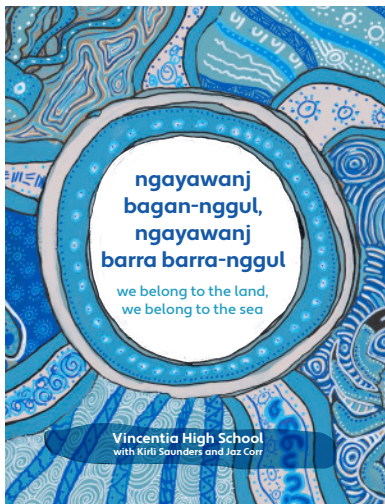


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2024

Be A Proud Voice For Country



TEACHER GUIDE

*ngayawanj bagan-nggul,
ngayawanj barra barra-nggul
we belong to the land,
we belong to the sea*

Written by Vincentia High School,
with Kirli Saunders and Jaz Corr
Teacher resources written by Shelley Ware

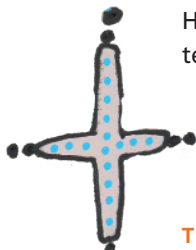
ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditional Owners of the land on which you read and enjoy *ngayawanj bagan-nggul, ngayawanj barra barra-nggul* (we belong to the land, we belong to the sea) together, acknowledging connection to culture and land, see and sky Country.

We pay respects to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander Peoples.

Message from Shelley Ware

First Nations Peoples are storytellers and we have passed our stories through Songlines, ceremony, the spoken word, art and sitting around a campfire yarning for thousands of generations. This stunning book *ngayawanj bagan-nggul, ngayawanj barra barra-nggul* (we belong to the land, we belong to the sea) written by the students of Vincentia High School and guided by Kirli Saunders and Jaz Corr, is a true testament to the stories that live within us today.



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MESSAGE & OVERVIEW

**JONATHAN HILL, DHURGA LANGUAGE TEACHER
AT VINCENTIA HIGH SCHOOL SAYS:**

“These books honour the fierce determination of Elders and Community members to establish the Dhurga language program at our school, almost two decades ago. Of equal importance is the beautiful manner in which the poems and illustrations pay homage to the land, sea and sky upon which the students live, learn and dream. These books show the strength of their relationship to their culture and to the natural world. The fire is definitely burning bright in these students.

As teaching and learning resources these books are invaluable. Local primary schools in our region are constantly looking for ways to integrate Dhurga language into mainstream curriculum and these books offer the perfect avenue to achieve such a goal. It is immensely exciting to contemplate the plethora of ways in which these books will accelerate the language revitalisation process.”

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BACKGROUND INFORMATION FOR TEACHERS

This guide supports teachers as they explore the language and themes of *ngayawanj bagan-nggul*, *ngayawanj barra barra-nggul* (we belong to the land, we belong to the sea), a bilingual book written in English and the Dhurga language. This is available on the Indigenous Literacy Foundation website via shop.ilf.org.au

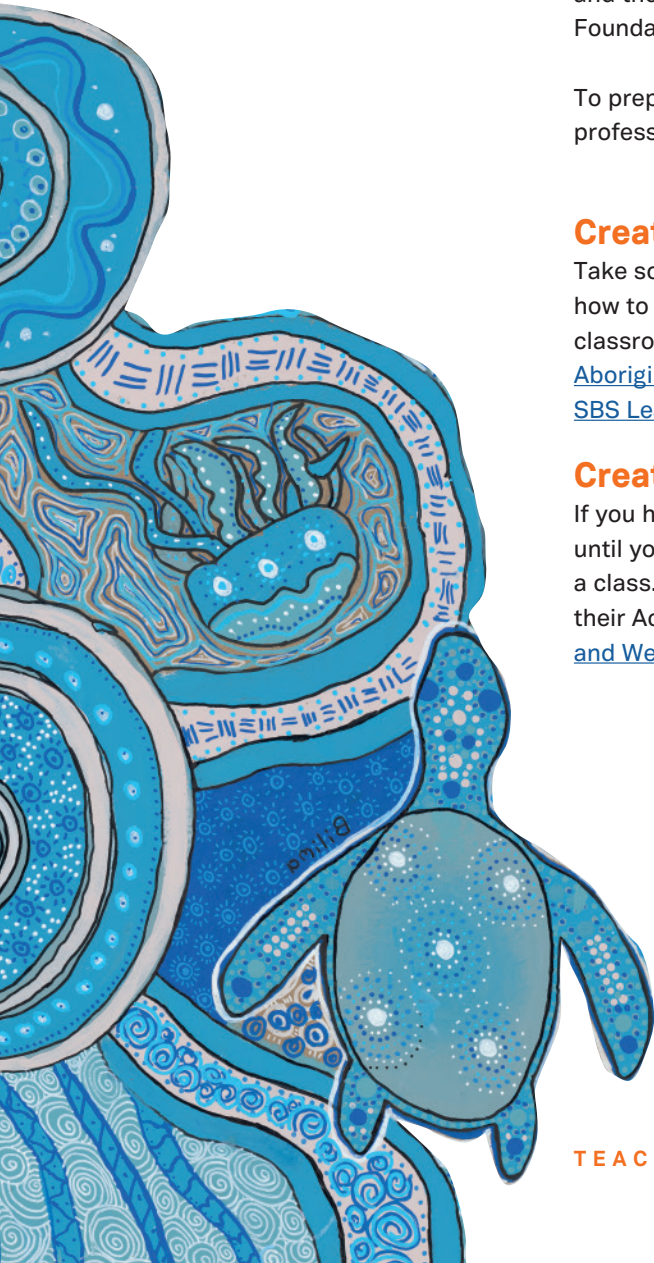
To prepare, it is recommended that teachers complete the following professional reading and viewing.

Create a culturally safe space in your classroom

Take some time to read this valuable resource from SBS Learn on how to create a culturally safe space for First Nations children in your classroom in a way that will benefit your whole school community: [Aboriginal and Torres Strait Islander Protocols Guide – for Teachers | SBS Learn](#)

Create an Acknowledgement of Country

If you haven't written one as a class before, use one from this website until you create your own meaningful Acknowledgement of Country as a class. You are aiming that eventually your students will soon speak their Acknowledgements from the heart: [Acknowledgement of Country and Welcome to Country – Reconciliation Australia](#)



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CURRICULUM LINKS FROM ILF AMBASSADOR SHELLEY WARE AND AUSTRALIA POST

Australian Curriculum v9.0

Australian Curriculum v8.4

Cross Curriculum Priorities	Aboriginal and Torres Strait Islander Histories and Cultures v9.0	Aboriginal and Torres Strait Islander Histories and Cultures v8.4
Country/ Place	First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A_TSICP1	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. OI.2
		Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. OI.3
Culture	First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property. A_TSIC	Aboriginal and Torres Strait Islander societies have many Language Groups. OI.4
		Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing. OI.5

Source: [ILF Ambassador Shelley Ware's Australia Post Teacher Resources](#)

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LESSON OVERVIEW

Lesson 1: Literacy study – ngayawanj bagan-nggul, ngayawanj barra barra-nggul – (we belong to the land, we belong to the sea)

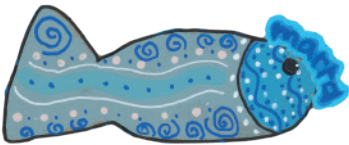
Lesson 2: Sky Country

These lessons can be used in this order or you can utilise the lessons as they suit the needs of your classroom and school.

LESSON 1: Indigenous literacy study – ngayawanj bagan-nggul, ngayawanj barra barra-nggul (we belong to the land, we belong to the sea)	Duration: 50-60 minutes
<p>Resources</p> <ul style="list-style-type: none"> • Acknowledgement of Country and Welcome to Country - Reconciliation Australia • Yarning Circles, Wingaru • ngayawanj bagan-nggul, ngayawanj barra barra-nggul (we belong to the land, we belong to the sea) written and illustrated by Vincentia High School with Kirli Saunders and Jazz Corr. • Indigenous Literacy Day 2024 Film and Livestream <p>Learning intention</p> <p>In this lesson we will:</p> <ul style="list-style-type: none"> • Connect to Country in your own way • Explore figurative language • Share how Country makes you feel in your own words <p>What is a yarning circle?</p> <p>Everyone sits together in a circle, all at the same level facing each other and together you build trustful relationships. Yarning circles help to connect students as a community as they respectfully listen and learn from each other. For more information visit Yarning Circles - Wingaru.</p> <p>Yarning circle discussion questions on Country</p> <p>If the weather conditions allow, they can take their shoes off, sit down on Country.</p> <ul style="list-style-type: none"> • What do you feel when you sit and listen to Country? • How does it feel when you are playing and exploring Country? • Do you have stories that your family shares with you about their time on Country? • What is your favourite memory of your time on Country? 	

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Connecting to Country

- Ask them to close their eyes or bow their heads and share in an Acknowledgment of Country together.
- Explain briefly what figurative language is and that it is a way of expressing ourselves to add creative flourish to the written language and that you will explore it more in class. What you are wanting them to do now is notice how Country makes them feel and to note those feelings (you may choose to take mini whiteboards outside with you) or to recall a story from their lives when they were enjoying their connection to Country.
- Ask the students to sit still and listen, look, smell and feel Country for a few minutes.
- When you go back inside, spend 5 minutes writing down the words together.

Read *ngayawanj bagan-nggul, ngayawanj barra barra-nggul (we belong to the land we belong to the sea)*

Before Reading

- Look at the front cover and title. What do they think this book is about?
- How does poetry allow us to express ourselves?
- Do they know where Yuin people's Country is?
- Explain that *ngayawanj bagan-nggul, ngayawanj barra barra-nggul (we belong to the land, we belong to the sea)* is a bilingual book and they will be learning the Dhurga language too.

During Reading

- Use the glossary at the back of the book to help with the English translation of the Dhurga words.
- Preread and choose a poem that you would like to analyse and celebrate as a whole class. Talk through the figurative language and how it brings a connection to Country or a story of time spent on Country to life.
- Discuss their thoughts and feelings together.



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After Reading

- Divide your class into small groups (14 for one per poem) and allocate a poem for them to read and enjoy the figurative language together. Then ask them to share a line they loved and why.
- You may choose to write or draw a response to the poem or simply use it as inspiration for writing their own.

Poetry writing

- Ask your students to reflect on their connection to Country or a story about a time they loved on Country that they want to write a poem about to share with the class. Encourage them to use some of the words from the list from your time on Country earlier in the lesson. Ask them to write a poem or you may write a class poem together that showcases their connection to Country.

Extension Activities

Invite a local Elder

Once you have written your poem/s invite a local First Nations Elder or respected Community member into your class, to hear your poems and share in your connection to Country together.

Local First Nations language

Explore the local First Nations language and, with permission, create a language wall and have your students add local language words into their poem.

Share your poems with Community

With permission from your families, share your students poems with the wider Community through your newsletter local newspaper. You may even publish your own poetry book and give it to the library for others to borrow too.

Listen to the Audio reading

Listen to the audio reading of *ngayawanj bagan-nggul, ngayawanj barra barra-nggul* (we belong to the land, we belong to the sea) available on the Literacy Foundation website to get the correct pronunciation and learn the Dhurga language together as a class.

- Take your class outside regularly, to listen and feel Country so they can build a connection to Country that is authentic and meaningful.



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LESSON 2: Sky Country

Duration: 30-60 minutes

Resources

- Pg 19 dhawara (Moon) poem by Allinjah Smith from [ngayawanj bagan-nggul, ngayawanj barra barra-nggul \(we belong to the land, we belong to the sea\)](https://www.indigenousliteracyfoundation.org.au/indigenous-literacy-day/2024/lesson-2-sky-country/)
- [Sky Country: Knowledge from the world's first astronomers - ABC listen](https://www.abc.net.au/indigenous/2024/01/24/sky-country-knowledge-from-the-worlds-first-astronomers/)
- [Moon – Australian Indigenous Astronomy \(aboriginalastronomy.com.au\)](https://www.aboriginalastronomy.com.au/moon-australian-indigenous-astronomy/)
- [Australia's first astronomers » Beginner's Guide to the Night Sky \(ABC Science\)](https://www.abc.net.au/science/2024/01/24/australias-first-astronomers-beginners-guide-to-the-night-sky/)
- [What Are the Moon's Phases? | NASA Space Place – NASA Science for Kids](https://www.nasa.gov/learning-resources/1-5/1-5-1/what-are-the-moons-phases/)

Learning intention

In this lesson we will:

- Explore the figurative language found in the poem *Dhawara (Moon)* by Allinjah Smith
- Discuss how the poem makes you feel and visualise Sky Country.
- Connect to Sky Country and share feelings in a poem.

Poetry

In pairs or a small group ask your students to read the poem *Dhawara (Moon)* by Allinjah Smith from *ngayawanj bagan-nggul, ngayawanj barra barra-nggul (we belong to the land, we belong to the sea)*. Ask them to discuss their thoughts about meaning, how it made them feel and the use of language. Then discuss and share together as a class.

Explain that the moon is a part of Sky Country and how important Sky Country is to First Nations people of Australia. The students will come to understand that we can connect and care for Sky Country.

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Poetry (cont)

When your students go home ask them to go outside with a parent or carer when it is dark and spend 10 minutes looking at Sky Country. Ask them to write down a few words that best explain what they noticed and how staring into Sky Country made them feel.

At school the next day, create a class list of words and phrases and ask them to write a poem to share their feelings and thoughts about Sky Country.

Extension Activities

First Nations stories of the Moon

Throughout the week during reading groups or eating times read other First Nations Dreaming stories about the moon to your class. [Moon – Australian Indigenous Astronomy \(aboriginalastronomy.com.au\)](#)

First Astronomers

First Nations people were the first astronomers and have a strong connection to Sky Country. Explore this further with your class. Create a night sky in your class, sharing some of the stories they have learnt, to help showcase their poetry about Sky Country. [Australia's first astronomers » Beginner's Guide to the Night Sky \(ABC Science\)](#)

Phases of the Moon

Explore the different phases of the moon with your class. [What Are the Moon's Phases? | NASA Space Place – NASA Science for Kids](#)

