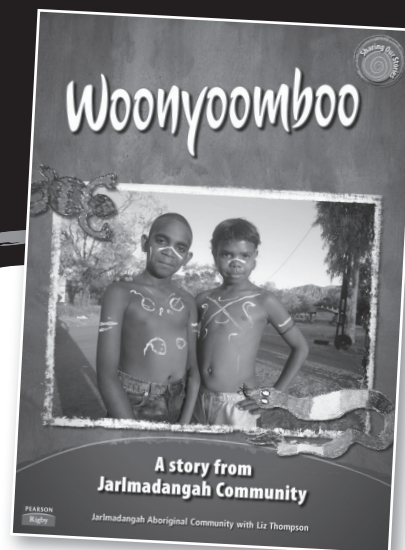


Woonyoomboo

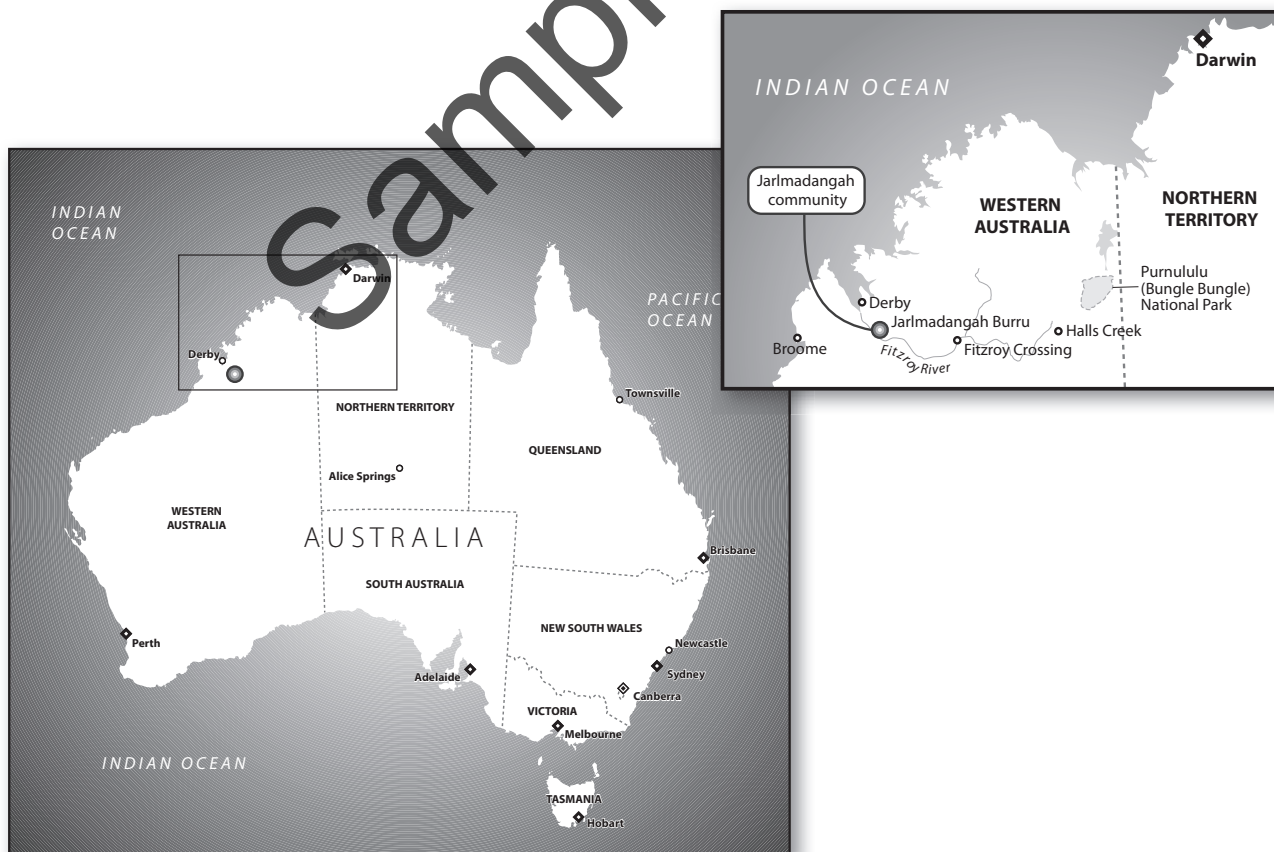


Synopsis of the story

Woonyoomboo travelled with his family on a long journey to a good fishing place. As they went along, other people and animals joined them. Woonyoomboo made up stories about the places they went and the people they met, and he named many of those places. After many fish had been caught and eaten, Woonyoomboo speared a huge serpent, Yoongoorookoo, in the water, and rode away on his back. Travelling along together, Woonyoomboo and Yoongoorookoo created the Fitzroy River. When Woonyoomboo's kids called out to him, only a Rufous Night Heron replied. Woonyoomboo had turned into that heron, and then everyone else turned into animals, plants and fish. These were the Creation People. Today, we still use the names Woonyoomboo gave to everything, and the laws that he made.

The community

Jarlmadangah community is at Jarlmadangah Burru, in the Kimberley region of Western Australia. The community speaks Nyikina, the traditional language of the area. The community has its own council, with various facilities, and has created its own school. The people of the community want to share the story of Woonyoomboo, who is the main Creation Ancestor for the Nyikina people.



Our community pages 2–3

Read and discuss

- What can you tell about the landscape at Jarlmadangah Burru from the photos?
- Have you heard of any of the places mentioned? Discuss where you could look them up.
- Jarlmadangah elders say, 'You've got to learn your culture and language... by listening to the old people'. What is the main way that you learn about your culture and language?

Make and do

- Find out more about the history of your school. Do you know who created it? Is it a unique school or part of a larger organisation?
- Find out more about Jarlmadangah School and other independent Aboriginal schools of Western Australia on the Internet.
- Research the places named, using an atlas or the Internet. Geoscience Australia is a useful site with information about all different localities and landforms. You could use the online distance calculations tool (also known as 'As the Cocky Flies') to work out the distance between Jarlmadangah and Derby, or between Jarlmadangah and where you live.

In groups, record your findings in poster format or collate them into a book.

You could also repeat part or all of this research activity with your own community.

- Find out more about your local council. You can discover more about the Jarlmadangah council on its website.
- In groups, think about and collect or create images of your own community. Share these with the class and explain your choices. You might also like to complete **BLM 1**, *In my country*.

Sharing our story pages 4–5

Read and discuss

- After reading the first page, review the two support features offered in the text, i.e. the pronunciation guides in brackets and the glossary words in bold.
- Why is it important to the Jarlmadangah community to put this story in a book?
- Discuss how it feels to share in an important story like *Woonyoomboo*.

Make and do

- The setting of this story is the West Kimberley region around the Fitzroy River. Do you know of any other stories that go with particular places or with particular times? (For example, stories related to religious or other festivals, Labour Day, Anzac Day, and Canberra Day.) Look for books and stories in the school or local library, as well as in the classroom.
- Ask a relative or friend to tell you a favourite story, possibly about a place that is meaningful to them. Illustrate their story, and offer the illustration to the storyteller as a record and a thank you.
- Invite one or more storytellers into the class to share their stories.

Woonyoomboo

Track 1 on the CD and pages 6–15

Listening to the story

- Ensure that students are comfortable and will not be easily distracted.
- Note that the track is 9 minutes 3 seconds long, with approximately 50 seconds of music, sound effects and spoken Nyikina before the English storytelling begins, and with 1 minute 30 seconds after the story ends.
- Introduce the story briefly, and the community, if you have not already done so, and then play CD track 1. Leave the book closed, at least for a first hearing.

- Depending on your students, you might like to ask them for their reactions after the first hearing, or play the track again without opening the book, or have the book open for a second hearing.
- When you do introduce the written and illustrated version, allow students time to look at the illustrations as well as reading the text.
- After reading the first page, you might like to review the two support features offered in the text, i.e. the pronunciation guides in brackets and the glossary words in bold.

Read and discuss

The story itself:

- What important tasks did Woonyoomboo carry out?
- What happened at Ngarloowinya?

The telling of the story:

- Did you enjoy listening to this story?
- Which retelling did you like best: the spoken version, the written text or the illustrations? Why?
- Did the oral storytelling help you to read some of the unfamiliar words?

Make and do

- Develop a travelling retell of the story. Create the settings of the story in different parts of a classroom or hall, or in the schoolyard. Use the CD, or have someone narrate the story, while the characters travel into the landscape and move through it. Rehearse your retell, and then perform it to a travelling audience.
- Find out more about the use of majala and other Indigenous technologies (such as nets and fish traps) for catching fish. What are some more recently invented technologies for catching fish?
- Use atlases, road maps and websites such as Geoscience Australia to find out more about places mentioned in the story. Why do you think that some places are easier to research than others?

Our children's voices pages 16–17

Read and discuss

- Did the Jarlmadangah children's comments help you to understand the story?
- What have the Jarlmadangah children learned from the story?
- What stories are especially important to you? Is the main focus of your stories on Country, as with *Woonyoomboo*, or is it on other elements such as important people or events?

Make and do

- Discuss the strong link between the story and the land for these children. Compare it with your ties to your land. Complete **BLM 1**, *In my country*.
- Imagine that you are asked to illustrate a story that will be published in a big book. How would you feel? How would you go about planning your illustrations? If you want to take this concept further, complete **BLM 2**, *Illustrating a story*.
- Read the interview with big book author Liz Thompson, especially her response to the first question of 'The project' section. Discuss the process, and compare it with other creative projects that you are familiar with. You could invite an author, illustrator or designer to talk to the class about how they work. You could complete **BLM 14**, *Different ways of telling the same story*, at this point.

Our elders' voices pages 18–21

Read and discuss

- Look at the photo of Maggie fishing on page 20. Work in pairs, or in a group, to talk about the photo. Think about what information it gives you, and how it makes you feel or what it makes you think about. What would be suitable new captions for this photo? Complete **BLM 3**, *Writing new captions*.
- Why was John Watson glad he wasn't taken away to a mission?

- Annie Milgin says, 'We write our stories when we paint it on the body, when we sing and dance it.' What are some of the ways that you write your culture? Think about media such as film and theatre as well as books and painting.
- Annie Milgin tells us how, in Jarlmadangah culture, a person's totem is established from birth. In many cultures, naming a new baby is also a very significant cultural occasion. Do you know the reason for your name, or how you came to have that name?
- Who are the elders in your community? Think about the school community, your suburb or locality or town, a sporting community or a service club.

Make and do

- Interview an elder in your community. Use **BLM 4**, *Interview with an elder*, as a starting point, or discuss and use your own set of questions.
- John Watson explains how hand prints can be like a signature. Find out more about other unique ways of identifying people, for example fingerprints and iris recognition.
- Tell a story using sticks in sand and dry leaves (the way that Maggie's mother used to).
- As a review activity, complete **BLM 5**, *One answer, various questions*. You could also compile everyone's answers into a master list of questions, or alternatively do this as an oral whole class activity.

Sharing the story in Nyikina language

pages 22–23

Read and discuss

- Have a go at reading the story in Nyikina. Listen to the story again on the CD, to get a feel for the rhythm and sounds of the language, as well as individual words.
- Find the words for the places, people and animals. What other words can you read or understand?

- How do you approach a text that you cannot read? Discuss the general things you know about reading, for example reading from left to right and from top to bottom. Remember that Nyikina was not a written language for a very long time, and that this written version uses the conventions and forms of English.

Make and do

- Which are the most common letters in the text? Is the most common vowel E, as it is in English? Are all the English vowels used? Compare a paragraph in Nyikina with one or more in English.
- Make a list of Nyikina words that you know the meanings of. Write each one on a separate piece of paper, with its meaning, and then arrange them in alphabetical order to make a dictionary.
- Make a collection of magazines or books in languages that all or most of you are not able to read. (Try your local library, or ask parents and friends.) What sense can you make of these other languages, for example the alphabet, paragraphing, and layout on the page?

Glossary page 24

- Review the words and make sure the students understand them.
- Discuss the capitalisation of some words.
- Use the glossary words and their meanings to create your own crossword or word search. You could add other words from the story, such as names of characters or places.
- Choose one glossary word to illustrate. Collect the illustrated pages together to form a class book of important Indigenous words and phrases.
- Act out one of the glossary words for others to guess.
- Work with a partner to have a conversation where you use two or three glossary words as often as you can within a short time.