

DJINANG BONAR: SEEING SEASONS

EBONY FROOME AND LEANNE ZILM

ISBN (HB): 9781760994211

YEAR LEVEL: F-3

CROSS-CURRICULUM PRIORITY: Aboriginal and Torres Strait Islander histories and cultures

ABOUT THE BOOK

Discover the six seasons of the Noongar calendar in *Djinang Bonar*.

Perfect for early readers to read along as they explore the different seasonal indicators, from when the boorong falls across country to when the gungurru blooms. Noongar Country is portrayed in spectacular detail with gorgeous illustrations of iconic landscapes and animals typically seen in each season of the year.

ABOUT THE AUTHOR

Ebony Froome was born and raised on Wardani boodja in Busselton, WA. She maintains strong ties to her home while she now lives in Perth, on Whadjuk boodja, with her family.

ABOUT THE ILLUSTRATOR

Leanne Zilm is a descendant of the Wudjari and Goreng Noongar tribal groups. Leanne works with acrylics, and the backgrounds of her paintings are created using an acrylic pour technique. Her art is inspired by the natural environment in the south-west of Western Australia.

THEMES

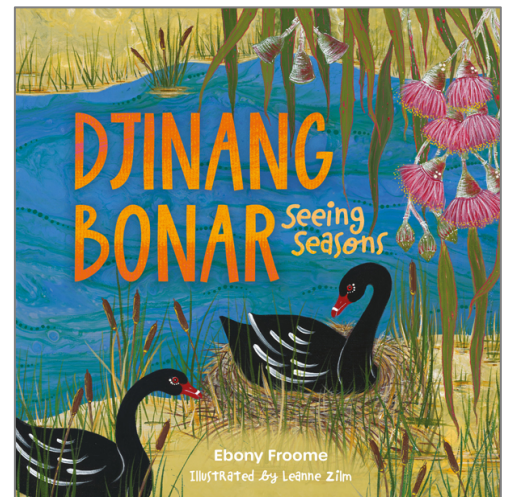
- First Nations histories and cultures
- Noongar language
- Seasons
- Native animals
- Native plants
- Country
- Observation

AUSTRALIAN CURRICULUM OUTCOMES

- F-3 English
- F-3 Science
- F-3 Visual Art

USEFUL WEBSITES

- Watch *Djinang Bonar: Seeing Seasons* in Noongar: <https://youtu.be/mBjeHUrDCPE>
- Bureau of Meteorology Indigenous Weather Knowledge: bom.gov.au/iwk
- AIATSIS Map of Indigenous Australia: aiatsis.gov.au/explore/map-indigenous-australia



CLASSROOM IDEAS

Discussion questions

1. Before reading, establish what students already know about the Noongar seasons with open-ended discussion questions.
2. Look at the book's cover. Does it make you want to read the book? Why or why not?
3. Which season do you think is depicted on the front cover? How can you tell?
4. Which season is your favourite? Describe what can be observed in your local area during that season.
5. What language/languages do you and your family speak?
6. Is *Djinnang Bonar: Seeing Seasons* a fiction or non-fiction book?
7. Use context clues to predict what each Noongar word in the book means, then check the glossary at the end of the book.
8. Listen to the book read in Noongar on the Fremantle Press website. How does it make you feel? Can you recognise any words?
9. What does 'dark emu' refer to on the Djilba pages?
10. In Djilba the koolbardi may swoop. Have you ever been swooped? Why do koolbardi swoop?
11. On the pages depicting Kambarang, many wildflowers are shown. Choose a name for each wildflower species based on its appearance, then look online to discover the real names.
12. The author explains that Kambarang is not the right time to take karil. Why do you think this is? What does this suggest about the Noongar people's relationship with Country and the creatures living on it?
13. Can you spot the noorn tracks on the Kambarang artwork? What might some of the other animal tracks look like?
14. The author and illustrator are sharing cultural knowledge through the text and artwork in this book. What are some other ways that cultural knowledge is shared or passed on by First Nations peoples?
15. Use blank flashcards to create a matching game featuring the Noongar and English names of the animals featured in the book.
16. Adjectives are words that describe people, places, animals and things. Make a list of adjectives found in this book.
17. Picture books use both words and images to tell the story. Analyse a spread, identifying what readers can learn from the words and what readers can learn from the images.
18. Would you recommend this book to a friend? Why or why not?

Creative Writing

1. Write a sensory poem describing what you might see, hear, smell, taste and feel in one of the Noongar seasons.
2. Write a short story featuring one of the native animals included in the book. Include an introduction, complication and resolution.

The Arts

1. Divide a page into six sections. In each section, draw a picture to represent a season.
2. What medium do you think the illustrator has used to create the artwork for this book?
3. Which is your favourite illustration? What do you like about it?
4. Create your own sunset scene inspired by the Birak sunset.
5. Write and perform a song exploring the Noongar seasons.

Science

1. Divide your class into six groups and assign each group a Noongar season. Create a set of classroom posters sharing learning on each season, including changing landscapes and native animal life cycles.
2. Look at the Bureau of Meteorology Indigenous Weather Knowledge website to discover seasonal changes in your region. How are the Indigenous seasons in your area similar and different to the Noongar seasons?
3. Go outside and observe your natural environment. What season do you think it is now?
4. Discover more about one of the plant species featured in the book, such as what it looks like, where and how it grows, and how humans and animals use the plant.
5. Compare the basic needs of two native animals featured in the book. How are their needs met on Noongar boodja?

6. Pick one of the animals in the book and explore how seasonal conditions affect the animal's growth and survival.
7. First Nations peoples gain knowledge about the land and its vital resources, such as water and food, through observation. How is this knowledge useful?
8. Compare the four seasons of summer, autumn, winter and spring with the six Noongar seasons. Which do you think suits the south-west climate of Western Australia better? Why?



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