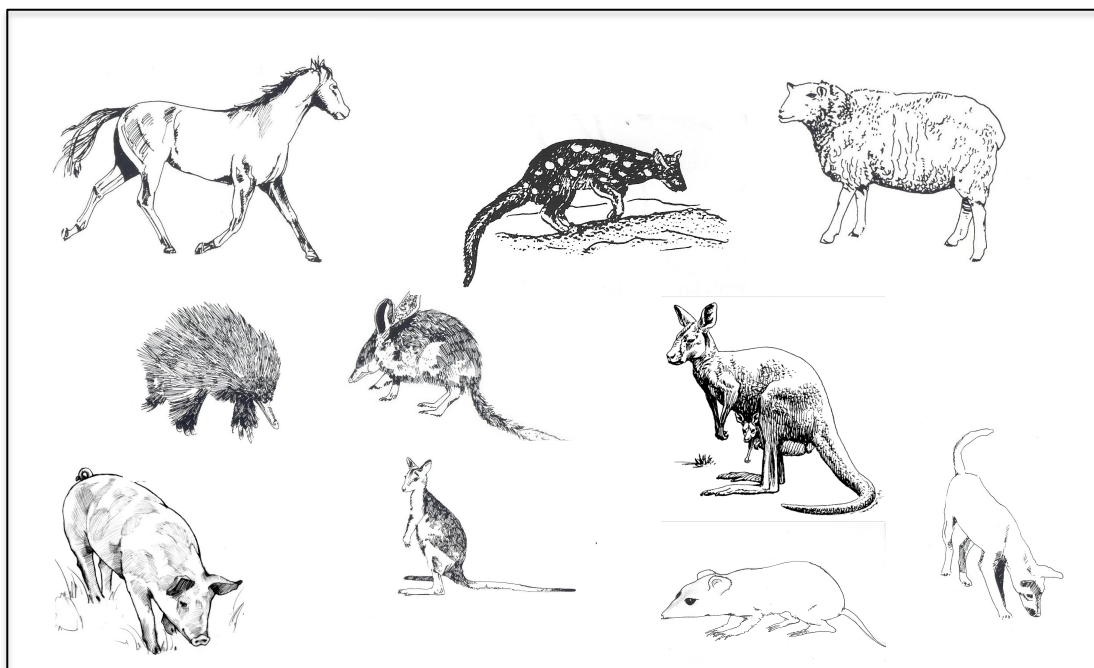


Noongar Barma Animals Activity pack



Keeping Noongar Language alive

Teacher's Background Information

Like many other Aboriginal and Torres Strait Islander groups, family relationships are very important. Noongar people have large extended family connections that impacts on a child's upbringing. Noongar people use the same relationships terms like brother, sister aunty and uncle when greeting other Noongar people who are not related which is also commonly used by other Aboriginal groups across Australia.

It is a form of acknowledgement and respect to each other from one person to another.

Noongar Language

Noongar was spoken in a traditional grammatical form prior to European settlement of WA. policies of the 19th century impacted significantly on the use of **traditional Noongar** grammar, consequently the grammar changed. It is now evolved into what is termed **contemporary Noongar**.

Contemporary Noongar is heavily influenced by contact with English grammar.

Contemporary and traditional Noongar language both are valid and used appropriately.

Languages must be dynamic and evolved to survive. Research is being undertaken on both traditional and contemporary forms of Noongar language.

This package uses the contemporary Noongar Language.

Lesson overview

These activities will provide students the opportunity to engage in a step by step Noongar language learning program about family.

Key learning/ Purpose

- Identify and keywords of the insects in Noongar language;
- To identify common animal of Western Australia that are native and introduced to Noongar country.
- To learn to read and write the Noongar keywords using the Noongar grammatical system.

Resources

- Insect keywords
- Work book
- Craft Activity

Support Materials available online

www.noongarboodjar.com.au

Bush heritage Australia

<http://www.bushheritage.org.au/about/resources/colouring-sheets>

- Barna (Animals) Readers levels 1-5



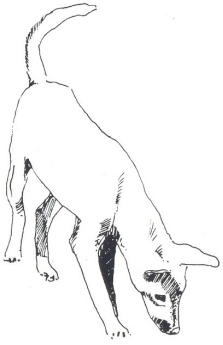
Greeting circle

Steps:

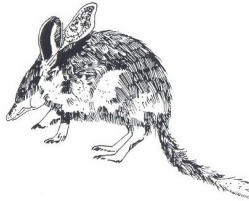
1. First you need a **Message stick** (talking stick). To make one of these, simply take a tapping stick or a stick from the garden and decorate any way you like.
2. Once you have made your stick, gather your students into a circle.
3. Explain to the students you cannot speak unless you have the message stick. This allows everyone to have the opportunity to share.
4. To begin each student will pass around the message stick saying **Kaya' (ki-ya)** (*meaning hello in Noongar language*) and then pass it on until everyone has had a turn.
5. As you work through this program you can use other words This can also be done by introducing new words from the **Bird** word list on page 3



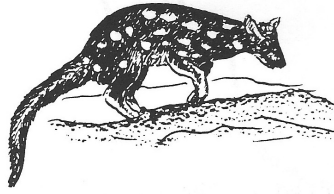
Barna *animals* keywords



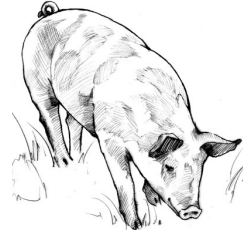
dwert



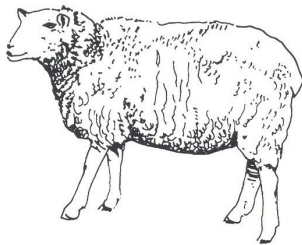
djalkat



djoorditj



dordok



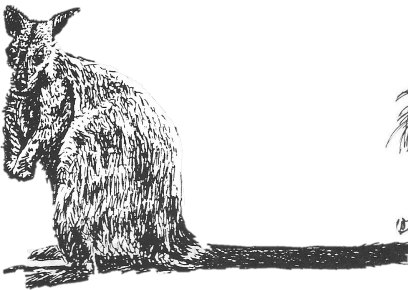
kookendjeri



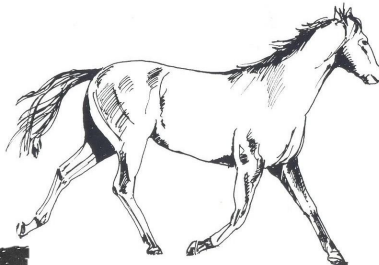
koomool



kwenda



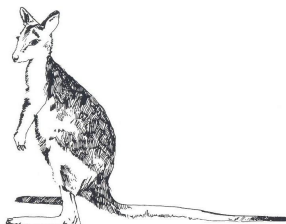
kwoora



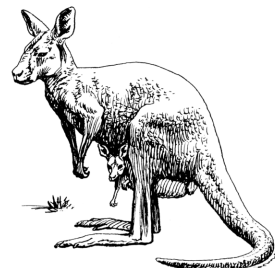
ngort



nyingarn



tamar



yongka

Maar Koorl Drawing

Draw a picture of your favourite **barna**
(animal) in a tree. Then write the name of
your **barna** (animal) in the space below.



Barna (animals) word List	
djalkat	bilby
djoorditj	native cat
dwert	dog
dordok	pig
koomool	possum
kwenda	short -nosed bandicoot
kwoora	brush tail wallaby
kookendjeri	sheep
ngort	horse
nyingarn	echidna
tamar	wallaby
yongka	kangaroo

Note: you can use the native cat name 'djoorditj' to describe your general house hold cat.



Ngiyan boodja-k nyininy?

Who lives in the tree?

Activity:

1. Choose 4 animals from your **barna** word list and draw them in the picture below.
2. Write their names on the spaces below.

1. _____

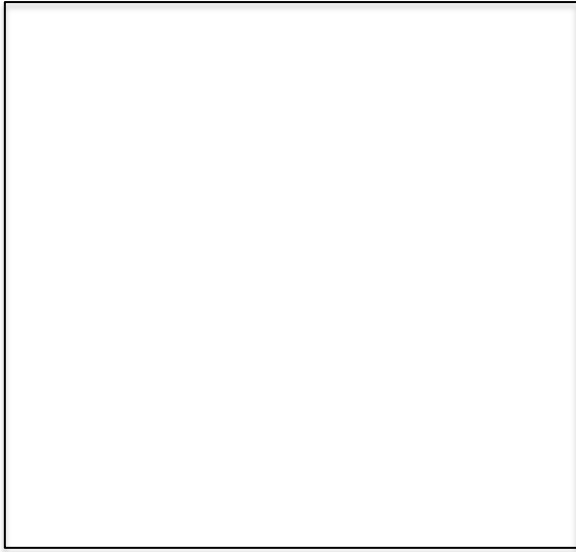
2. _____

3. _____

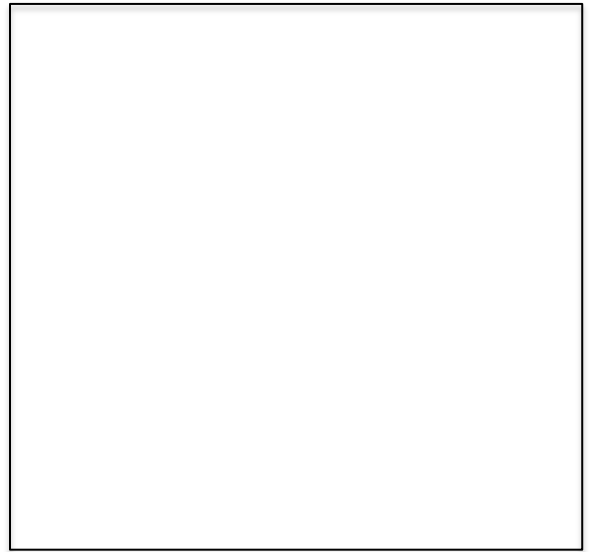
4. _____

1. Complete the sentences by choosing family members you have from the **barna** word list on page 5.
2. Then draw a picture matching your sentences in the boxes below.

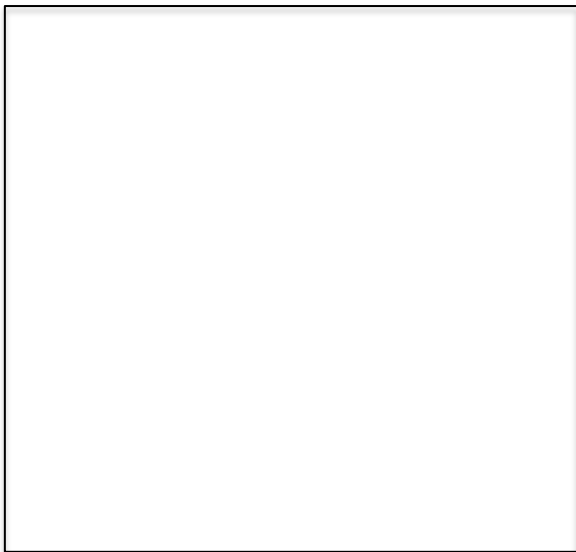
Example: Nidja **koomool** - This is a possum



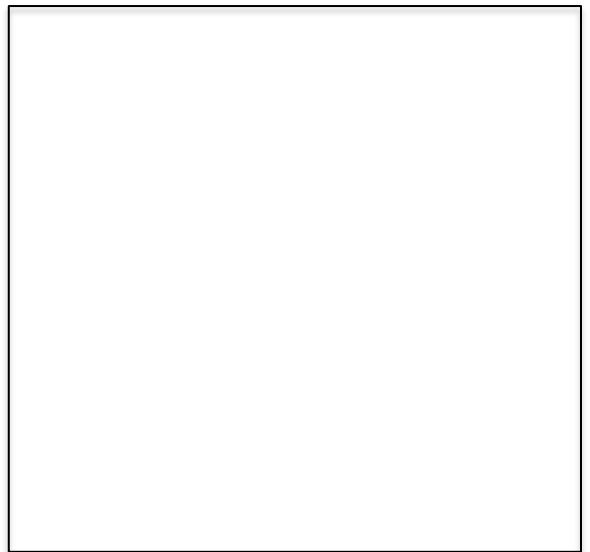
Nidja _____



Nidja _____



Nidja _____



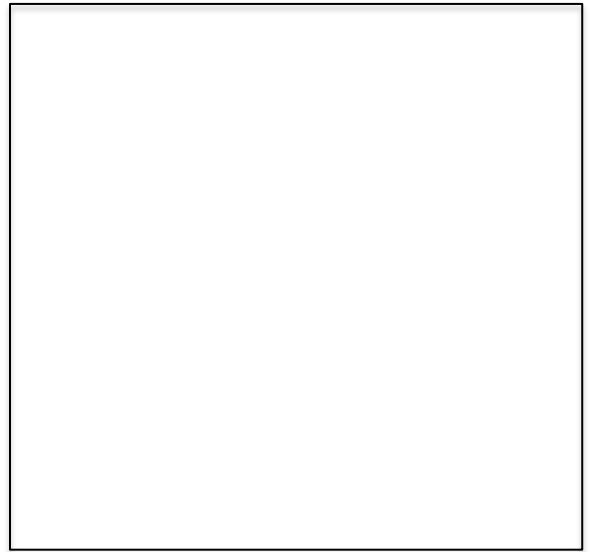
Nidja _____

1. Complete the sentences by choosing family members you have from the **barna (animals)** word list on page 5.
2. Then draw a picture matching your sentences in the boxes below.

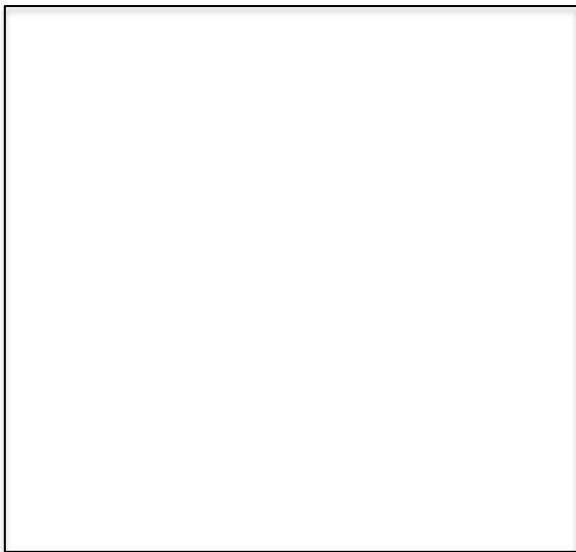
Example: Nidja **dwert** (dog) This is a dog



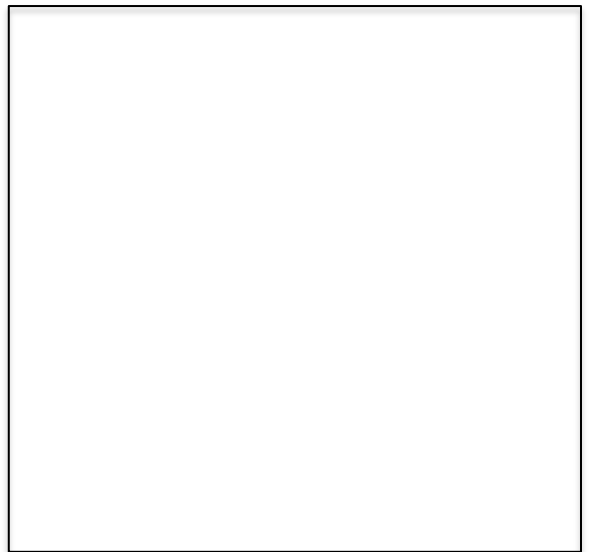
Nidja _____



Nidja _____



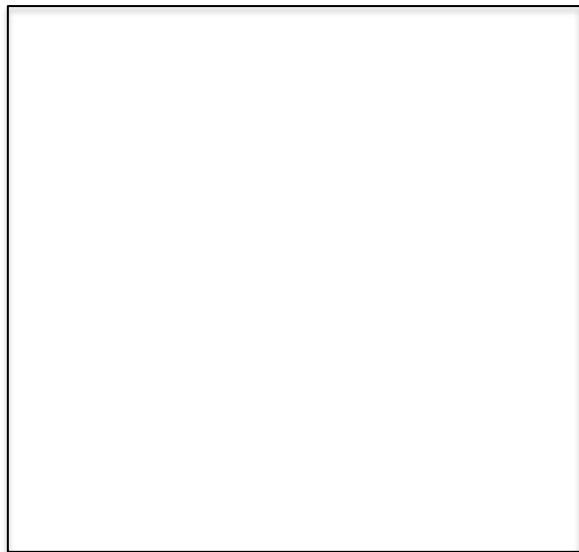
Nidja _____



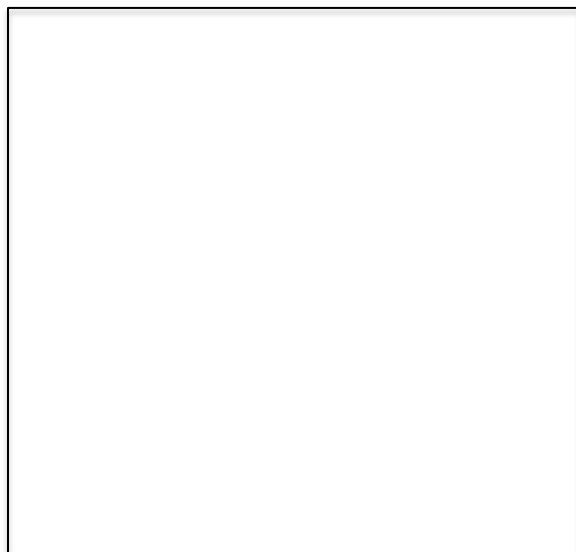
Nidja _____

1. Complete the sentences by choosing family members you have from the **barna** word list on page 3.
2. Then draw a picture matching your sentences in the boxes below.

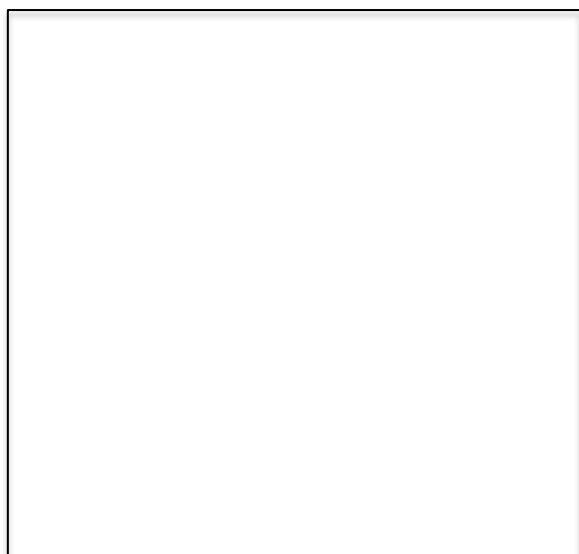
Example: Nidja **dwert** - This is a dog.



Nidja _____.



Nidja _____.



Nidja _____.

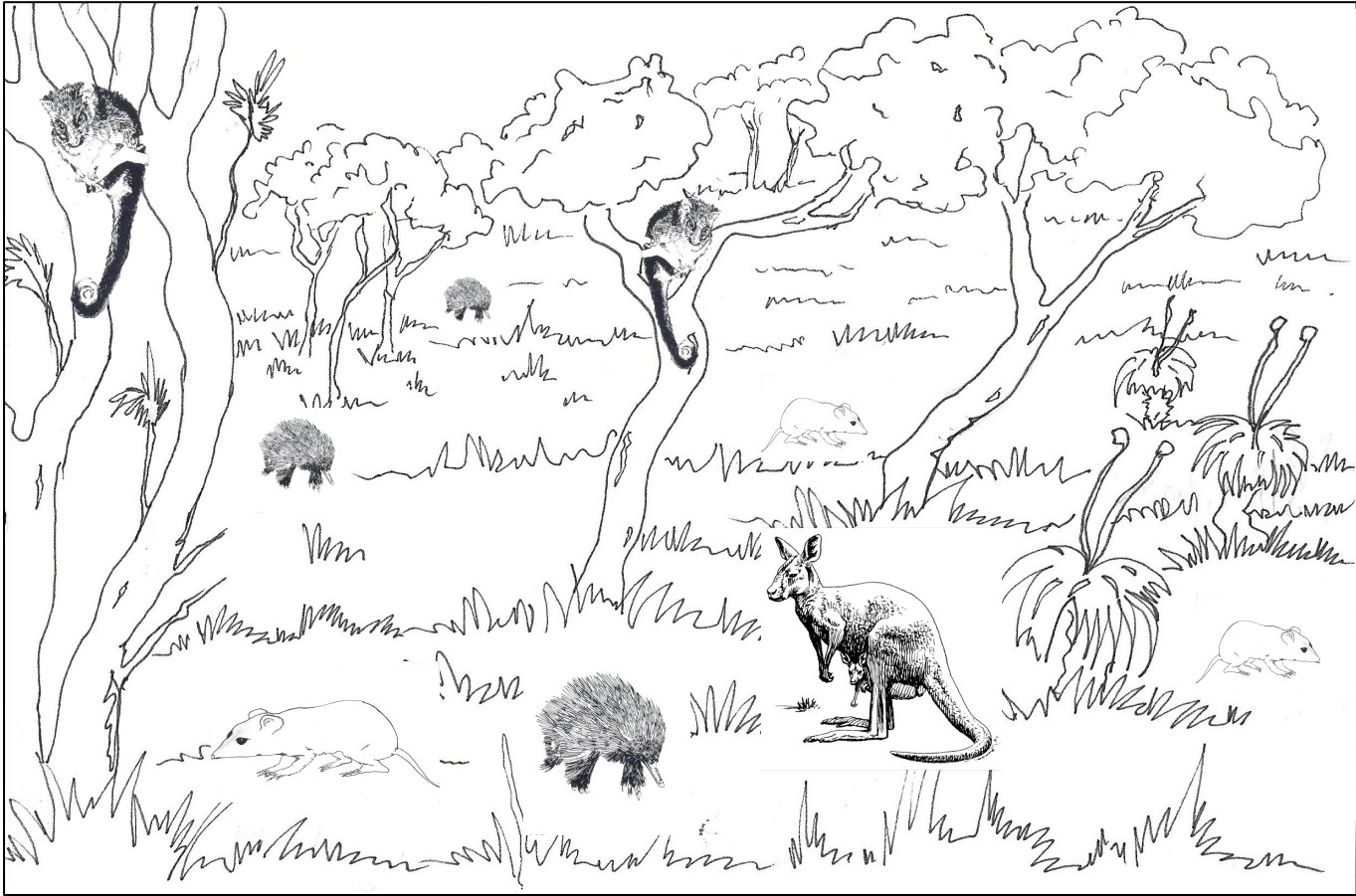


Nidja _____.

Ngiyan boodja-k nyininy?

Who is living on the land?

Use your **barna** word list to help you.



1. How many kwenda can you see? _____

2. How many yongka can you see? _____

3. How many koomool can you see? _____

4. How many nyingarn can you see? _____

Maar Koorliny



Key word: Nidja – This is

Instructions: Using the your keyword 'Nidja' complete these sentences below. Choose a family member from your **barna (animals)** wordlist on page 5. The first one is done for you.

1. Nidja koomool (possum)
2. Nidja _____
3. Nidja _____
4. Nidja _____
5. N_____
6. N_____
7. _____
8. _____

Maar Koorliny



Missing letters: Fill in the missing letters of the birds keywords. Look at your **barna** word list to help you.

1. b _ r _ b _ r _
2. k _ r l _
3. m _ _ g _
4. d j _ d _ l y
5. b _ n _ i b _ n _ _ _
6. b _ _ d _
7. n _ _ r _
8. w _ _ t
9. n g _ r _ a
10. k _ n _ a _ a

Matching words

dwert



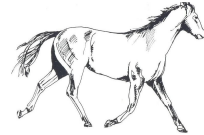
yongka



kookendjeri



djakalt



nyingarn



ngort



koomool



Widang (mixed)

yignarnn _ _ _ _ _



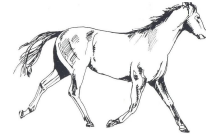
mookolo _ _ _ _ _



tjlkada _ _ _ _ _



ntrgo _ _ _ _



wtdre _ _ _ _ _



kyngoa _ _ _ _ _



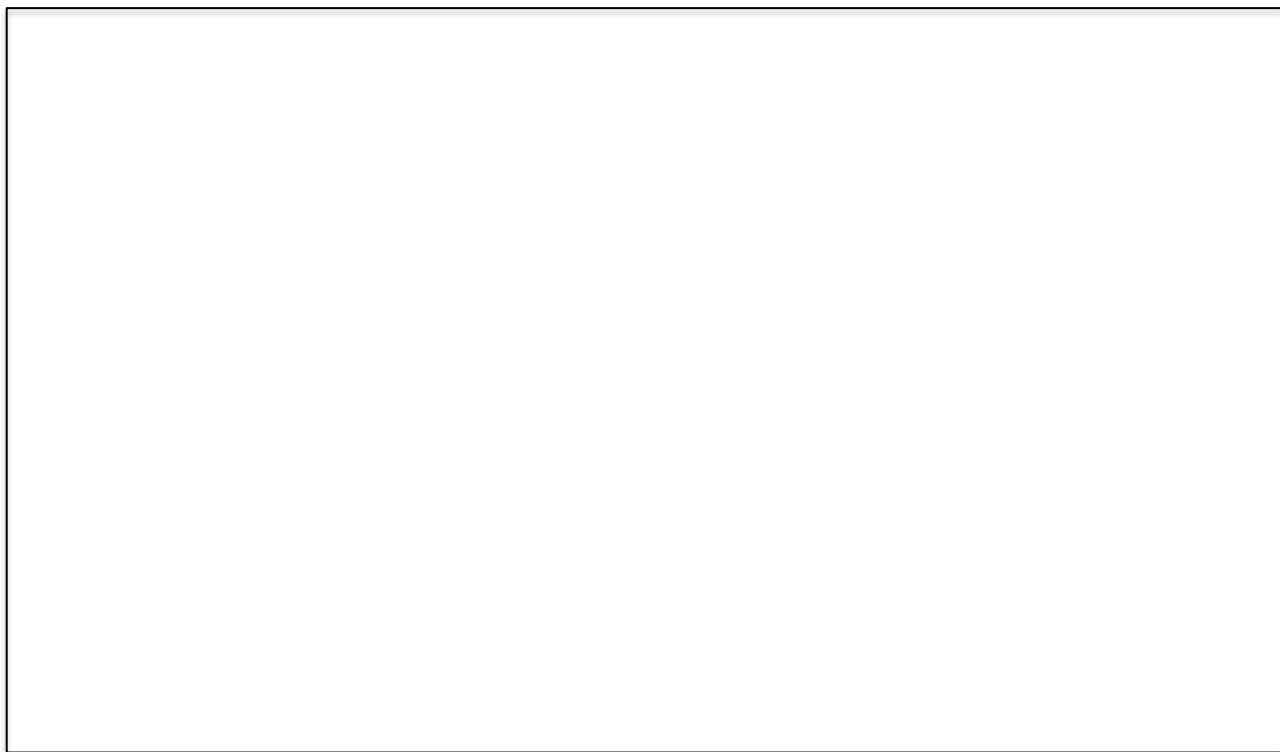
djkooerikne _ _ _ _ _



boodja

(ground)

Read the sentence below and draw



Ngort boodja-k koorliny.
Horse on the ground moving.

Learn how to speak Noongar

Noongar Vowel Sounds

a	as in up
aa	as in car
e	as in ten
i	as in bin
o	as in pot or sometimes for
oo	as in book or sometimes boot. (Note: if oo is followed by a r the sound is oo r and in born) example moort-family

Let's try our first words

k a y a - welcome, hello and yes

m a a r - hand

m e n - lips

b i d i t - ant

y o k - girl

k o o m b a - big



Noongar consonants Sounds

b	as in bin or spin
bw	as in bwana (Swahili name for boss)
d	as in dark or string
dj	as in judge
dw	as in twitch
k	as in skill (between English g and k)
kw	as in quiet
-l, -l-	as in lamp or nil
-ly	as in million
m	as in man
n	as in nil
ng	as in sing
ny	as in onion, nuisance
-p	as in cob, spin
-r	as in carol
-rd-	as in card (like an American would say it)
-rt	as in cart (like an American would say it)
-rl	as in whirl (like an American would say it)
-rn	as in torn (like an American would say it)
-t	as in sting (between English d and t)
-tj	as in chair
w	as in wet
y	as in yell

Here are some examples of words using the Noongar consonants:

bamba- stingray

bwoka - kangaroo cloak

darp - knife

djen - foot

dwert - dog

kar - spider

kwila - shark

dilbi,- fresh leaf, kwilena- dolphin

bilya- river

maaman- father

noort - fly

ngany - I/myself

nyingarn

nop - boy

maar - hand

ward - find

moort - family

worl -sky

yoorn - bobtail

kaat - head

wetj - emu

waabiny - playing

yongka - kangaroo

Teacher notes

Sentences

Create your own sentences.

Noongar language word order is very different from that in English and object S,V,O (subject verb and object) . The Noongar word order consists of S,O,V (subject object and verb.) Below is an example of the word order.

1. Ngort boodj-ak koorliny.
Horse ground- on moving.
subject object/location-suffix verb
- ak, -k – meaning in, on, at this case on

2. The next exercise will give students the opportunity to use the Noongar word order. Let's start by introducing the key word **boodja** with added suffix **-k, boodja-k (ground -in, on)**

Boorn *tree* (an object and location) -ak is the suffix added to describe *in the tree or on the tree*.

Generally location words, have the suffix **-ak or -k** attached to describe where a subject is located : e.g. **miya-k- in** the house; **on** the house. In this case the word **marlak** is an exception due to it already has – ak in it. To make pronunciation easier, the suffix – ngat is then used resulting in marlak-ngat *in the bush*.

Note: -k : if a word ends in a vowel such as **a, aa, i, o, oo** then the suffix will only be – **k** as in miya-**k** shown above.

-ak : if the word ends in a consonant then the suffix will be **-ak**.

Here are three examples:

1. boodja-k *ground-in, on*
2. djet-ak *flower-in, on*
3. boorn-ak *tree- in, on*

Please refer to the Vowels and Consonants sounds on pages 15, 16 and 17.

So let's have a go in the exercise on next page.

Noongar Suffixes

Rules:

- **k**: if a word ends in a vowel such **as a, aa, i, o, oo** then the suffix will only be - **k** as in bily-**ak** river- *in, on, at*.

-**ak** : if the word does not end with one of the vowels below then the suffix will be -**ak** as in boorn-**ak** tree -*in*.

-**ngat** : *near, in*

Vowels: **a, aa, i, o, oo**

Look at the last letter of each word, this will help you decide which suffix to use -k, -ak or -ngat.

Below is a list of locations

1. boorn - _____
tree
2. boodja - _____
ground
3. boya - _____
rock
4. marlak - _____
bush
5. worl - _____
sky

Sentences

Create your own sentences.

Your keyword is **boorn-ak** *tree-in*

Use this keyword to make your own sentences.

E.g. **Koomool boorn-ak nyininy.**- *Possum tree-in sitting*

1. Koolbardi boorn-ak nyininy.
2. _____ boodja-k nyininy.
3. _____ boorn-ak nyininy.
4. _____ boodja-k nyininy.
5. _____ boodja-k nyininy.

Choose words from this list:

nyingarn *cchidna*
koomool *possum*
kwenda *short-nose* bandioot
yongka *kangaroo*
dordok *pig*

Sentences

Adding locations

Choose location words below to create your own sentences.

(Please look at the **barna (animals)** word list on page 5 to help you)

E.g. Kar **boodja-k** nyininy. - *Spider on the ground sitting.*

Ngarna **boodja-k** koorliny - *Caterpillar on the flower moving.*

1. Koomool _____ nyininy.

2. Ngort _____ nyininy.

3. Dwert _____ nyininy.

4. Yongka _____ koorliny.

5. _____ koorliny.

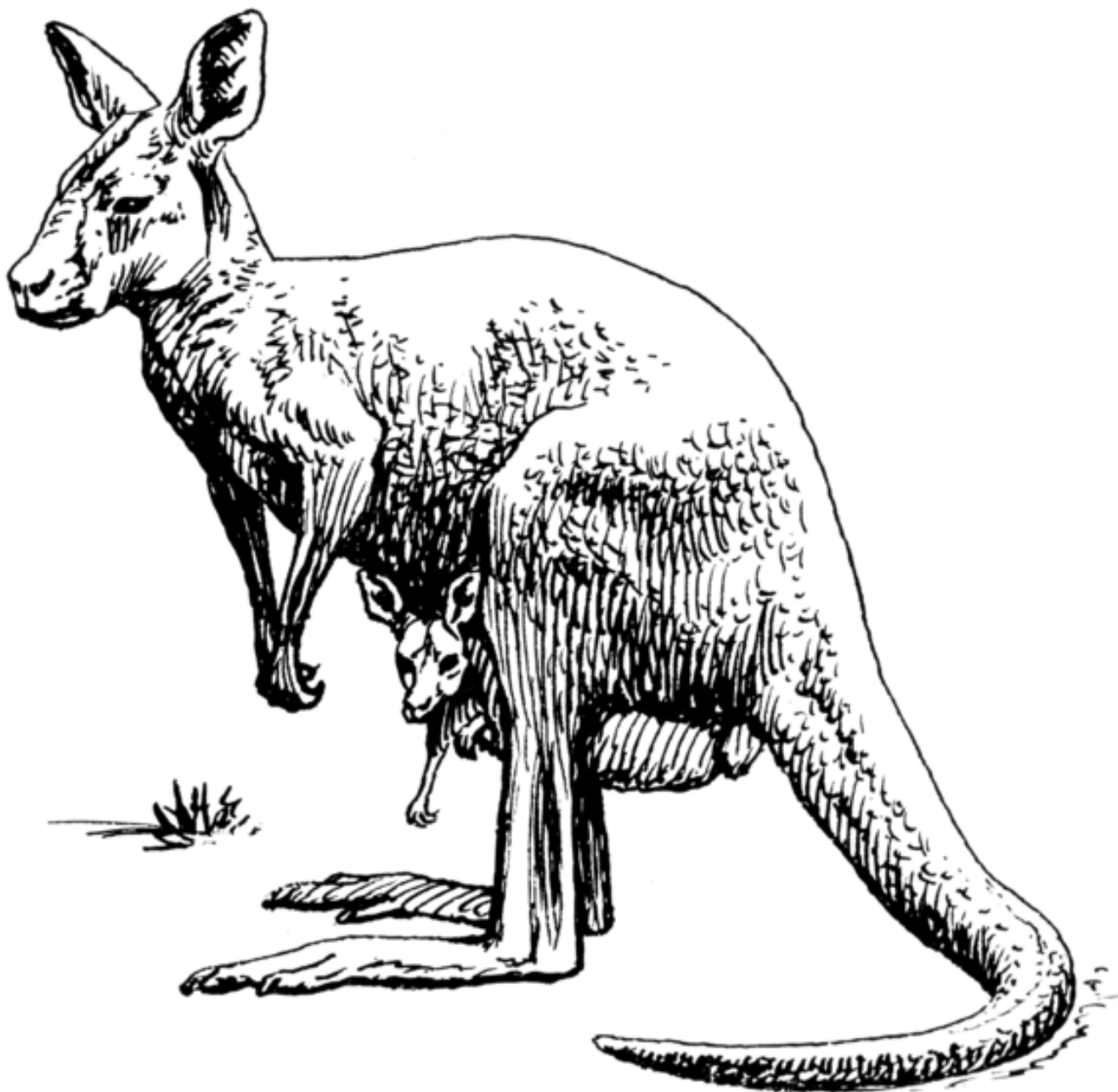
Choose location words from this list:

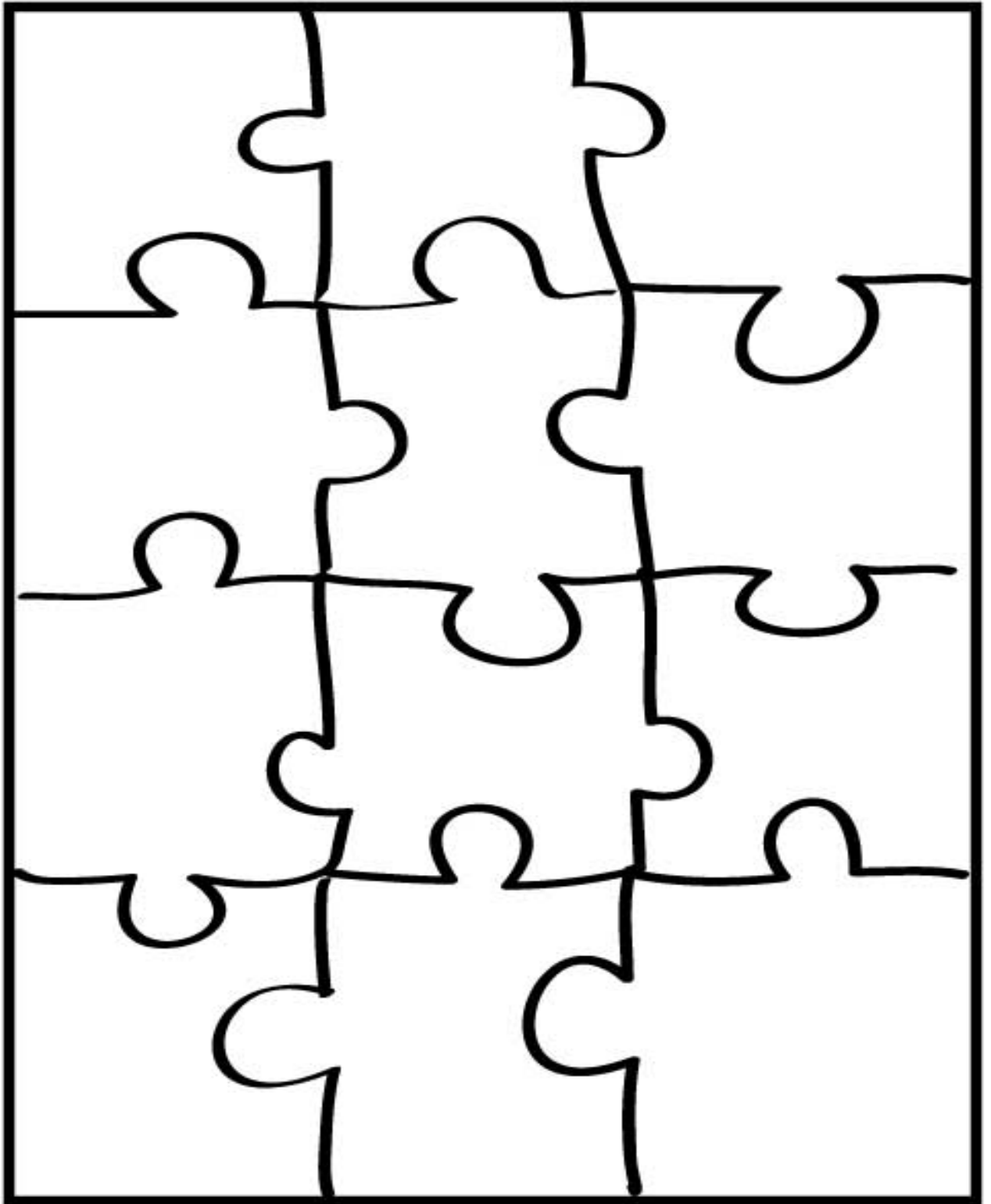
boodja-k *ground-on*

boorn-ak *tree-in,on*

boya-k *rock-on*

Puzzle Activity




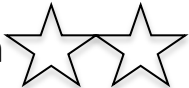




NOTES:

Evaluation of your learning Package

Name: _____ Date: _____ Class: _____

Rate what you thought of the Noongar lessons, circle or colour in the stars that match what you think.

 I didn't like them  It was ok  I liked them a lot

 It was so much fun. Can I do more?

What is something new you learnt?

What did you like about the Lessons and activities?

What didn't you like about the lessons and activities?

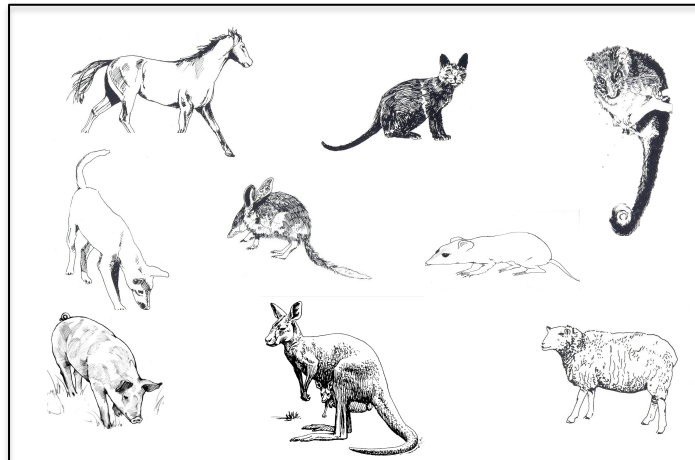
What would you like to do more of?

What would you like to do less of?

Is there anything else you would like to say about what you have learnt so far?



Noongar Barna Animals Activity pack



Further Information

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Website: www.noongarboodjar.com.au