The Seasons is a topic which is covered in a variety of learning areas and year levels. It lends itself perfectly to integrating an Aboriginal perspective. There are a great many resources which describe and explain the Aboriginal seasonal cycles in a specific area or climate. Begin with a discussion that four seasons is a western concept associated with Europe. The Aboriginal concept is similar but not the same. Aboriginal regions may have anywhere from 2 to 8 seasons. You will find additional information in the references below.

- Your local Language Centre or Cultural Centre should have information about the Aboriginal season cycle and other information about the local seasons.

- Using a calendar, identify the seasons in the area in which you live.

- Discuss the reasons why the seasons or climate change and how we identify these changes?
  - environmental changes
  - movement of birds and animals
  - rainfall
  - animals have young
  - temperature
  - wind
  - humidity
  - vegetation – colour and growth cycles

- Discuss with students the meaning of the word ‘Seasons’ and list their responses.

- Read a story about the changing of the seasons.
  - Big Rain Coming
  - Walking with the Seasons in Kakadu
  - Corroboree

- You can access teaching resources for Big Rain Coming at: http://www.katrinagermein.com/wp-content/uploads/2010/02/KatGermein_BigRainComing_Links.pdf

- You can access teaching notes for Walking with the Seasons in Kakadu at: http://www.alenandunwin.com/_uploads/BookPdf/TeachersNotes/9781741144710.pdf

- Find out about the season cycle for your local area. Find out what your local Aboriginal community call their seasons and when they occur?

- You can access some of the Aboriginal season calendars and other useful information at the Indigenous Weather Knowledge section of the Bureau of Meteorology website: http://www.bom.gov.au/lwk/

- Identify the features of each season significant to your local area.
  - weather patterns
  - foods available
  - clothes/covering needed
• traditional events or ceremonies linked with a particular season
• trade
• type of shelter

• Research a season and list the characteristics of each.

• Make a wall chart or create a mural of the seasons of the area and the natural conditions that occur in each.

• Explore how the four European Australian seasons correspond with the Aboriginal seasons.

• *Exploring Woodlands with Noongars* has a chapter devoted to the Noongar seasons. There are 6 seasons in the Noongar season cycle.
  ○ *Bunuru*: February – March
  ○ *Djeran*: April - May
  ○ *Makuru*: June – July
  ○ *Djilba*: August - September
  ○ *Kambarang*: October - November
  ○ *Birak*: December – January

• The Aboriginal people around the Broome area recognise and have documented their 6 season cycle. In the book *Tree Talk: Minyirr Park Trees, Shrubs & Aboriginal Culture*, the characteristics of each season, the plants and fruits that grow there and their uses, are described in pictures and words.

• Make a poster showing the different factors which identify the changing of the seasons. Use the Bureau of Meteorology website to assist with identifying climatic changes.

• What sort of signs do Aboriginal peoples use to tell if the current season is changing? Aboriginal people use signs in nature to predict the weather through observing nature such as when a certain type of tree or plant is flowering, when a certain animal or bird species lays its eggs or a certain type of fish becomes readily available, eg. In Broome, Aboriginal people understand that when the wattle is in flower, the Jinnup (stingray) is fat and ready to be hunted for food.

• Find similar signs that the Aboriginal people in your area identify. Make a calendar wheel from the information collected, including the types of foods and resources which become available in each season.

• Research and discuss whether Aboriginal people were *nomadic* or *calendary travellers*? Investigate these concepts.

• Research an Aboriginal Dreaming story about seasons. Illustrate the story using collage materials that relate to that particular season

• Organise an excursion or incursion with an Aboriginal person to share their knowledge of the local seasons.

• Use a map of your local area to identify the possible route travelled by the local Aboriginal Community to gather food as the seasons changed.

• Make a word sleuth of local Aboriginal seasons and Australian European
seasons.

- Make a Season cross word using information about the seasons.
- Schools in Perth can visit Yanchep National Park schools program Six Season Walkabout.
- Visit the library at the Catholic Education Office in Perth to see the paintings of the 6 Noongar seasons.
- Schools visiting New Norcia will see the original paintings of the 6 Noongar seasons.
- Make a board game based on both Aboriginal and European Australian seasons. Make sure to have question cards relating to the seasons, flora/fauna, clothing, and food/medicines sources.
- Make an Aboriginal and European Seasons booklet, detailing the characteristics of each and how they correspond.
- Construct a class mural showing Aboriginal people hunting animals. Include basic landscape, fish in rivers, native animals, etc.
- Plan an excursion to your local bush area during different times of the year to map flora/fauna.
- Design a mural to paint or mosaic that depicts the seasons where you are.
- Create a nature garden that has native plants from your local area.
- Draw pictures and graph the local bush supermarket.
- Make an illustrated wall chart with the information
- Visit a cultural centre or invite a guest presenter into your school to show how flora and fauna are used today. Perhaps by cooking a healthy meal such as kangaroo stew and damper.
- Create a habitat map of a particular season or seasons in your area
- Make a season calendar that relates to your local area. Take photos of plants and animals that are prominent in your area in the different seasons. This is an ongoing activity that can be added to throughout the year as you notice changes that occur in your local environment. ‘Trade’ this information with a sister school from another area that has different seasons from yours.
- Make a descriptive and detailed nature book with examples of poetry, weather and flora/fauna recordings (pictures/photos/drawings) based on your local area Exhibit for other classes to see.

Resources
- *Exploring woodlands with Noongars: teaching activities for primary and secondary schools.* Dept Conservation and Land Management, Como, WA. 1998. Download from [http://www.naturebase.net/content/view/2265/1090/1/1](http://www.naturebase.net/content/view/2265/1090/1/1)

- *Tree talk: Minyirr Park trees, shrubs & Aboriginal culture.* Rubibi Land, Heritage and Development Group, Broome, WA, 2005


- Lucas, D. *Teacher notes: Walking with the seasons in Kakadu* [www.allenandunwin.com](http://www.allenandunwin.com)


- Green N. *Broken Spears: Aboriginal and Europeans of the South West of Australia.* Focus Education Services Perth. 1984

- *Yawuru Seasons* (poster).