

BUSH AND BEYOND

TJALAMINU MIA, JESSICA LISTER,
JAYLON TUCKER AND CHERYL KICKETT-TUCKER

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YEAR LEVEL: Y1–5

CROSS-CURRICULUM PRIORITIES: Aboriginal and Torres Strait Islander histories and cultures; Sustainability

ABOUT THE BOOK

Grandparents are special, and the time you spend with them is special, too. This collection draws together four tales for younger readers from the Waarda series of Indigenous stories, first edited by acclaimed author Sally Morgan. These charming tales share some exciting, happy and even scary times exploring country in bush and beyond.

ABOUT THE AUTHORS

Tjalaminu Mia is a Noongar woman with bloodline links to the Minang and Goreng peoples of the south-west of Western Australia. She was a research fellow in Oral History and the Arts in the School of Indigenous Studies at the University of Western Australia, and is now the CEO of the Sister Kate's Home Kids Aboriginal Corporation, a Stolen Generations organisation.

Jessica Lister is a descendant of the Minang and Goreng Noongar peoples of the south-west of Western Australia and works in culture, the arts and social enterprises with the organisation Whitelion.

Jaylon Tucker identifies as a Wongi-Noongar. He was born on Wadjuk Noongar country and via his father he belongs to the Ngullundharra and Walyan Aboriginal people of the north-east Western Australian goldfields. His story, 'Lucky Thamu', is based on his time exploring the bush with his real-life Thamu (Grandad).

Cheryl Kickett-Tucker belongs to three areas of the Noongar people – Wadjuk (Swan River), Balladong (Wheatbelt) and Yued (Moora). 'Lucky Thamu' was inspired by her family's experiences in the bush over the past twenty years.

THEMES

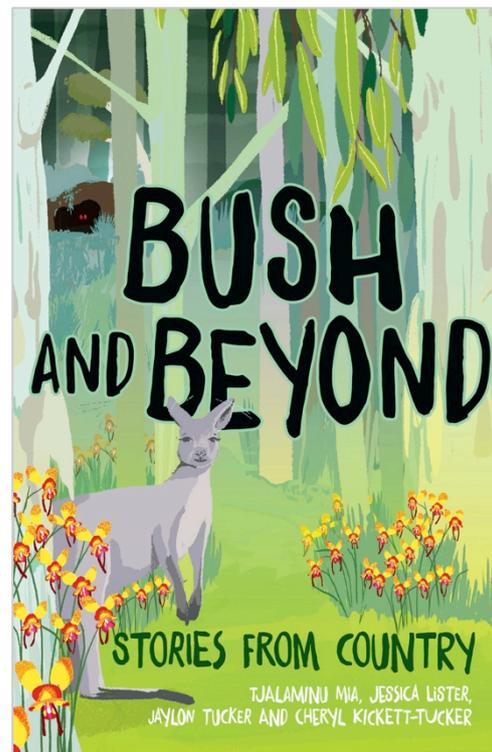
- Noongar and Wongutha languages, histories and cultures
- Grandparents
- Family
- Environmental protection in the bush
- Storytelling

AUSTRALIAN CURRICULUM OUTCOMES

- Y1–5 English
- Y1–5 Humanities and Social Sciences (History)
- Y1–5 Biological Sciences

USEFUL WEBSITES

- ABC Splash – Aboriginal and Torres Strait Islander Histories and Cultures: splash.abc.net.au/home#!/topic/494038/aboriginal-and-torres-strait-islander-histories-and-cultures
- Department of Education WA – Aboriginal Education Portal: www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/lesson-plans



CLASSROOM IDEAS

The collection as a whole

1. Grandparents are important in the four stories in *Bush and Beyond*.
 - a. What role do grandparents play in each story?
 - b. What qualities do the grandparents appear to have in common?
 - c. Write a short story about a special time you have shared with your own *thamu* (grandfather) or *garbarli* (grandmother) or another relative.
2. Find out the name of the Aboriginal people that are from the area in which you live.
 - a. Create a class poster showing some common words in English and the local Aboriginal language.
 - b. Some words may have several English spelling variations (e.g. Noongar, Nyoongar, Nyungar). Why do you think that is?

'Bush Secrets'

1. Why does Debbie keep her two secrets from everybody, especially Billy? Have you ever had a secret? Why did you keep it? Was it a good secret to keep?
2. How long has Dada Keen kept his secret? Who else has he told? Why has he kept it a secret?
3. Debbie promises to help Dada Keen protect his special place. Why is it important to take care of the environment? Research issues affecting the Australian bush today, such as animal habitat loss, climate change, introduced species or pollution. What can you do to help?
4. Create a food chain or food-web for the waterhole ecosystem Dada Keen describes. Why is balance in the bush important?
5. Debbie has a special place and so does Dada Keen. Do you? Is your special place a secret or do you share it with others? Does your special place have a name or can you make one up like Debbie does? Draw or paint a picture of your special place.
6. Use p. 58 to translate the following Nyungar words: *yonga, kep, kep boordja*.

'Yippee! Summer Holidays'

1. Storytelling is important in Debbie's family, and Dada Keen uses it to pass on his knowledge. What stories are shared in your own family?
2. Go for a class bushwalk. Take a clipboard, piece of paper and pencil and take notes on the following: *I am walking in the bush and I see ... I feel ... I smell ... I hear ... I notice ... I wonder ...* Make a sketch of the bushland, or write a free-verse poem about your experience.
3. Dada Keen teaches Debbie about tracking.
 - a. Look at images of various Australian native animals and birds, and find out what sorts of tracks each one leaves. Present your findings in a poster.
 - b. Explore some traditional Aboriginal artworks and research how animal and bird tracks have been used to represent a bush creature.
4. Three generations are mentioned in Debbie's family: grandparent, parent and grandchildren. How many generations are there in your family? How many family members do you live with? Draw a family tree of several generations of your family. You may need to take this project home and ask your parents and grandparents about your family.

'Barlay!'

1. *The bush was a spiritual place where people could learn many special things.* (p. 71) What is a spiritual place?
2. Read the description of the *woordatj* on p. 73 and draw or paint what you imagine the creature to look like.
3. What do the following Noongar words mean? *chitty chitty, koolbardi, djakal-ngakal, doornart, wornt, kedalak, koolongka, barlay, kaa kaa, kep wari, mirda, moorn, koya, yonga, kedala, dobitj, karda*.
4. Nan brings damper to the picnic – find a recipe and make damper with the help of an adult.
5. What does it mean to *have respect for everything that lives in the bush* (p. 98)?

'Lucky Thamu'

1. What language does the word *thamu* belong to? What does it mean?
2. Eli is a Noongar-Wongi kid. Locate Noongar country and Wongutha country on the map on p. 132.
3. *Eli always paid great attention when Thamu spoke because his stories helped Eli understand his part in the family and his role in looking after others, his land and his culture.* (p. 107) How can stories do this?
4. Eli thinks that Thamu is the greatest storyteller ever. What do you think makes a good storyteller? List some ways to make storytelling more exciting for listeners, e.g. by varying your volume, expression, accent and pace, or using sound effects, visual aids and props. In groups of four, take turns to be the storyteller and recount a tale about a special place you visited. How will you engage your listeners?
5. Thamu shows Eli how to speck for gold. Research the living conditions for miners in the Western Australian gold rush of the 1890s. Write a diary entry about a day in the life of a miner. Afterwards, make your own metal detector to explore your school in search of gold!
(www.sciencekids.co.nz/videos/howto/metaldetector.html)
6. Record any Noongar and Wongutha words and their meanings in a table like the one below.

First mention	Word	Meaning
p. 117	marlu	kangaroo

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