



Environmental walk on Mooro land – Swanbourne Primary School

CONTENTS

TOPIC INFORMATION

Purpose.....	2
Student outcomes.....	2
Key background points.....	2
Cultural and protocol considerations	2
Resources.....	3

TEACHING AND LEARNING STRATEGIES

Lesson outline.....	3
LEARNING GUIDE 1: investigate and communicate	5

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early childhood	
Middle childhood	✓
Early adolescence	
Late adolescence	

MAJOR LEARNING AREAS

The Arts	
English	✓
Health & Physical Education	
Languages	✓
Mathematics	
Science	✓
Society & Environment	✓
Technology & Enterprise	

VALUES

Pursuit of knowledge ... achievement of potential	✓
Self acceptance and respect of self	
Respect and concern for others and their rights	
Social and civic responsibility	✓
Environmental responsibility	✓

REGION

This lesson was developed by the following district:
West Coast





TOPIC INFORMATION

PURPOSE

- To provide students with opportunities to learn Mooro words.
- To provide students with an opportunity to explore and learn about their local environment from an Aboriginal perspective.

STUDENT OUTCOMES

The student:

- listens to Mooro language demonstrating understanding through non-verbal action, repetition, or response in English;
- identifies features of the natural environment;
- moves towards understanding of cultural practices of Mooro people and how these conserved the natural environment; and
- investigates to answer questions about the natural world using reflection and analysis to collect process, interpret data and communicate findings.

KEY BACKGROUND POINTS

- A part of the Noongar nation, the Wajuk Noongar people, lived in the Swan Coastal Plain, and Mooro people lived in the area north of the Swan River between the coast and Upper Swan River.
- Yellagonga was a leader of the Freshwater Bay population and his wives had usage rights of this area which was used for ceremonial and social purposes during seasons when particular plants and animal resources were available.
- There is a correlation between current use of land on which Swanbourne Primary School is situated, and use in times prior to European settlement. It is, and was, a place of learning and goodwill. Mooro people used the area for meetings or corroborees, social group camping, fishing and hunting.
- Identifying fauna and flora of the area pre-European habitation, and today's flora and fauna, provides an enlightening study (resources listed in following section will assist). In addition to resources provided there is a wealth of information on the WA government's Department of Environment and Conservation (DEC) website. Also, googling 'Yellagonga' brings up a range of sites providing historical information about the area, Aboriginal culture, flora and fauna found there ...

CULTURAL & PROTOCOL CONSIDERATIONS

- Learn the correct pronunciation of Mooro/Noongar words.
- Discuss with and ask permission from local Aboriginal Elders, and the Aboriginal Education team at the West Coast District Education Office, for Aboriginal Elders to visit Swanbourne Primary School.
- Ask West Coast District Education Office Aboriginal Education team to assist you in all your planning, particularly to help you understand correct protocols about inviting Aboriginal people to visit your school, about acknowledging Aboriginal stories, and in touching and using artefacts (eg no female to play the didgeridoo and tools to be handled correctly) ...



RESOURCES

Medium	Author, producer, developer etc	Title	Source
resource pack for secondary schools	Claremont Museum	<i>Colonists, Convicts and Pensioner Guards: Dan-Joo</i>	Claremont Library
resource kit	Catholic Education WA	<i>Nidja Noongar Boodjar Noonook Nyininy</i>	Catholic Education, WA; West Coast District Education Office, Resource Centre
resource kit/file (contains written background information and photos)	WA Museum Anthropology and History Department, Kate Akerman & Francoise Purdue, additional text by Caroline Bird & Moya Smith	<i>Katta Djinoong – first peoples of WA</i>	WA Museum, Peta Osborne (08) 9427 2792
book (contains Mooro names for birds, animals, plants)	Wilf Douglas	<i>Illustrated dictionary of the South-West Aboriginal Language</i>	Noth Metropolitan Region Education Office, Resource Centre
display of artefacts of the area (eg coolamons, shields, digging sticks, grounding stones ...)	City of Joondalup, library services		North Metropolitan Region Education Office, Resource Centre
pdf file on website		<i>Joondalup Mooro Boodjar</i>	http://www.joondalup.wa.gov.au/Libraries/Documents/Joondalup_Mooro_Boodjar_Brochure.pdf

TEACHING AND LEARNING STRATEGIES

Please use the following steps in any way that is appropriate for your students. They provide a basis for a series of lessons prior to the walk and to follow it. Adapt this environmental walk to any school surroundings – if possible in natural bushland.

TEACHING RESOURCES

- digital photographs of school, including: buildings; local birds (eg pink and grey galahs, crows, ibis ...); animals (eg small kangaroos, lizards ...); native plants and trees (eg balga (grass trees), gums, zamia palms ...)
- digital camera to record participation in the walk and specimens found
- teacher-prepared flashcards/chart of Noongar/Mooro names of flora and fauna
- student copies of **LEARNING GUIDE 1: investigate and communicate**
- clipboards and writing materials for walk

Preparation

- Liase** with AEIO and/or DEO Aboriginal Education team to help identify and invite a local Elder to provide information about local flora and fauna, and to participate in your environmental walk – or to visit your class to talk to students prior to the walk. It is a good idea to try to invite a Noongar/Mooro speaker to accompany each group on the walk to discuss relevant Noongar/Mooro culture as they come across points of interest/significance.
- Meet with** your invited Elder and **discuss** how you've planned your lesson, asking for their input and how they'd like to introduce Noongar/Mooro names of flora and fauna to the students. Also ask if they're happy to answer students' questions.
- Prepare** flashcards/chart of Noongar names of flora and fauna for your students – ask your visitor to provide the Noongar words and spell them correctly. Wait until your visitor models how to say them before asking students to repeat them.
- Plan** your environmental walk.
- Discuss** with students how to behave for the visit – and on the walk.
- Select and prepare** students to welcome and thank your visitor.
- Discuss** proposed visit (and walk) with your principal and staff, alerting them to required protocols.



- **Read** recommended resources and plan how to share information with your students. The Joondalup website pdf which looks at Indigenous Culture within Mooro country provides useful information about aspects of culture, photos, stories and maps of the area. Other websites also provide a wealth of information, as do the resource kits and books.
- **Organise** information about original inhabitants of the site and their relationship to the land, in an appropriate way to share with your students. For instance, you may show the class websites using a data projector and screen, or arrange access to computers for students to research individually or in pairs. You may set research tasks for students and arrange for them to share their findings.
- **Take** relevant digital photos of grounds and animals.
- **Teach** students about safety issues about walking through the bush and caring for the environment.
- **Organise** students/guides to take photos during walk – both of student participation and also of specimens found.
- **Remind** students of regulations about taking plants and items from bushlands.
- **Make** student copies of **LEARNING GUIDE 1: investigate and communicate**.

Implementation

On the day of your environmental walk

Before the walk – whole class

- **Teach/revise** reasons that Swanbourne Primary School site is a Noongar Significant Site. (As a place of learning and goodwill, Mooro people used the area for meetings or corroborees, social group camping, fishing and hunting.)
- **Discuss** the senses you want students to use to discover details of the environment, when participating in the walk: touch, smell, hearing and sight and also taste – remembering that the zamia plant is poisonous. Remind students only ever to eat seeds and nuts that are known not to be poisonous.
- **Correlate** Swanbourne Primary School's use of the land with the way Noongar people used the land pre-European settlement. (As a place of learning and goodwill, just as Mooro people used it this way for their meetings or corroborees, social group camping, fishing and hunting.)
- **Explain/revise** how Noongar people looked after animals in their country – for instance, by each having an animal as a totem (eg a possum) which they were not allowed to eat, so helping to conserve particular species. Compare this to today with what is eaten.
- **Introduce** your visitor, the local Elder – student may welcome him/her.
- **Ask** the Elder to discuss significance of site to Noongar/Mooro people, and to introduce Noongar/Mooro names of flora and fauna which were traditionally found in the area – and discuss these with students (as planned).

- **Ask** students to repeat Noongar words until Elder is satisfied with pronunciation.
- **Distribute** student copies of **LEARNING GUIDE 1: investigate and communicate**.
- **Discuss** what is required and how the walk will be conducted.

During the walk – in small groups (ideally with a 'guide' accompanying each)

- **Conduct** the walk according to your school guidelines.
- **Ask** students to identify the plants, trees, birds and animals (if there are any); guides to help with identification.

After the walk – in the classroom

Whole class

- **Ask** groups in turn to present their findings (entered on **LEARNING GUIDE 1: investigate and communicate**, to the class, using Noongar words to describe what they saw.
- **Ask** guides to participate in session, and describe other flora and fauna which used to be in the area, but is no longer found there.
- **Discuss** reasons that some species have vanished.
- **Ask** selected student to thank visitors.

Ideas for follow-up lessons:

- Students use their sketches from the walk, and photos taken, to draw enlarged images of what they saw. Then they may use the drawings to plan and paint a mural on the fence around the water tank (adapt to suit your school).
- Students select aspects of learning experience (traditional significance of site; traditional flora and/or fauna; modern development of site; current flora and/or fauna ...) to prepare a presentation for other classes in the school. Presentations may take any form – oral or written.

ASSESSMENT

Observe and record (as required) aspects like:

- Did students consider safety issues when walking through the bush and caring for the environment?
- Could students verbalise reasons for the Noongar Significant Site at Swanbourne Primary School?
- Could students recall the importance of individual totems?
- Did students identify the plants, trees, birds and animals (if there are any)?
- How effectively did students draw and label pictures of what they saw, using Noongar words to describe flora and fauna?
- Did each student participate fully in creating display of labelled pictures in a mural on the fence around the water tank, and developing presentations.



LEARNING GUIDE 1: investigate and communicate (page 1 of 2)

Student's name: _____ Date: _____

The student:

- explains why land where Swanbourne Primary School stands is a Noongar significant site;
- explains the importance of individual totems;
- identifies plants, trees, birds and animals seen on the school environmental walk; and
- draws and labels picture of what they saw, using Noongar/Mooro words to name flora and fauna.

Swanbourne Primary School environment (land)

How did traditional Aboriginal people who lived on land where Swanbourne Primary School now is, use it?

What was the name of the Noongar people who lived on land where Swanbourne Primary School now stands?

What is a totem?

How and why were people given a totem?

What was the importance of a totem?

How did having a totem serve to conserve the environment?



LEARNING GUIDE 1: investigate and communicate (page 2 of 2)

Swanbourne Primary School environmental walk

Draw and label the animals, plants, trees and birds you see on your walk.

ANIMALS	PLANTS	TREES	BIRDS