



Teacher Notes

Our World: Bardi Jaawi Life at Ardiyooloon **by the students of One Arm Point Remote Community School**

Magabala Books

Teacher Notes prepared by Fran Knight

SYNOPSIS

Our World: Bardi Jaawi Life at Ardiyooloon by the students of One Arm Point Remote Community School is a stunning addition to the growing library of books about Aboriginal communities in today's Australia. This book will please the browsing reader and the experienced researcher, teachers and their students, the casual borrower and the person looking for something specific about Aboriginal culture today.

Vibrant and colourful, the pictures entice the reader, as they follow the lives of these children describing where their community is and the way in which the whole community is involved in traditional ways of tracking, hunting and cooking. From hunting with spears, traveling out in boats, collecting shellfish in the mangroves or using fish poison, the book describes how the fish are caught, from making the spear to the end result of cooking and sharing their catch.

Sections show the reader how to build bough shelters, hunt crabs, turtles and dugong, make boomerangs and how to catch specific fish, while one double page spread that shows the many saltwater creatures found in this part of Australia cannot be missed. Pages show camping trips to sites around Ardiyooloon, with photographs of the children making oyster pancakes, catching monkey fish and exploring the reefs.

Our World highlights the importance of Elders to the community and to the future of its young people. An easy to follow double page tells the reader about kinship, while another is about the seasons at Ardiyooloon. Several others explain the history of the school, show the local Bardi Jaawi rangers at work, and intermingled with these are some traditional stories of the Bardi Jaawi people.

Altogether a visually enticing look at this small community, this book will have wide appeal, particularly in the classroom, where students are keen for information about different peoples around Australia. From the wonderful title page with the boat and its little outboard motor, to the extensive mix of photographs and children's paintings, this book is a smart addition to any library.

Introduction to the school

One Arm Point Remote Community School is situated near the centre of the settlement at Ardiyooloon on the Dampier Peninsula in north-west Western Australia. Just as cultural knowledge has been handed down from one generation to another, so education has been valued within this community. The first mission school on Sunday Island has now grown into the place it is today with considerable input and support from the community and its Elders.

Introduction to the authors and community

The students of One Arm Point Remote Community School are justifiably proud of their community and school, supported by the Elders who are passing on pride in and an affinity with their culture and background. In a move to explicitly teach the traditions and culture of the Bardi Jaawi people, the One Arm Point Culture Program was established in 2008. The school has fortnightly sessions with Elders and community members setting the program. During these activity days, traditional skills are taught, including catching and cooking fish, camping and language, culminating in a cultural day at the end of each term. Our World captures the delight and enjoyment these students feel about the school and their education, and extols the virtues of working together as a community to enable cultural practice and experience to be handed on to the next generation.

TEACHER NOTES

The Australian Curriculum is available in four learning areas; English, Science, Mathematics and History. Information about the documents can be found at <http://www.australiancurriculum.edu.au/Home>. Register online to further research this site — it requires an email address and a password.

There will be ideas for further use, research topics, activities and class work within the Australian Curriculum, along with extension activities and references to other activities already written by school staff member Sam Price. The notes are not meant to be prescriptive, rather a guide to what can be done, and a reference for further use.

These notes have been created in line with the outlines for the four learning areas. I have included activities in each strand to allow for the range of interest and abilities from year 3-7.

English — Language Bardi

The people in the Bardi Jaawi community speak Bardi, and there are many examples of this language throughout the text.

Teacher: As you read some of the book with your class, have a large area set aside for words that are unfamiliar to be displayed.

Ask the class to write the words on a piece of paper, and add to the list in the classroom

Check the words' spelling and meaning, using the wordlist on page 63

Use the pronunciation guide on page 5 to learn how to say some of the words

Write up these words on pieces of paper to display with their meanings next to them.

Highlight the words that have to do with fish or fishing

Highlight in another colour the words to do with food

Literature — Storytelling

Stories pass on far more than is written down. There are four traditional Bardi stories included in this book, Girrgij, Giido and Ganbaliny (pages 28-29), Kangaroo and Hermit Crab (pages 38-39) Marrgaliny and Loolooloo (pages 48-49), and Three boys who ate raw lizard eggs (pages 54-55)

A Teacher: Read one of the stories aloud to the class (it would be even better if you learnt the story to be able to tell it rather than read it)

Ask the class to talk about the plot of the story

Ask the class to write down the main incidents

The class may like to illustrate the story, making a storyboard

As they listen, ask the group to jot down unusual words or words they do not know, or which are from the Bardi language

Discuss with the class what they learn of the Bardi Jaawi people, what they learn of their society and what rules for life the story is passing on to the next generation. Is there a moral to the story?

B Students: Select one story to read more thoroughly

Read one of the stories more closely with your group

Perhaps some would like to learn it to tell the story rather than read it

Can you concentrate the meaning behind the story into one pithy statement?

Can you translate some of the major teaching points of the story using the wordlist on page 63?

On one of the camps, Nan Alma tells a more modern story. Read what she says on page 16. What information is she giving the students in her story?

C Creative writing

Student activity: Choose one of the following to write about

1. One Arm Point is an unusual name for a community. Create a story describing how the community got its name.
2. Imagine you are visiting One Arm Point for the day. Write a story of the things you would see, activities you would do and people you might meet on your visit.
3. Imagine you are visiting One Arm Point. Write an itinerary of the things you would like to do.
4. Write a newspaper account of how One Arm Point got its name.

Literacy

A Picture book

Teacher: Find a picture book about a different Aboriginal community in Australia (*My Home in Kakadu* by Jane Christophersen, *Scaly-tailed Possum and Echidna* by Cathy Goonack and *Sam's Bush Journey* by Sally Morgan, see list in Appendix A)

Read the story to the class

Check for words that are unfamiliar

Ask the children to tell the story in their own words

Use the library to find more examples to read and borrow

B Multilingual students

Teacher: Some ideas to discuss and think further with your class

Learning two languages

Are there students in your class who could talk to the students about the advantages of learning another language?

For many of these children English is their second or third language. Discuss why literacy in these communities might be low because of this.

On a map of Australia, mark the area your book is about

Make a Fact File about that Aboriginal community (include position, language, numbers, towns and settlements, geographical features and distinguishing facts.)

Put these on the display board for all the class to see

Mathematics — Numbers and Algebra

A Fish Count

Teacher: Fish accounts for a large part of the Bardi Jaawi people's diet

With the class, write up the names of all the fish mentioned in the book

Count the number of different types of fish eaten

By reading the stories of the reef excursions and fishing in the mangroves, estimate which fish are most readily available

Compare the amount of fish eaten at Ardiyooloon each week with the amount of fish eaten by class members

Perhaps visit a market to see the different fish available

Have a fish day at school where a fish meal is eaten

B Fish in Australia

Teacher: Access information about the positive aspects of fish in the diet to share with the class

Prepare a weekly food intake sheet with the class, asking them to fill in what foods they eat for the week

When the results are in, tabulate them into the main food groups

Take note of the amount of fish eaten by the class

Check with the Heart Foundation website

<http://www.heartfoundation.org.au/Pages/default.aspx>

Search for the word 'fish' on the Heart Foundation website

What is good about eating fish?

How much should we eat each week?

Statistics and Probability

A Class population

Teacher: Compare class sizes

Use http://www.det.wa.edu.au/schoolsonline/main_page.do to access the numbers of students in a similar class at One Arm Point Remote Community School

Do a simple bar graph showing the numbers in your class

Compare this with class sizes in the remote community school

What can the class deduce?

B School population

Refer to http://www.det.wa.edu.au/schoolsonline/main_page.do

Make a graph to represent the number at the whole school

Do one for your own school as a comparison

What percentage of the students are in secondary school and what percentage are in primary school?

What does this tell you?

Measurement and Geometry

A Map of the Kimberley

Teacher: have a map of the Kimberley region for your class, as well as blank maps for the students

Class activity: look closely at the map of the Kimberley region.

Locate Ardiyooloon, Broome, Derby and other locations and place on the blank map

Measure the distance between these places

Estimate how long it would take you in a car to travel between these towns

On pages 50 and 52 are photos of one form of transport in the area. What is it? Why do you think this sort of car is necessary in this area?

On page 58 is another mode of transport. What is it? Why do you think this would be necessary in this area?

A third method of transport is not shown, but can be found on the map on page 5. Why is this important to the town?

Science

1 Science Inquiry Skills

A Fish

Teacher: Food is often hunted traditionally by the community. The men make and use spears to hunt fish, while the women and children make smaller spears and collect animals, fish and fruit from their land.

Class activity: Divide the class into small groups (about 3-4 students). Give each group the name of an animal from the region (such as mud crab, hermit crab or kangaroo, and see pages 22-23 for a list of many of the saltwater creatures in the area). Each group is to research that particular animal, fish or bird and present their information to the class after the sessions.

Create a three-dimensional model of your fish, animal or bird. You can do this by drawing your fish, for example, on an A3 piece of card, then copying it exactly onto another piece of card. After decorating your animal (see pages 22-23) cut out both pieces, and stick them together. Crumpled newspaper, cellophane or scrap paper can be put between the two sides, before stapling them, to make it three dimensional.

These can be hung from the ceiling.

Each group is to use the book and the library to find out more about their animal

Look closely at the environment on the Dampier Peninsula to see what can be deduced about that animal and its way of life

Collate the information into a fact sheet to include; name, description, habitat, environment, area it lives, feeding habits, nesting/sleeping habits, predators and so on, including a map to show its range. The fact sheet when completed can be hung underneath the model.

B The environment is an integral part of the Bardi Jaawi people's lives and features on every page.

Class activity: Create a large map of the Dampier Peninsula and One Arm Point (use a grid method of enlarging the maps on pages 4-5). Have these displayed prominently in the classroom

On an electronic whiteboard, access Google Earth

Zoom in on the Dampier Peninsula and then Ardiyooloon

Compare the area from the air with the map on pages 4-5

Discuss the similarities and differences with the class (beaches, sand, mangroves, vegetation cover, roads, size of township)

Put the class into small groups, with access to Google Earth and the book. Ask the groups to list what they see in the environment

Look closely at the white sandy beaches. Read page 13. Why are the mangroves important? What do the children find in the mangroves? How important are they for the community?

In several parts of the book, reference is made to groups going out to the reef. Can you find a reef on Google Earth? Can you find a reef on the map in the book (pages 4-5)

Read the sections about the reef. What do the children do on the reef? What food can they find?

Is your school near a reef or mangrove? Are there tours which your class can take to one of these places to see how they work?

Gardening Australia has a brief fact sheet on mangroves <http://www.abc.net.au/gardening/stories/s1148897.htm> which may be useful in the classroom

2 Science as Human Endeavour

A Management of their staple food and its capture

Class activity: Look at the way the children find and catch some of the animals using fish traps, poison, spears or fishing lines.

In groups read through the book and find one hunting or gathering method which intrigues the group (bush food, pages 30-31, monkey fish, pages 26-27, seeds and shells, page 33)

Read through that method, and practice retelling the method to the group

Work out how the poison works in capturing the fish

B Cooking the food

Class activity: Put the class into small groups

Each group learns how to make their own damper. Take photos of the steps and use this to create a large procedure chart on how to make damper. Display these charts.

Class activity: Each student is to select a different recipe from the book

List the ingredients found only in this region of Australia

Find equivalent ingredients at your local market

C Using their environment

There are endless examples of the Bardi Jaawi people making use of their environment. Some others that the class could look at more closely are

Making a shield (page 19)

Making an earth oven (page 21)

Making boomerangs (pages 42-43)

Making a bough shelter (page 59)

Spear making (pages 12, 14-15) Sam Price of One Arm Point Remote Community School wrote a worksheet about this which you can access from Magabala Books.

Models of these could be built with a class, with help from other adults, and being mindful of your environment. An older class could also work with a younger group to make one. Discuss with the class what materials they could use to make a miniature version of the implement or shelter. The finished product could be displayed for the school to see. A poster could be added which gives information about the project and answers questions such as

How does each implement work?

How is it used by the Bardi Jaawi people as part of their daily lives?

D Tracking

Read tracking pages. Discuss with the students the importance of tracking in hunting and gathering societies for finding food and water.

Organise a bush excursion

Observe different animal tracks found in the area

Discuss what animals have made these tracks

Take photos of tracks

Can you deduce from the track how big the animal was, the speed the animal was travelling and the way it was going?

3 Science Understanding

A Sustainability

Teacher: Water, as with all of Australia, is an important resource. Read about the children accessing water (page 17)

Student activity: Think about your use of water.

Where does your water come from?

If you had to dig for your water, what changes might that make to your use of water?

Check out how water gets to your home in your area

Can someone from the local council come and talk to your class about water in your area?

B Seasons

The Bardi Jaawi people view seasons not as a group of months but as a time to determine what bush food is available. This drives their hunting and dietary intake.

Class activity: Read about the many activities that relate to the seasons. For example, on page 20 read about turtles, or pages 50-51 which tell us about the Bardi Jaawi Rangers and their work, as well as the seasons on the peninsula.

Write the word 'seasons' on the board and ask students to brainstorm what it means to them

Create a large Bardi Jaawi seasons chart. Pictures from books and the internet can be placed on the correct season. On each season, list all the activities that the Bardi Jaawi people would be involved in

Check the climate of Western Australia and where you live on <http://www.bom.gov.au/> the Bureau of Meteorology website for Australia

On your seasons wheel list the roles the children would take during each season (what work would they do; find shell fish, make spears?)

Class activity: Watch the video from Postcards WA, about One Arm Point's hatchery <http://westernaustralia.tv/video/291/One-Arm-Point-As-Seen-on-Postcards-WA>

How is the community involved in this project?

What other local jobs might be created that relate to this?

How is this a sustainable activity?

History

1 Knowledge and Understandings

A Understanding family

Teacher: Put your class in pairs to interview each other, to find out about that person's family (this may need some sensitivity as some children may have a limited understanding of who their family are)

Student activity: Talk to your classmate to find out about their family (how many people are in it, how many brothers and sisters, any grandparents, aunts and uncles?)

Prepare a short talk to introduce your classmate and their family to a few others of your classmates

Write up a family tree of your classmate, or yourself (teacher may be able to provide a family tree outline)

Collect pictures of families from newspapers and magazines to collate a family tree on a display board

Compare this family tree with the one on pages 44-45 of Our World. What similarities and differences can be spotted by the class?

Discuss with the class what a family consists of and what a family teaches you about your past

B History of One Arm Point

Teacher: Use the book, especially pages 10-11, 34 and 37 to gather information about the Ardiyooloon community in the past

Explain what a timeline is to the class, and perhaps put on the whiteboard some of the most significant dates or groups of dates

Students: Draw up a timeline of what has happened in the past at One Arm Point

This could be a date-driven timeline, a pictorial timeline or a storyboard

There seems to be little written down about the history of this community, but histories of Broome and Derby may give some hints about happenings in the area (William Dampier, setting up of missions, pearling industry, land rights)

Groups within the class could take on one of the above areas to research further

<http://www.ardi.com.au/en/Dampier+Peninsula+History/default.htm> has a great deal of information about the Dampier Peninsula and its history

Class activity: Research the history of pearling in the Dampier Peninsula area.
<http://www.cultureandrecreation.gov.au/articles/pearling/>

Is the Australian Government's website which details the history of pearling from the earliest times through the nineteenth and twentieth centuries to now.

Access the above website

Divide the work into areas for different groups to research (origins, pearl diving, setbacks for the industry, pearling today)

Ask the class to present what they have found to the rest of the class

The class could make outline models (two dimensional) of the pearling luggers to present their work

2 Skills

A Interview techniques

Teacher: teach interview techniques to the class, ensuring they have some understanding of asking simple questions, listening to the answers and so on. Allow them to rehearse interview techniques with each other or with their family and friends.

Student activity: Imagine that you are to interview a member of the school community at One Arm Point

What would you like to know?

What questions would you ask?

Write down 6 questions, then form into pairs, and ask each other the questions you have developed

Write a summary of your questions and answers

Can you email One Arm Point Remote Community School to be put in contact with a class member who can answer your questions?

B Interview local Aboriginal person

The Bardi Jaawi people have an intimate and spiritual connection to their land, as do all Indigenous Australians. Try to arrange interviews with a number of different Aboriginal people from your local area. Ask them to help you understand:

What their country means to them

How they would feel if they were displaced from their land

Remember to always ask first if you can take a photo of an Aboriginal person and remember Indigenous protocols, such as not looking directly into the eyes of your interviewee, in order to show respect.

Hints: Before you start your interview

In pairs, rehearse asking those questions

Be mindful of the interviewee and their background and beliefs, be aware of the sensitivity of some of your questions, and make sure that the answers are written down correctly

Write up the responses to your questions

Appendix — Children's books written by Aboriginal children and adults

1 Picture Books

Scaly-tailed Possum and Echidna by Cathy Goonack

Kakadu Calling by Jane Christophersen

The Lizard Gang by Kirra Somerville

Loongie the Greedy Crocodile by Kiefer and Lucy Dann

Joshua and the Two Crabs by Joshua Button

Bip the Snapping Bungaroo by Narelle McRobbie

Bilby and the Bushfire by Joanne Crawford

My Home in Kakadu by Jane Christophersen

2 Middle and Upper Primary

Dead Man's Gold by Michael Torres

Tjarany Roughtail by Gracie Greene and Joe Trammachi

Kakadu Calling by Jane Christophersen

Nana's Land by Delphine Sarago-Kenrick

Us Mob by David Spillman and Lisa Wilyuka

Tell Me Why by Robyn Templeton and Sarah Jackson