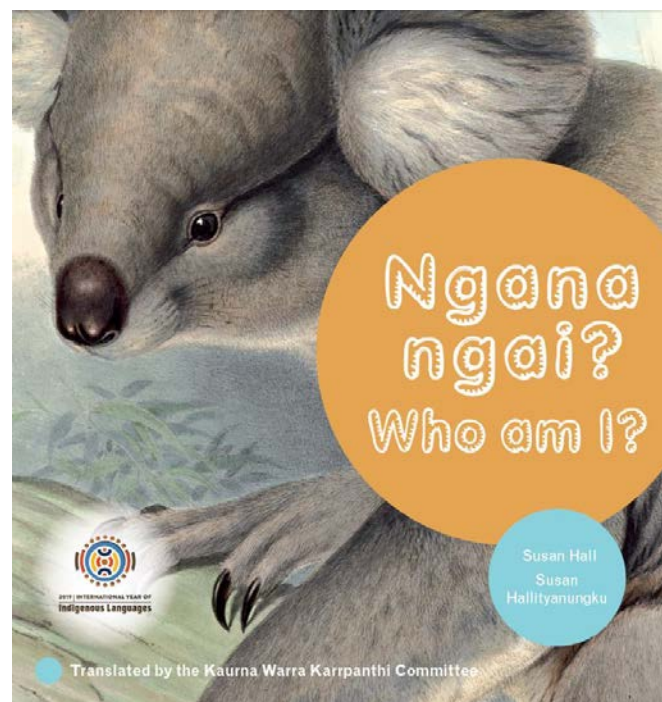


TEACHERS' NOTES

Ngana Ngai?/Who Am I?

by Susan Hall

Translated by the Kurna Warra Karrpanthi Committee



Published by National Library of Australia, February 2019, ISBN 9780642279446

Recommended Year Levels: F–3

Author: [Susan Hall](#)



Susan Hall has written 14 non-fiction picture books and has also published stories for children in Australia and the United States. She has been the Publisher at NLA Publishing for the past 14 years.



Translator: Kurna Warra Karrpanthi Committee

The Kurna Warra Karrpanthi Committee is from the [Kurna Warra Karrpanthi Corporation](#), the legal arm of the Kurna Language movement. The aim of the corporation is to reclaim and promote the Kurna Language and to support the Kurna Nation of the Adelaide Plains area of South Australia.

Illustrator: [Tony Flowers](#)



Tony Flowers is a passionate and internationally acclaimed illustrator and artist with a love of the absurd and the silly. He knows he's very lucky to be living his childhood dream of being able to colour in all day, and feels his 10,000 hours of line work practice has finally paid dividends. He has received international recognition for his works at illustration competitions in America, Italy, Japan and England, including for his handmade pop-up books.

About the Book

Check out fascinating facts about native animals—in English and Kurna Language! Learn how to pronounce simple animal names.

AUSTRALIAN CURRICULUM CONTENT

- Learning Area(s)
 - HASS
 - Framework for Aboriginal Languages and Torres Strait Islander Languages
- General Capabilities
 - Critical and Creative Thinking
 - Intercultural Understanding
 - Literacy
- Digital Classroom
 - Year 3:
 - [Connections to Country](#)
 - [Australian Symbols](#)
 - [Emblems](#)
 - Year 4:
 - [First Contacts](#)
- Cross-curriculum Priorities
 - Aboriginal and Torres Strait Islander Histories and Cultures

Introductory Activities

These are activities to do before reading to prepare students for the concepts/themes explored in the book. They are not necessarily curriculum based.

- Look at the cover of the book with the class. What do you think this book will be about? What do you see that makes you say that?
- Discuss the broad themes of the book.
- Discuss the use of other languages used at home/school/in the community.

Australian Curriculum Content

Framework for Aboriginal Languages and Torres Strait Islander Languages

Foundation – Year 3

The Australian Curriculum includes a framework for Aboriginal Languages and Torres Strait Islander Languages. This framework breaks language learning into three approaches:

- First Language Learner Pathway (L1) Years F–10 Sequence
- Language Revival Learner Pathway (LR) Years F–10 Sequence
- Second Language Learner Pathway (L2) Years F–10 Sequence.

This resource addresses a range of curriculum outcomes for F–3 across the Language Revival Learner Pathway and Second Language Learner Pathway.

The Australian Curriculum identifies the Kurna Language group as a language currently undergoing reclamation. The curriculum identifies language reclamation as ‘where language revival, by necessity, relies primarily on historical documentation of the language in the absence of active community knowledge of it’.

For more information, see the [Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages](#).

Activities

Languages

- Use *Ngana Ngai?/Who Am I?* as a starting point for a discussion about the importance of maintaining languages.
- What is lost if a language dies out and no-one can speak it anymore? Is it only the language that is lost?
- Why is it important to learn your own language and the languages of other people?
- Identify the different languages spoken by members of your class.
- Ask each bilingual student to name common objects in your class in their language (e.g. chair, table, pen, book, boy, girl, teacher).
- Make a wall chart showing images of the common objects identified, with columns for their names in English and other languages spoken by members of the class.

Aboriginal Heritage

- Find out which Aboriginal people are the traditional owners of the land on which your school is built.
- What language/s did they speak? Is it still a living language or has knowledge of the language been lost?
- Identify anyone in your class who speaks the local language or other Aboriginal languages.
- Invite a local Aboriginal elder or community representative to your school to speak about the Aboriginal heritage of your area and the languages spoken.
- Encourage the students to prepare questions for these honoured guests about language, culture, country and sharing stories.

Animals

- Create cut-out images of the native animals in *Ngana Ngai?/Who Am I?*
- Make flashcards of the names of each animal in English and Kurna Language.
- Discuss the similarities and differences between the words.
- Using the internet, dictionaries and other library resources, identify the sources of the names of the Australian native animals featured in *Ngana Ngai?/Who Am I?* How many are based on the names which were used by the local Aboriginal people?
- How close to the original Aboriginal word is the anglicised version? Discuss why it might be different, including the difference between spoken and written language.
- Discuss whether any of these animal names are onomatopoeic—that is, based on the sounds the animals make.
- Identify other Australian animals whose names are of Aboriginal origin.

HASS

Foundation

- The representation of the location of places and their features on simple maps and models ([ACHASSK014](#))
 - identifying the ways Aboriginal and Torres Strait Islander Peoples represent the location of Country/Place and their features (for example, by inscriptions on stone, stories, sand drawings, paintings, song, music and dance)
- The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples ([ACHASSK016](#))
 - identifying and using the name of the local Aboriginal or Torres Strait Islander language group
 - identifying how and why the words 'Country/Place' are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong

Year 1

- The natural, managed and constructed features of places, their location, how they change and how they can be cared for ([ACHASSK031](#))
 - recounting Dreaming and Creation stories of Aboriginal Peoples and Torres Strait Islander Peoples that identify the natural features of a place

Year 2

- Explore a point of view ([ACHASSI038](#))
 - discussing why some places are considered special or significant by others (for example, by parents, Aboriginal or Torres Strait Islander Peoples, their grandparents or familiar elders, their friends, returned soldiers, wildlife workers)
- The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place ([ACHASSK049](#))
 - describing the connections of the local Aboriginal and Torres Strait Islander Peoples with the land, sea, waterways, sky and animals of their Country/Place, and how this influences their views on the use of environmental resources

Year 3

- Locate and collect information and data from different sources, including observations ([ACHASSI053](#))
 - interviewing people to seek information about feelings, preferences, perspectives and actions (for example, to find out how people feel about places; how people celebrate and commemorate; how decisions are made in different situations; how and why people participate in their community)
- Examine information to identify different points of view and distinguish facts from opinions ([ACHASSI056](#))

- distinguishing fiction and non-fiction texts in relation to representation of places, environments and past events
- Draw simple conclusions based on analysis of information and data ([ACHASSI058](#))
 - drawing conclusions about their community's heritage based on an evaluation of information provided by the local council (for example, the development of its multicultural profile; its significant events and how people have participated in them and contributed to their maintenance; the preservation of unique features of the natural environment)
- Interact with others with respect to share points of view ([ACHASSI059](#))
 - sharing and listening to others' stories about their community and place (for example, Aboriginal or Torres Strait Islander oral histories of an area, park ranger recounts, speakers from commemorative organisations, personal experiences of celebrations)
- The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area ([ACHASSK062](#))
 - liaising with Community to identify original language groups of Aboriginal or Torres Strait Islander Peoples who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied.)
 - listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to

Activities

Animals

- Identify the native Australian animals that live in your area.
- Using the internet and other library resources, discover which ones were important to the local Aboriginal people and why.
- Read and share Aboriginal Dreaming stories about some of the animals featured in *Ngana Ngai?/Who Am I?* (see Further Reading, below). Create a short play that re-enacts one of these stories.

Aboriginal Art

- Research Aboriginal art styles. Experiment with them in class e.g. sand drawing, dot painting.
- Examine a range of picture books that retell stories from the Dreaming or are illustrated by Aboriginal artists (see Further Reading, below).
- Discuss which of the books are based on traditional Aboriginal artistic styles and why the illustrator has illustrated them in this way.
- Create an image of one of the animals in *Ngana Ngai?/Who Am I?* using a traditional Aboriginal artistic style.

- Explore other ways in which Aboriginal people traditionally shared stories of the Dreaming (e.g. through dance, storytelling, etc.).

Country/place

- Discuss the concept of country/place. What does it mean to you? What does it mean to Aboriginal people?
- Research how traditional Aboriginal people used the land/country on which you live. How does it differ from the way that land is used today? Draw two maps showing the differences and similarities.
- What places are significant or special to you and your family? Draw a map of where your special places are and make a list of the reasons why they are important.
- Draw a map of your city, region or state, highlighting places that have an Aboriginal name.
- Chose five of these places and discover which Aboriginal language their names come from and what the names mean (e.g. the name Canberra—the capital city of Australia—is said to have come from the words Kambera or Canberry meaning ‘meeting place’ in the local Ngunnawal language).
- Identify the places in Australia that are significant for Aboriginal people (e.g. Uluru, Kata Tjuta, Karlu Karlu).
- Make a wall chart with images and information about one of these places, including geographical features, history and why it is an important spiritual place for Aboriginal people.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

Foundation – Year 3

Overview

The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians. ACARA acknowledges the gap in learning outcomes between Aboriginal and Torres Strait Islander students and their non-Indigenous peers. It recognises the need for the Australian Curriculum to provide every opportunity possible to ‘close the gap’.

Therefore, the Australian Curriculum is working towards addressing two distinct needs in Aboriginal and Torres Strait Islander education:

- that Aboriginal and Torres Strait Islander students are able to see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas, can fully participate in the curriculum and can build their self-esteem
- that the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for all students to engage in reconciliation, respect and recognition of the world’s oldest continuous living cultures.

Organising Ideas

Country/Place

OI.1 Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.

OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

OI.3 Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Culture

OI.4 Aboriginal and Torres Strait Islander societies have many Language Groups.

OI.5 Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

OI.6 Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

People

OI.7 The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

OI.8 Aboriginal and Torres Strait Islander Peoples’ family and kinship structures are strong and sophisticated.

OI.9 The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

For more information about Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priorities, see [Australian Curriculum: Aboriginal and Torres Strait Islander Histories and Cultures](#).

Concluding Activities

- Create puppets of the animals in *Ngana Ngai?/Who Am I?* and introduce them to each other, using both of the languages in this book.
- Research the native animals that have lived in your area over time. Identify those that are endangered or extinct. What happened to them?
- Choose one of your local animals and write a poem or short story about how they lived before white settlement and how they live now.
- Research the habitat, food and special properties of one of the animals in *Ngana Ngai?/Who Am I?*. Create a wall chart outlining the main points about this particular animal.
- Select one of the animals in *Ngana Ngai?/Who Am I?*. Research the Dreaming stories featuring this animal.
- Present one of these Dreaming stories in a number of ways—for example, through oral storytelling, as narrative dance, as a series of images, in comic-book format, or as a picture book.

Further Reading

- Books
 - Gregg Dreise, *Mad Magpie* (Magabala Books)
 - Joanna Karmel and Tony Flowers, *Hello!* (NLA Publishing)
 - Pamela Lofts, *How the Birds Got Their Colours, How the Kangaroos Got Their Tails, The Echidna and the Shade Tree*, etc. (Scholastic)
 - Tania McCartney and Christina Booth, *The Gum Family Finds Home* (NLA Publishing)
 - Arone Raymond Meeks, *Enora and the Black Crane* (Scholastic)
 - Sally Morgan and Bronwyn Bancroft, *Dan's Grandpa* (Fremantle Press)
 - Sally Morgan and Bronwyn Bancroft, *In Your Dreams* (Fremantle Press)
 - Sally Morgan and Bronwyn Bancroft, *Just a Little Brown Dog* (Fremantle Press)
 - Sally Morgan and Bronwyn Bancroft, *Sam's Bush Journey* (Hardie Grant Egmont)
 - Shane Morgan, *Cheeky Animals* (Magabala Books)
 - Boori Monty Prior and Jan Ormerod, *Shake a Leg* (Allen & Unwin)
 - Dick Roughsey, *The Giant Devil Dingo* (Collins)
 - Nadia Wheatley and Donna Rawlins, *My Place* (Walker Books)