

**Wirriya-wirriya manu
Karnta-karnta
Years 5 & 6
NT ILC BAND 3**

ngurrara, - warringiyi manu jaji-nyanu-kurlangu ngulaju nyuntu-nyangu ngurrara manu jukurrpa. Kirda nyuntuju. Ngati-nyanu-kurlanguku manu jaja-nyanu-kurlanguku ngulaku kanpa nyina kurdu-ngurlu.
Your father and father's father's country and Dreaming is your country and dreaming. You are owners. For your mother's and grandmother's country you are kurdu-ngurlu.

Yapa-kurlangu walya, Kardiya-kurlangu, Nyarrpangu kalu Yapa nguru nyanungu-nyangu mardarni? Jukurrpa-kurlu, Warringiyi-kurlangu. Kala Kardiya. Pipaku
How do yapa prove their ownership of land? How do whitefells prove they own land? Papers to show they bought it.

Nyarrpara nyuntu-nyangu ngurrara. Ngana Kirda, nyiya jukurrpa? Ngana kurdu-ngurlu? Nyarrpara nyuntuku palangu ngati-nyanu-kurlangu ngurrara? Ngana kirda? Nyiya jukurrpa?
*Where is your country/Who are owners (Kirda)?What dreaming? Find on a map.
Where is your mother's country? Who are the kirda (owners?) What is her dreaming?
Draw a map with the names of places and roads to your country and your mother's country.*

Ngana-patu kalu wintaru wangkami mirlalpaku.
Who cantalk to milarlpa when on country.

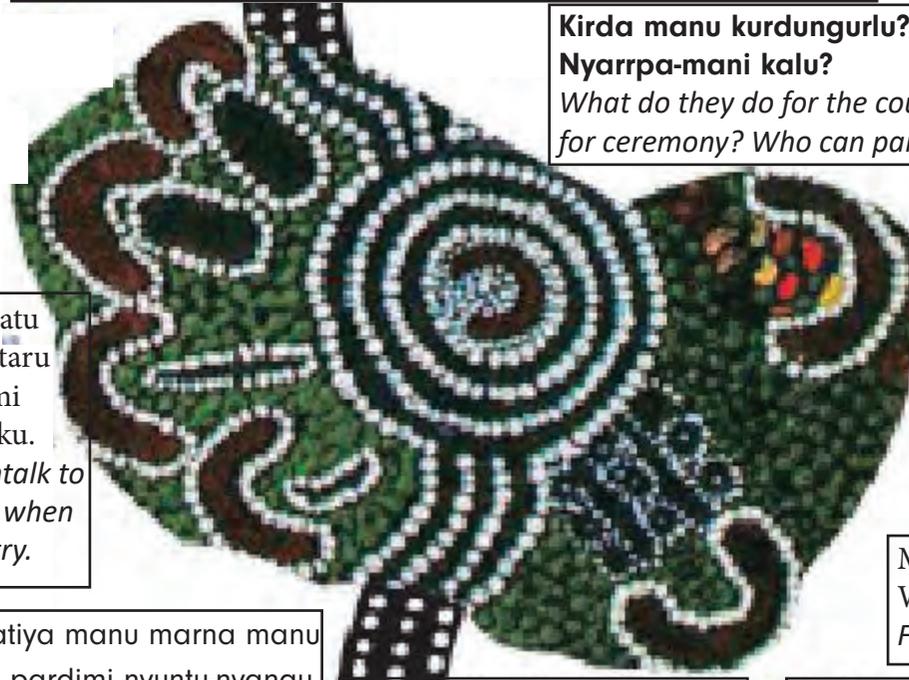
Nyiyawatiya manu marna manu miyu kalu pardimi nyuntu-nyangu ngurungka? trees, plants, food.

Nyarrpa kalalu yapangu milya-pungu nyarrpara kuja kalalu yani wurnturu wurna wiri, ngapa-kari ngapa-kari-kirra? Puranjayanu jukurrpa.
How did yapa know which ways to go on long trips so they would always come to water.

Nyiyapiya nguru? -
What is the country like?
pirli - hills, ngarnka - cliffs
karru - creek, maliri - claypan
yuurrku - forest
manangkarra - spinifex
yarlu - open country
ngalyarrpa - sand hills
marrkalypa - gravel, stony
yarturlu - boulders

Kuyu nyuntu-nyangu ngurrararla? eg. wardapi Nyarrpa kanpa yitaki-mani, parrkarni, karlami, pakarni kuna-mani, purrami? Nyarrpa kalu palka-mani yulyurrpa?
What meat can you get in your country? How do you find it? Kill it? Cook it? Share it? How to find it in winter?

Kirda manu kurdungurlu? Nyarrpa-mani kalu?
What do they do for the country, for ceremony? Who can paint kuruwarri?



Nyarrpara ngalipa?
*Map of Australia.
Where are we? Other Warlpiri communities, state borders and capitals.*

Maralypi - sacred sites.
Wati-mipaku, karnta-mipaku.
For men only or for women only

Kirda nyiya-nyiya jukurrpaku Yurrampi- Japangangka, Japangardi Ngapa - Jangala, Jampijinpa Ngatijirri - Japaljarri, Jungarrayi Warna - Jakamarra, Jupurrurla manu panu-kari.
Kirda for Jukurrpa.

Karlarra, karlarni, karlumparra-warnu, karlumpayi Kurlirra, kurlarni, kurlumparra-warnu, kurlumpayi Kakarrara, kakarrumparra-warnu, kakarrumpayi Yatijarra,, yatujumparra-warnu, yatujumpayi.

Mampu-maninjaku nguru. Warlu kalu yarrpirni warljarlu. Warnirri kalu kilka-mani. Yunparni kalu.
Looking after country. Owners burning off. Cleaning rock holes. Ceremonies for Jukurrpa

Ngapa ngurrararla. mulju, warnirri, jila, karru, maliri, rdaku
Where can you find water in your country?

Land Rights Nganangu jati-jarrija.
Who started it off? On the map see what is Warlpiri land.

Ngurra, Ngurrara, Walya

NT ILC Band 3: Years 5 and 6



Yirdi-wati pina-jarrinjaku

all band 1 and 2 words

Wakurlpa,/Miri-jarra/

Yuwali/ Lungkarda-mujux2

Ngalikirlangu, Pararri

Yinilkimpi / Warlura

Juka-juka/ Laparrakurra

Yakurdi / Yarrurrungu

Mijily-parnta-Yuluwayi/

Kampalya/ Wakurrumpu,

Juturangi/ Katurnu

Kanaji/ Jankapardu,

Wantungurru/Puwarri-x2

Purturlu/ Yarripirlangu,

Wanipiyi,Wangarla/ Yajarlu

Yinjirimardi, Yuparli pirnki

Yamurringi, Yujutuyungu,

Taliki-taliki Ngapiripunyu

yatijarra / yatijarni/ yatuju/

yatujumpayi/ yatijumparra

yatijumparra-warnu

Karlarra-pinki

Knowledge

- Name and recognise different land features, and vegetation areas, manja, manangkarra, warrilyi-warrilyi etc.
- Names of main places along jukurrpa tracks in the area.
- What meat creatures live in different habitats, mammals birds, lizards, pythons, frogs, edible insects. How to cook.
- Know native and feral animals, Know how feral animals and plants spoil the country. Know how native species depend on each other. Ecology.
- Know why country needs regular burning.
- Name, direction and distance of own families country or out station and their jukurrpa where it goes. Story.
- How to find their own family's country on a map and on google earth.
- Know how and where to go to get bush foods like honey ants, bush potatoes, wtchetty grubs, goannas.
- Names, owners, direction and distance of places we go to.
- Know that yapa own land and dreaming as it is passed down from their father's father. White people buy land.

Skills

- Point to and name photos of land features and vegetation areas, say where they are.
- Talk about photos of jukurrpa places, who are owners, where are the places, how far.
- Talk, draw and write about places they have been to with their family.
- Name and point to their family's country, find on maps and google earth.
- Draw a map showing roads to their country from Yuendumu and significant places.
- Listen to elders telling stories on excursions. talk about the country and the story.
- Retell the story, draw and write about it.
- Read along with books about places at their reading level. Talk about these places
- Sing songs about places.
- Classify animals into native, introduced and extinct groups. Talk about why animals die out.

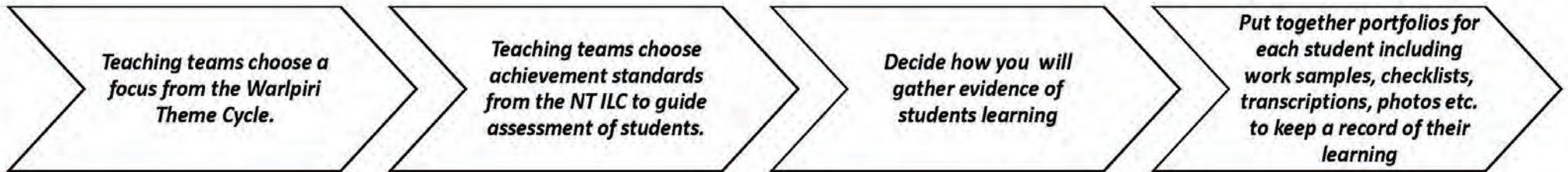
Activities for Years 5/6

- See what children already know about country. Do a word web, Write down or draw what students say. Students copy this in their books.
- Read the wall charts every day with the students. Talk about each place, owners, jukurrpa, what the country is like. What lives there? What grows there?
- Read the names on flash cards. Write the words in their books and do some drawings.
- Read books about country and Jukurrpa. Sing songs about country and jukurrpa.
- Look at maps of places around here. Find the jukurrpa places they know on the map. Students can draw their own map in their books, naming places.
- Ask children if they know their family's country or outstation. Send a note home asking family for the children who don't know.
- Point and name the direction of their own country. Describe the places there. Tell about the dreaming story. Name owners and kurdu-ngurlu.
- Make a class map with all the children's country on it. Stick a photo of each child at their country. Draw hills, trees, creeks, lakes, sand hills and name places.
- Ask each child where they have gone hunting with family. What did they see, catch, eat? Children can draw a picture and write a story about it.
- Talk about directions. Play a game where children walk to a place (picture in a corner of the classroom) Teacher gives commands. students say if the person is going eg. to the west, coming from west, crossing on the west side, standing in the west, using correct directional terms.
- Go on excursions to places around Yuendumu, Which direction is the place, how far? Name of the place and jukurrpa (dreaming). Skin names of the owners?
- See if children know where to get bush foods like honey ants, bush potatoes, wtchetty grubs, goannas, bush berries like marnakiji, bush bananas, yipirntiri etc.
- Write a group story in Warlpiri about the excursion. Students tell the teacher what to write. Some can come out and write the next word. Re-read the story.

Copy the group story in their books.

- Make a chart or class book of the excursion with photos with captions and some writing about it. Children can copy the writing in their books and draw.
- Collect sand, from a creek, floodwater drains, dams, gravel, clay, karlji, Label the jar or sandwich bag -what it is, where it came from.
- Use the base board with community name in the middle and place names on cards for students to pace in the direction and roughly at the distance from the community. If no board for your community just use flash cards on the floor. Put your community in the centre. Put other names in right direction.
- Trace a map of Australia. Put in state boundaries and state capitals. Put in your community and other Warlpiri communities.
- Read or hear some stories about country from other indigenous peoples.

How will we gather evidence of students learning?



What Achievement Standards are we using to assess?

- LSB1-2.3 Specific language – name the directions
- LSB2-3.1 Listen to elders, traditional owners and caretakers tell stories about country.
- *LSB2-3.2 Listen to others
- CC2 1.4 Retell stories
- * SB2- 3.2 Listen to others.
- Each student to listen to each other's presentation
- RVB1-2.1 Draw animals in their habitat

What will students learn?	How will we gather evidence of students learning?