



Ngkwey tyerrty map anetyart

Ti Tree School

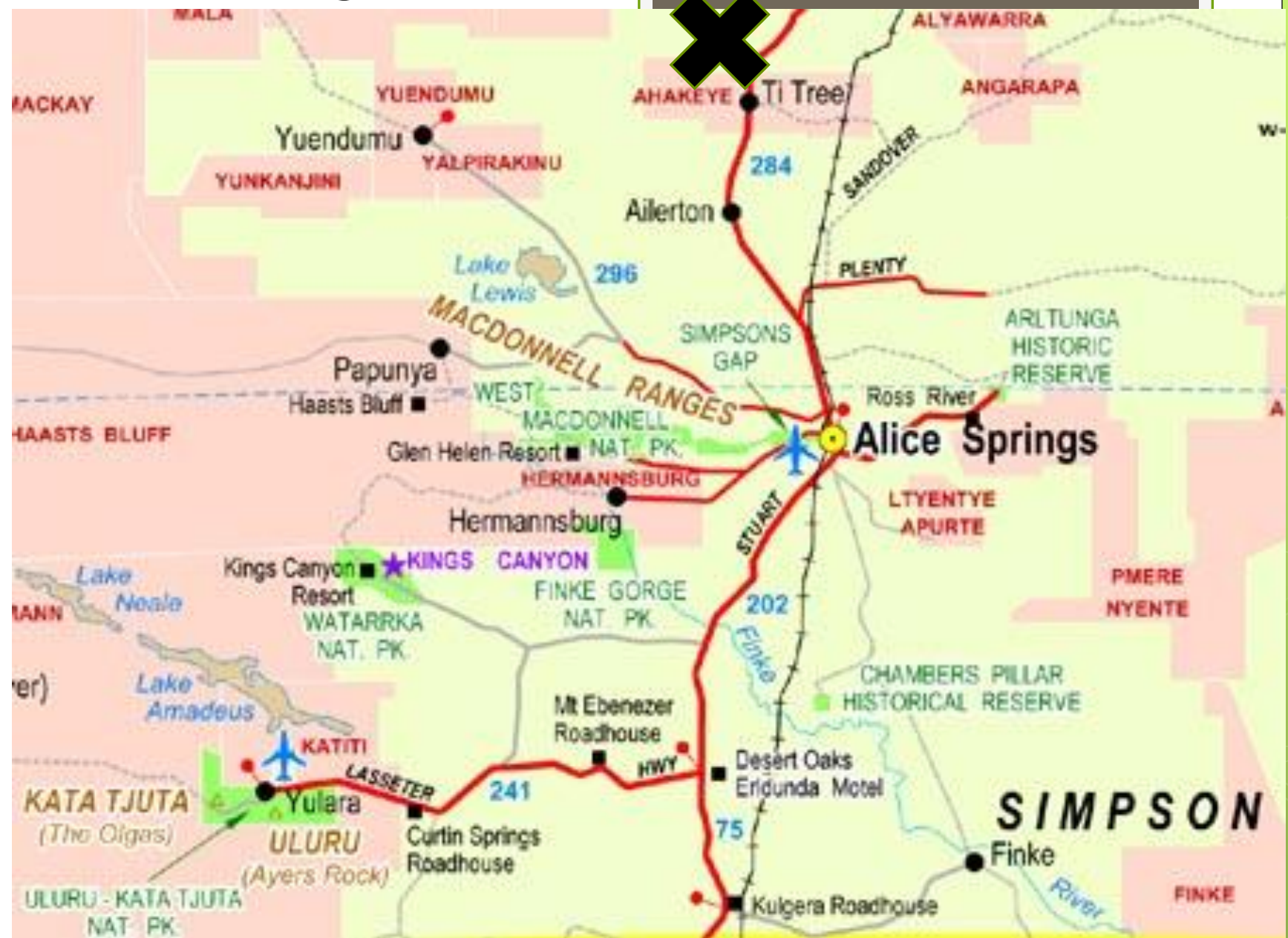


A long time ago...

**Sustainability
Local Endangered
Animals and Plants**

Indigenous language and
Culture Program

Anningie / Ti Tree 200km north of Alice



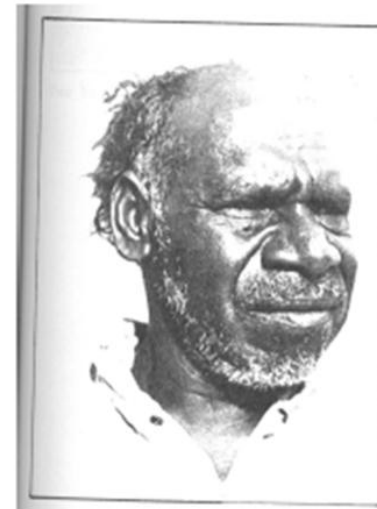


Aboriginal & TSI Histories & Cultures CC Priority



Betsy at Anningie station, April 2008

Betsy Mpetyan Presley



Mick (Tjangale)

Betsy's father Mick Jangala.
From 'Sunset of an Era: the Heffernans
at Ti Tree'

Angey atyengenh warrk-irretyek mer
Angentyel.

Arreyn Mick Jangala Turner, arlwiletyart
pwelek angerr apek.

My father worked at the place called Anningie.
His name was Mick Jangala, he mustered the
bullocks.

Shop

Homestead



Ker aketyart
meathouse

Rrwantenty lhewetyart
laundry room

Rwel anetyart
workers' quarters



Nhenh mer Angentyey rang
This place is Anningie station



Laundry room



Meathouse



Anningie station shop



The homestead

Betsy Mpetyan Presley

Photos taken at Anningie station April 2008

Ways Yapa Children learn

- ◉ *Listening-Purtanyanyi*
- ◉ *Observing -Nyanyi*
- ◉ *Copying -Walaparrirni*
- ◉ *Mimicking-Rtarnparni*
- ◉ *Practice Pinajarri-wi*
- ◉ *Memorize Jurru-kurra-manta*
- ◉ *Jukurpa- Dreaming*
- ◉ *Bush trips- Wirlinyi-wana*
- ◉ *Relationships-Warlalja-yerr-iki*
- ◉ *Skin Names- Nyiya-nyiyaku*
- ◉ *Directions-Nyaparawana*
- ◉ *Names of plants & local common animals yirti nyiya-kanti-kanti-kurlanguku*
- ◉ *Video, camera, photos, books*
- ◉ *Land-Walya-ku*
- ◉ *Sky-yalkiri*
- ◉ *Birds- Jirripirti*











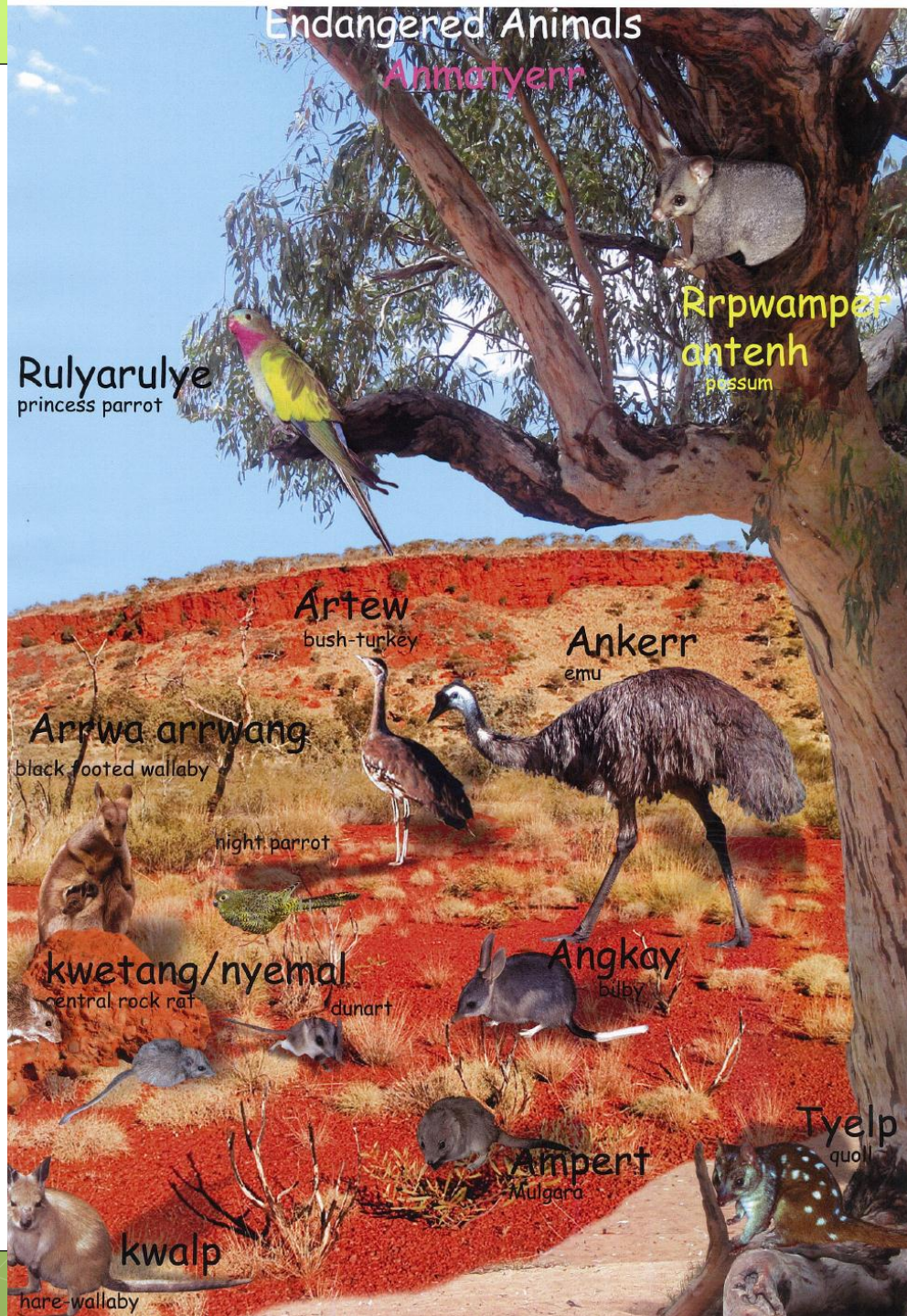
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**Learning about
endangered
animals / plants
in the Ti Tree area**

**Planning linking
to Cross
Curriculum
Priorities**

Resource development



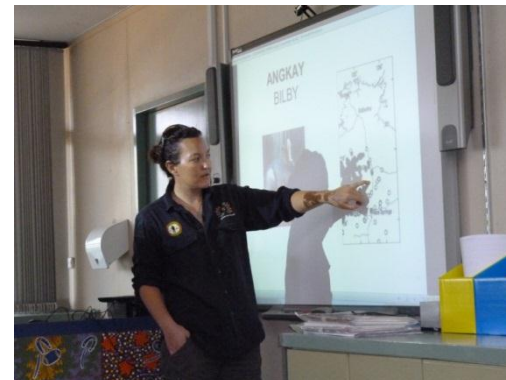
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AC Sustainability CC Priority	
Task/s	
Students use pictures about threatened plants to collect stories from elders about plants that used to be in their home country. Discuss why they cannot find these foods anymore and record this information on posters. Discuss and write about how to reintroduce and care for threatened plants. Make a talking book or interactive poster using the story sound files.	
The talking books will be a summary of learning over the term and will include information about the different habitats where plants are found; local stories/laws to protect the plants; identifying threats.	
Content Description	Assessment
<p>Early Years</p> <p>Identify endangered and vulnerable plants found around their country' Talk about how they can be protected.</p> <p>Primary</p> <p>Explain the places different plants live and how they are found and how communities can make laws to protect the plants.</p> <p>Language Outcomes</p> <p>Early Years</p> <p>Use a growing number of naming words, nouns, & doing words</p> <p>Primary</p> <p>Read and view with understanding some simple familiar written and visual texts, using some words and sentences they know from classroom activities and topics</p> <p>Create simple texts, by writing or copying new words, short sentences & making own attempts at writing a few words in language</p>	<p>Evidence to be collected:</p> <p>Younger students</p> <ul style="list-style-type: none"> Memory game matching words and pictures; reading and knowledge of names reading of words <p>Older students</p> <ul style="list-style-type: none"> Ability to write words or sentences from individual students reading their books or posters to parents worksheets
Teaching/Learning Sequence	Resources/Notes
<p>- Introduction to topic use endangered plants photos pictures; Talk about local laws to protect plants or birds.</p> <p>Record elders speaking about these plants.</p> <p>Do different activities to teach the names of plants found in the local country; memory, bingo,</p> <p>Make a model of animal out of salt dough and paint it and a box. Make a habit for the animal in a box.</p> <p>Bush trip – opportunity for students to look for plants; identify their habitat and learn how to protect the plant. Take photos to make into a class book.</p> <p>Make a group negotiated short story about the trip using the photos –oral language activities then written</p> <p>Pictures and labels using the key language words</p> <p>Younger students copy short sentences in language.</p> <p>Display sentences around the class.</p> <p>In groups students make posters about plants for the community or their homes - pictures & language words</p> <p>Reading activities - Bingo games, Stepping stones game, daily practice, individual and groups matching pictures & words</p> <p>Language songs about plants; Use a known tune and make up a language song about endangered plants.</p>	<p>Work with elders to prepare the bush trip;</p> <p>identify key words for language focus; make resources – flash cards, sentence strips; activity sheets</p> <p>Song charts</p>
Assessment: Participation in bush trip and ability to make resources writing names of plants and recording information;	
	



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ELDERS & RANGERS VISIT THE SCHOOL





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Cleaning up Rockholes

permission was given by the traditional owners to take the students to look after water holes and teach who the rockholes belong to.



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Middle Years Country Visit

**Damaged rock holes
waterholes**





What animals are disappearing?

Why and how they have disappeared?

Feral animals: bush cats / wild dogs and the harm they cause.

Changes in the animals habitats.

History Song: Ngkwey Tyerry Inang Netyart Mwerr

Verse 1

Ngkwey nthwerr tyerry map inang netyart mwerr alkert-kweny

Verse 2

Terry lalty Anmanty wemel lhetyart Mer arrpenh-warn

Chorus 1

Twen-lwer Lwerrp-lwer

Therrkenyel aretharrel nyenteretyart

Verse 3 Alkert-kweny kwet nthwemal nthwetyart

Lterrk parrk kweny

Chorus 2

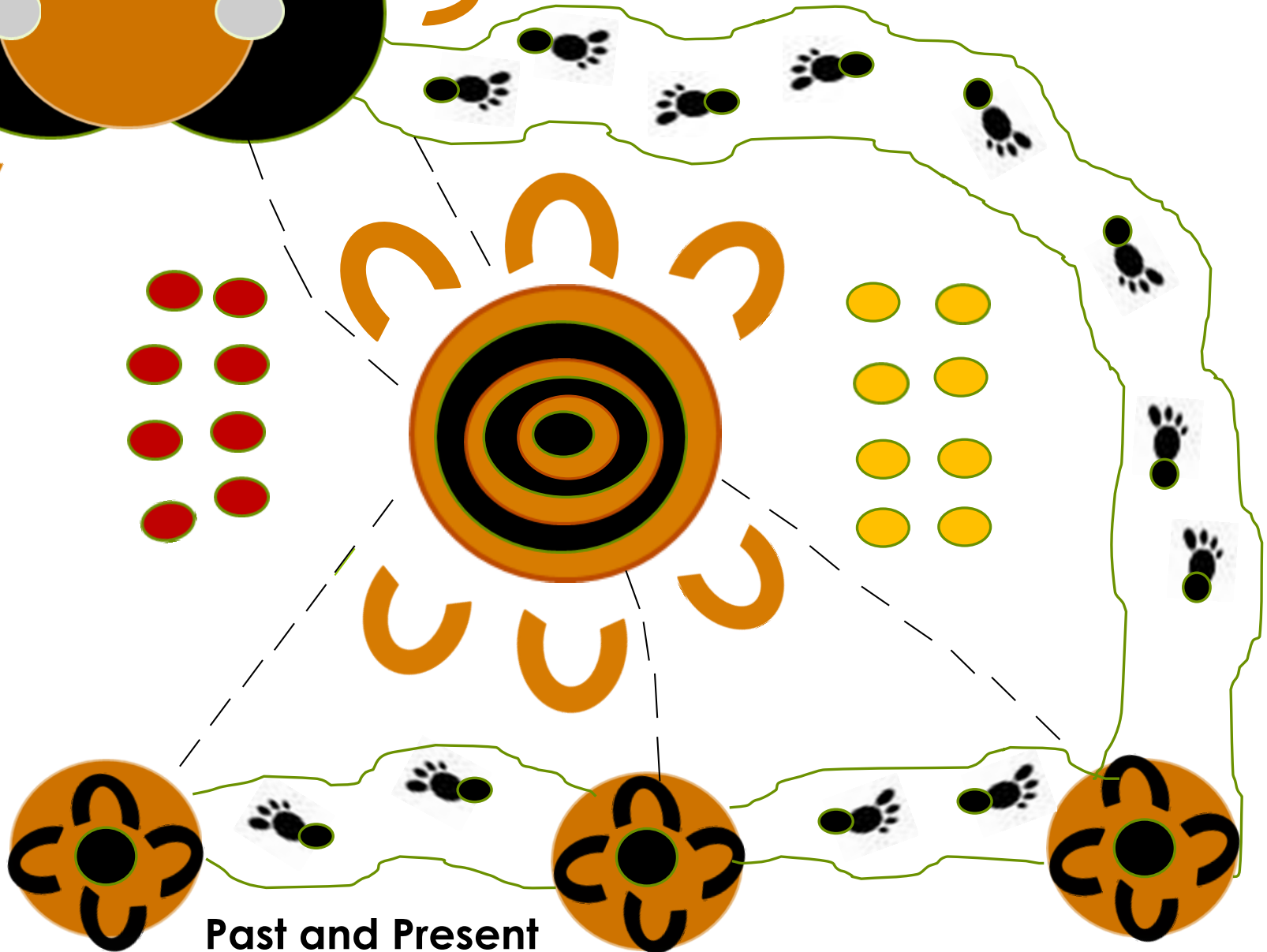
Tyerrytan kwet nthwemal nthwetyart

Merarrpenh-warna mantyek lweny lhetyart

Repeat chorus 1 twice



Respect



Past and Present

