you think they wanted them to be written down?
- When do you think they were written?

Using the *My Weekend with Pop* on the State Library of NSW website:

- Read the story that has been recorded and written in Dharawal, Gumbaynggirr, Gamilaraay, Paakantyi, Wiradjuri. The website has a location map for each recording.
- Find which location is:
 - Closest to our school
 - Furthest from our school

Activity 2: Notes for teachers

Introduce the story *My Weekend with Pop* in English (Guided reading. Board of Studies, 2010, *Dictionary of Classroom Strategies K-6*, p15-16).

- Pre-reading discussion:
 - What kinds of things do you do with your grandparents? Which places do you go to together?
 - Tell the class the story is about an Aboriginal grandfather and grandchild, who do special things together on Country.
- Post-reading discussion:
 - How are the characters in the story connected to Country? What activities do they do together?
 - In what ways is your time with your grandparents similar to the Aboriginal child in this story?
 - In what ways is your time with your grandparents different from the child in this story?

Introduce the story *My Weekend with Pop* in an Aboriginal language.

- Listen to the story in an Aboriginal language, e.g. you could select the language of the land on which your school is located or the nearest one or the one that Aboriginal students in your class identify with.
 - Listen to the recording for each page a few times.
 - Try to follow each written sentence as you listen.
 - Can you hear/pick out a key word in each sentence and point to it?
 - Have you ever heard an Aboriginal language before? How would you describe this experience?

Place the images from the story out of order, e.g. projected on an interactive whiteboard. Class drags each page into the correct sequence, and retells the story in English. (Retelling. Board of Studies, 2010, *Dictionary of Classroom Strategies K-6*, p36).

Each student brings a photo of him/herself with a grandparent or grandparents. Compose a text to accompany the photo, which captures similarities and differences and makes connections between their own experiences and those of the Aboriginal grandparent and grandchild in *My Weekend with Pop*.

Student Activity 2:

Before reading the story *My Weekend with Pop* in English (Guided reading. Board of Studies, 2010, *Dictionary of Classroom Strategies K-6*, p15-16), answer the below questions.

- What kinds of things do you do with your grandparents?
- Which places do you go together?

After you have read the story, answer these questions:

- How are the characters in the story connected to Country? What activities do they do together?
- In what ways is your time with your grandparents similar to the Aboriginal child in this story?
- In what ways is your time with your grandparents different from the child in this story?

Listen to the story in an Aboriginal language, e.g. you could select the language of the land on which your school is located or the nearest one or the one that Aboriginal students in your class identify with.

- Listen to the recording for each page a few times.
- Try to follow each written sentence as you listen.
- Can you hear/pick out a key word in each sentence and point to it?
- Have you ever heard an Aboriginal language before? How would you describe this experience?

Your teacher will place images from the story out of order, as a class put these images in the correct sequence and retell the story in English.

Each student brings a photo of him/herself with a grandparent or grandparents. Compose a text to accompany the photo, which captures similarities and differences and makes connections between their own experiences and those of the Aboriginal grandparent and grandchild in *My Weekend with Pop*.

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



Additional Resources

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>

Additional Resources

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>

Additional Resources

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). *Gumbaynggirr 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-jrsb.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 Menindee Central School. Available <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



Additional Resources

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; Toney, 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/>



Additional Resources

<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: English K-10

OUTCOMES

A student:

- Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts EN2-10C
- Responds to and composes a range of texts that express viewpoints of the world similar and different from their own EN2-11D

CONTENT

Students:

EN2-10C

Respond to and compose texts

- Respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts

EN2-11D

Understand and apply knowledge of language forms and features

- Identify and compare the differences between texts from a range of cultures, languages and times
- Make connections between students' own experiences and those of characters and events represented in texts

Respond to and compose texts

- Discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference

Content and Text Requirements

In each year of Stage 1 students must study examples of:

- spoken texts
- print texts
- visual texts
- media, multimedia and digital texts

Across the stage, the selection must give student experience of:

- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- texts about intercultural experiences
- an appropriate range of digital texts, including film, media and multimedia

Learning Across the Curriculum

Cross curriculum priorities:

- Aboriginal and Torres Strait Islander histories and culture

General Capabilities:

- creative and critical thinking
- intercultural understanding
- literacy