

WATU

Malu class integrated unit

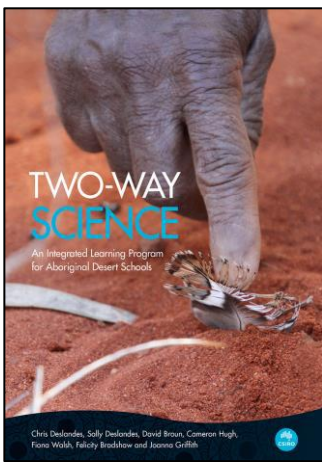
Terms 1 & 2

Language & Culture | Science | HASS | Visual Arts | Health | Design & Technology

2021



Name: _____



Activity | 'Two-Way Science'

By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Animals | Unit 1: My special animal | Activity 1: What do we already know about animals?

Questions to ask:

Is it a local animal?

What do you know already about this animal?

What does it look like?

Where do you see it?

Where does it live?

Does it live by itself or with its family?

What does it eat?

When do you see it?

What more do you want to learn about this animal?

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: Prior Knowledge: What do we already know about wombats?

Explicit teaching: Facilitating discussion around wombats using the 'questions to ask' above.

ACARA: They group living things based on observable features and distinguish them from non-living things (Science, Yr. 3). Students use their experiences to identify questions (Science, Yr. 3). Students contribute actively to class and group discussions, varying language according to context (English, Yr. 4).

WHAT DO I ALREADY KNOW ABOUT WATU?



Write & draw some of the things you already know about watu here.

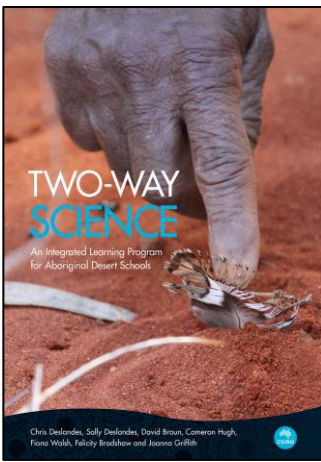
What eats watu?

Date:

Photo of our class brainstorm:



Who in your family knows a lot about watu? Let's invite them to join our learning.



Activity | 'Two-Way Science'

By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Animals | Unit 6: Reptiles

Activity 6: Life cycle and behaviour (page 168).

Anangu seasonal chart for waṯu:



TEACHER COMMENT:

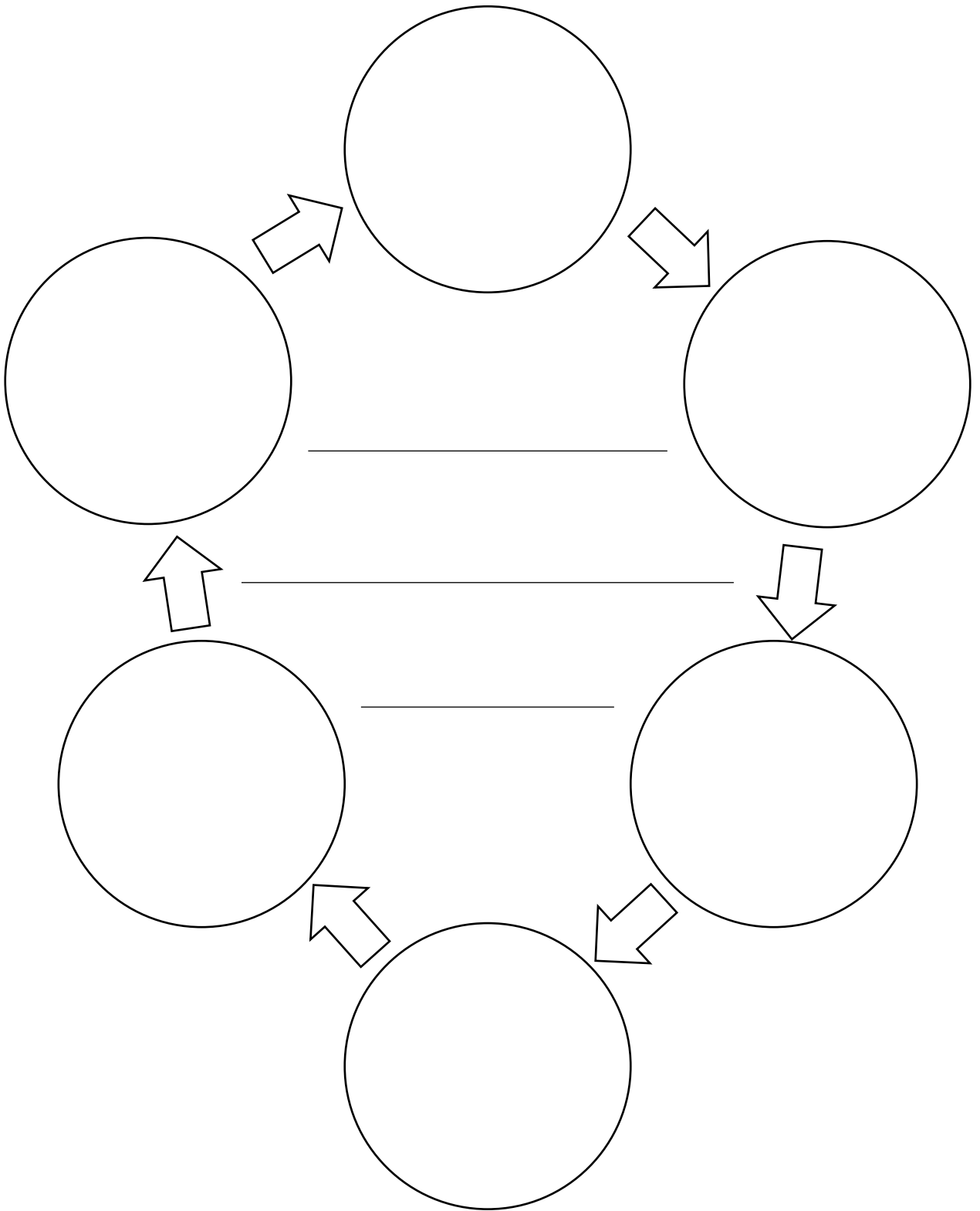
CURRICULUM LINKS:

Activity: Life cycle of waṯu. This activity will include making a class seasonal chart for waṯu using our knowledge of their life cycle and the months of the year.

Explicit teaching: Identifying and exploring the life cycle of waṯu. Anangu expert to teach this.

ACARA: They describe relationships that assist the survival of living thing (Science, Yr. 4).

Date:



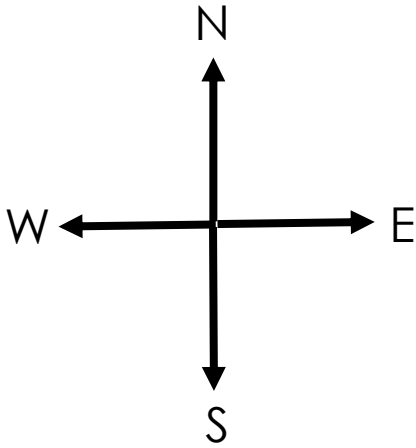


Activity | 'Two-Way Science'

By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Places, maps and country | Unit 2: Maps and mapping | Activities 1&2: Making a ground map (Page 24 & 28).

Places, maps and country | Unit 3: Mapping country | Activities 1 & 2: Introduction to mapping country & Sketch map (Page 36 & 37).



TEACHER COMMENT:

CURRICULUM LINKS:

Activity: Making a sketch map and a ground map of where waṯu are located.

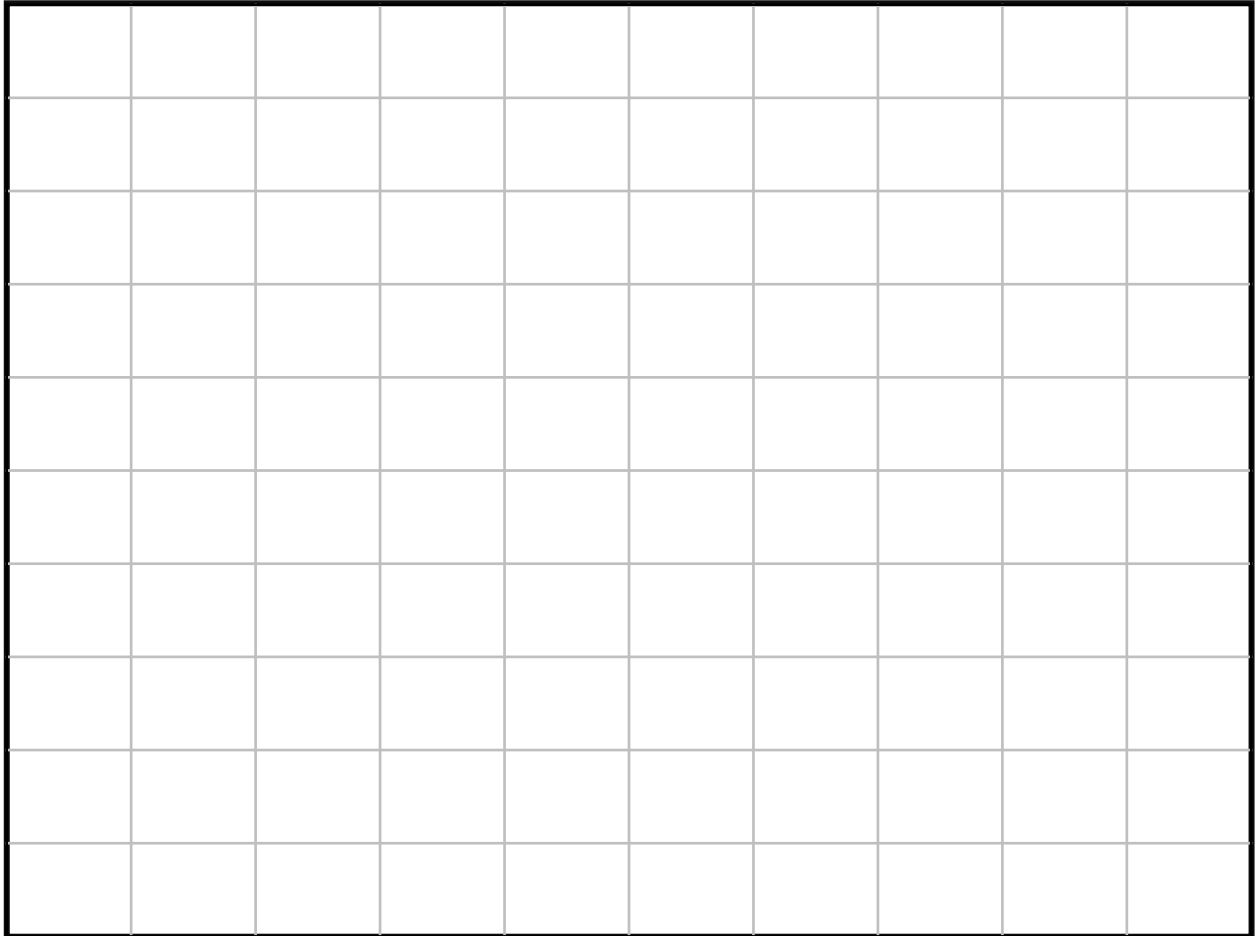
Explicit teaching: How to create a ground map that shows location of waṯu.

ACARA: Students pose geographical questions and locate and collect information from different sources to answer these questions (Geography, Yr. 3). They describe the location of places and their features using simple grid references and cardinal compass points (Geography, Yr. 3).

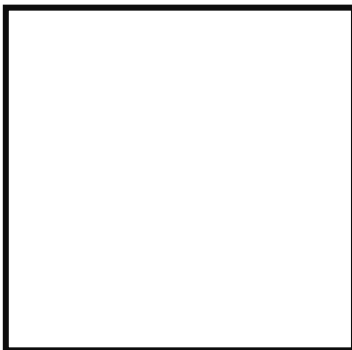
WHERE DO WE GO FOR WATU?

Create a sketch map of where we can find watu on this page.

Then we will make a class ground map.



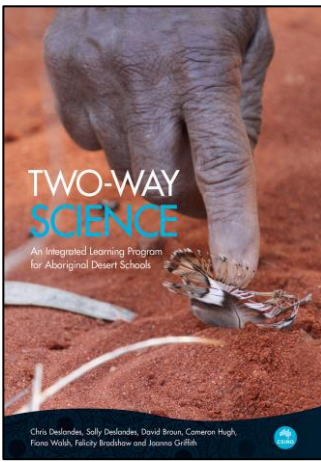
Seesaw QR
Code to
watch the
video!



*Video of our class
discussion about where
watu are located.*



Photo of class ground map of where watu are located.



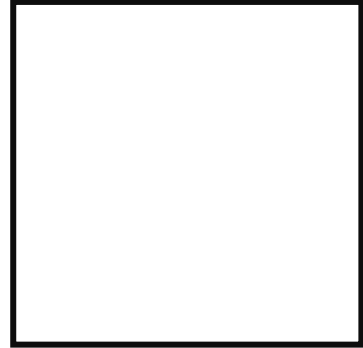
Activity | 'Two-Way Science'

By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Animals | Unit 3: Animal Habitat | Activity 9: Habitats of local animals. (Page 125 & 129) **AND Animal Habitat: Learning on Country (Page 120)**



Seesaw QR Code to watch the video!



Looking at different animal habitats on country.

Anangu Expert will:

Get students to record what an animal needs for food, shelter and reproduction.

Learning On Country: Go to look at local animal habitats.

Record stories, write down language names and take photos.

Classroom Teacher/AE:

What is a habitat? What does 'local' mean?

Diet = what food they eat

Shelter = where they live

Reproduction = how is there more of that animal?

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: Habitats – what is a habitat?

Explicit teaching: Anangu experts coming out for learning on country to look at animal habitats. What is an omnivore/herbivore/carnivore

ACARA: Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge (Science Yr. 4). They group living things based on observable features and distinguish them from non-living things (Science, Yr. 3). Living things have structural features and adaptations that help them to survive in their environment (Science, Yr. 5).

LOCAL ANIMAL HABITATS

Animal name:

Diet:

Omnivore
 Herbivore
 Carnivore

Shelter:

Reproduction:

Animal name:

Diet:

Omnivore
 Herbivore
 Carnivore

Shelter:

Reproduction:

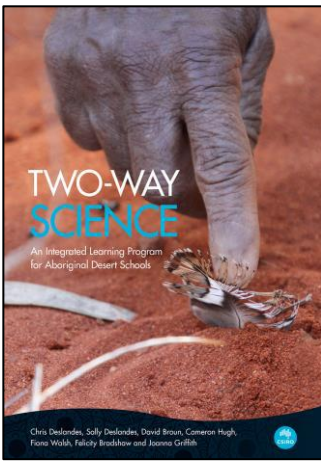
Animal name:

Diet:

Omnivore
 Herbivore
 Carnivore

Shelter:

Reproduction:



Activity | 'Two-Way Science'

By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Animals | Unit 2: Tracking | Activities 1, 2 & 3: What do we already know about tracks?, Talk about animals and their tracks & Draw animal tracks. (Page 108 & 109) Tracking: Learning on Country (Page 110).



Seesaw QR
Code to
watch the
video!

Questions to ask:

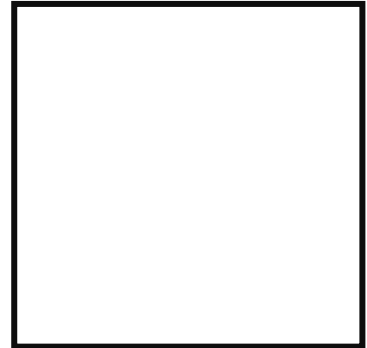
What animal tracks do you know?

Can you make animal tracks in the manta (dirt)?

What tracks do you want to learn about?

What are the animals called in English?

What are the animals called in Pitjantjatjara?



*Video of class
preparation learning
around tracking with
Anangu experts.*

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: Prior Knowledge: What do we already know about animal tracks?

Explicit teaching: Anangu experts doing different animal tracks with the class.

ACARA: Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge (Science Yr. 4). Students discuss how natural processes and human activity cause changes to Earth's surface (Science Yr. 4).

OUR ANIMAL TRACKS





Activity | 'Two-Way Science'

By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Animals | Unit 4: Feral animals and threatened species | Activity 1: Native animals, feral animals and threatened species (Page 132).

Native animals picture sort:



Feral animals picture sort:



Teacher notes:

1. Print photos of different native and feral animals from around Yalata.
2. Explain the concept of native animals and feral animals.
3. Do one or two examples to model sorting the animals into their categories.
4. Get students to sort the pictures into what they think is native and what they think is feral.
5. Discuss with students why these animals are in this category.
6. Model how to use google kids (iPads) to search for information on different animals.

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: Researching Australian Native Animals

Explicit teaching: How we can use the internet (google kids) to find out about different topics.

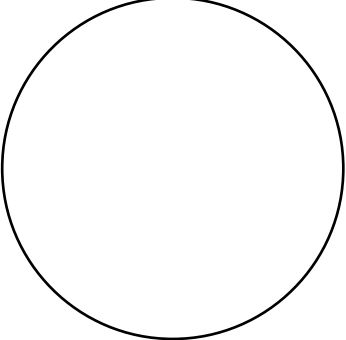
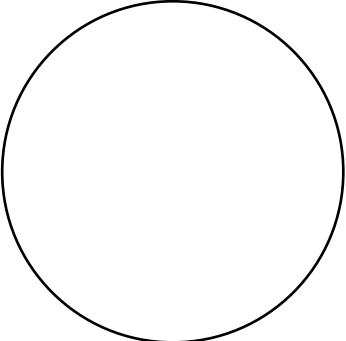
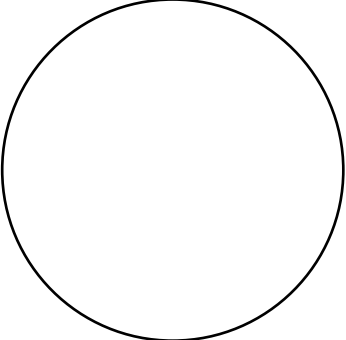
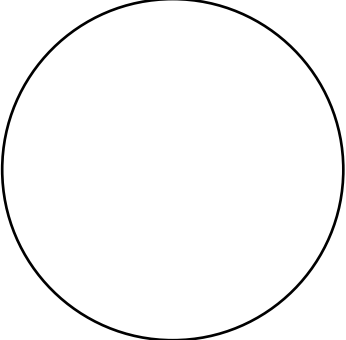
ACARA: They describe relationships that assist the survival of living thing (Science, Yr. 4).

A native species is one that is found in an ecosystem due to natural processes, such as natural distribution and evolution. No human intervention brought a native species to the area or influenced its spread to that area. Native species are also called indigenous species.

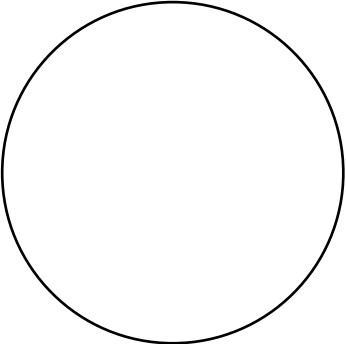
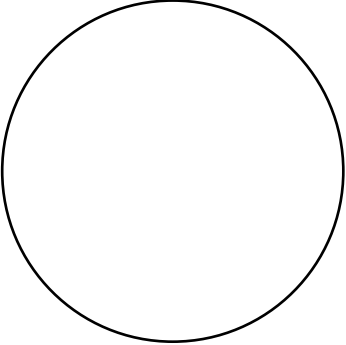
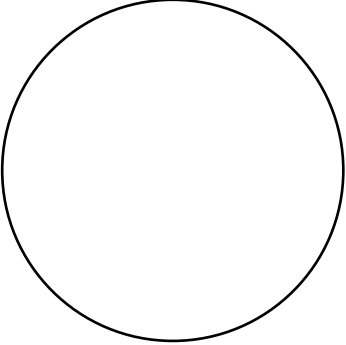
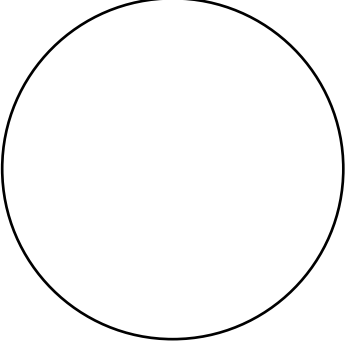
AUSTRALIAN NATIVE ANIMALS / FERAL ANIMALS

Native animals have been in Australia for thousands of years.

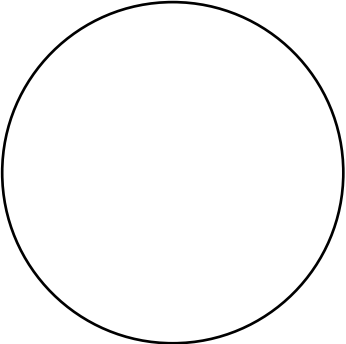
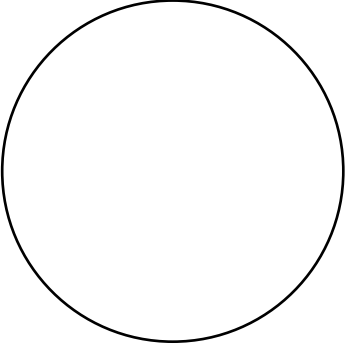
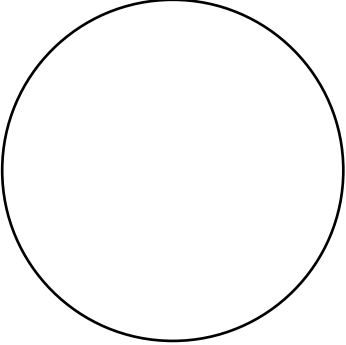
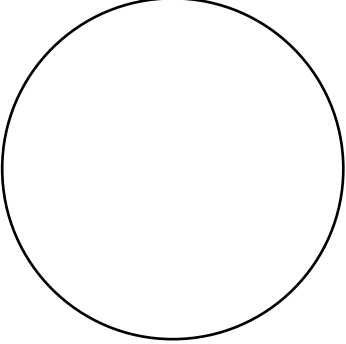
Feral animals are animals that have been brought to Australia and have now gone wild (not looked after by humans). Feral animals cause problems for native animals and plants.

What does it look like?	What animal is it?	Other facts about the animal?
		
	Native / Feral	
		
	Native / Feral	
		
	Native / Feral	
		
	Native / Feral	

AUSTRALIAN NATIVE ANIMALS / FERAL ANIMALS

What does it look like?	What animal is it?	Other facts about the animal?
		
	Native / Feral	
		
	Native / Feral	
		
	Native / Feral	
		
	Native / Feral	

AUSTRALIAN NATIVE ANIMALS / FERAL ANIMALS

What does it look like?	What animal is it?	Other facts about the animal?
		
	Native / Feral	
		
	Native / Feral	
		
	Native / Feral	
		
	Native / Feral	



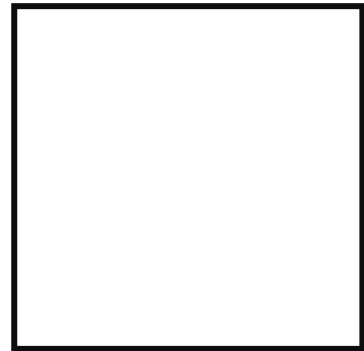
Activity | 'Two-Way Science'

By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Animals | Unit 2: Tracking | Activity 6: Recording tracks (Page 111 & 115) Tracking: Learning on Country (Page 110).



Seesaw QR Code to watch the video!



Video of class tracking with Anangu experts.

Learning on country:

1. Students follow an expert tracker around an area on country.
2. Students work with the expert tracker to identify tracks of animals living in the area.
3. Students record the data using a tracking data sheet.
4. Take photos of each track to use back in class.

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: Tracking: Recording animal tracks

Explicit teaching: Anangu experts leading on country learning of animal tracks local to Yalata.

ACARA: Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge (Science Yr. 4). Students discuss how natural processes and human activity cause changes to Earth's surface (Science Yr. 4). They use provided tables and column graphs to organise data and identify patterns (Science Yr. 4).

TRACKING DATA SHEET

Name: _____

Date: _____

Location: _____

Time: _____

Weather:

sunny cloudy raining windy

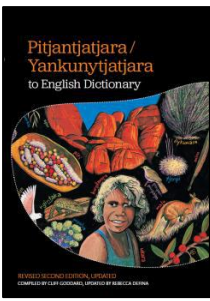
Country type:

Native	
Wombat / Waṯu	Track Scat Digging
Kangaroo / Maḷu	Track Scat Digging
Shingle back lizard / Kalṯa	Track Scat Digging
Thorny devil / Nyiyarḷi	Track Scat Digging

Native	
Dingo / Papa inuṯa	Track Scat Digging
Snake / Liru	Track Scat Digging
Bush turkey / Kipaṯa	Track Scat Digging
Emu / Kaḷaya	Track Scat Digging

Feral	
Rabbit / Rapita	Track Scat Digging
Cat / Mulku	Track Scat Digging

Feral	
Camel / Kamula	Track Scat Digging
Sheep / Tjipi	Track Scat Digging



Teacher Resource | 'Pitjantjatjara/Yankunytjatjara to English dictionary'

Compiled by Cliff Goddard & updated by Rebecca Difina(1992).



Activity | 'Two-Way Science'

By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Animals | Unit 2: Tracking | Activity 4: Recounting the learning (Page 121) **Tracking: Learning on Country (Page 110).**

Mathematical terms to use:

- More
- Most
- Not many
- None
- Least
- Little
- Barely any

Predicting before learning on country

- How many tracks do you think we will find?
- Do you think we will find more tracks, scats or digging?

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: What watu tracks did we find?

Explicit teaching: How to collect data. How to use a tally in a table to represent data collected. Practising writing the date on our work. Graphing the data collected on a simple graph.

ACARA: Students collect, organise and represent data to make simple inferences (Maths, Yr. 2). They use provided tables and column graphs to organise data and identify patterns (Science Yr. 4). Students suggest explanations for observations and compare their findings with their predictions (Science Yr. 4).

WHAT WATU TRACKS DID WE FIND?

What places did we go out on country to find watu tracks?

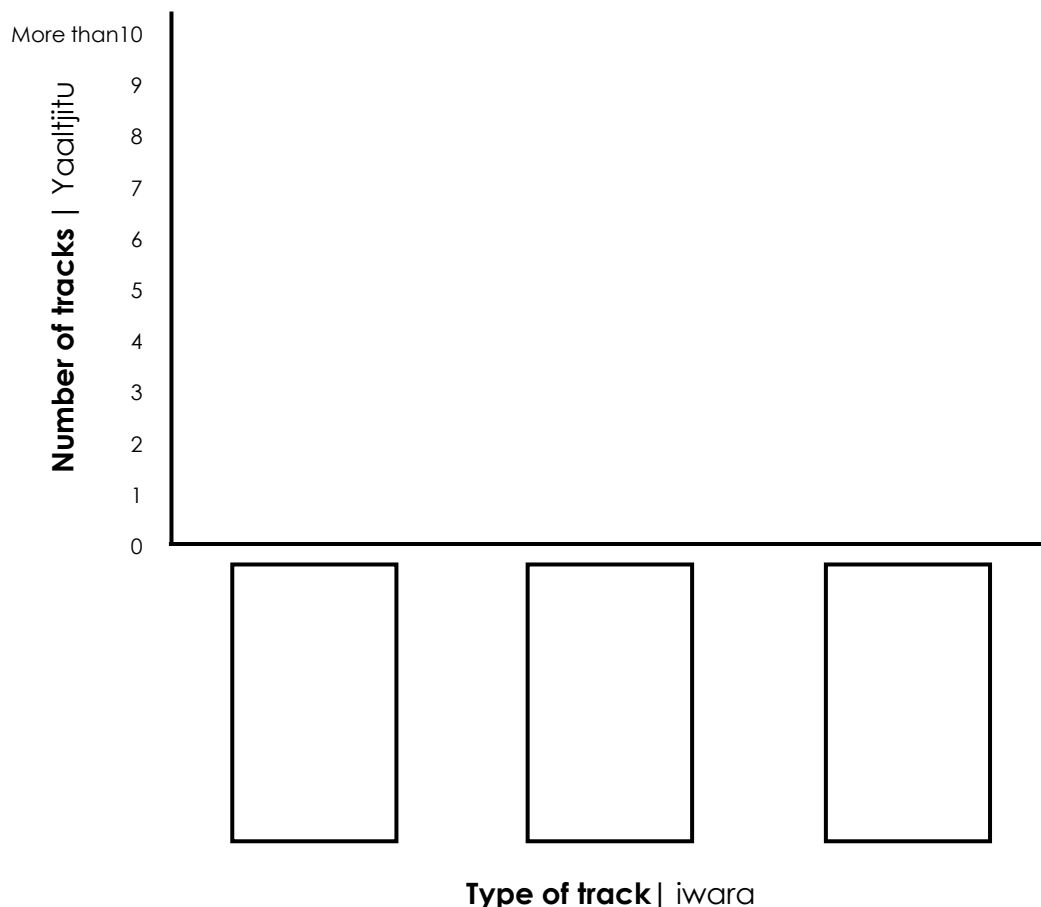
Record results in the table below and graph it underneath.

Did we find more tracks, scats or digging?

Date: _____

Type of track / iwara			
How many tracks? / Yaaltjitu?			

GRAPHING THE NUMBER OF WATU TRACKS FOUND



Criteria for success:

A descriptive list of essential features against which success can be measured. The compilation of criteria involves literacy skills to select and use appropriate terminology.

- Write your names and the habitat you create on the back of the box.
- At least two animals that live in this habitat.
- At least two plants that live in this habitat.
- Label the items in your habitat.
- Do a presentation to the class explaining their habitat.

TEACHER COMMENT:

CURRICULUM LINKS:

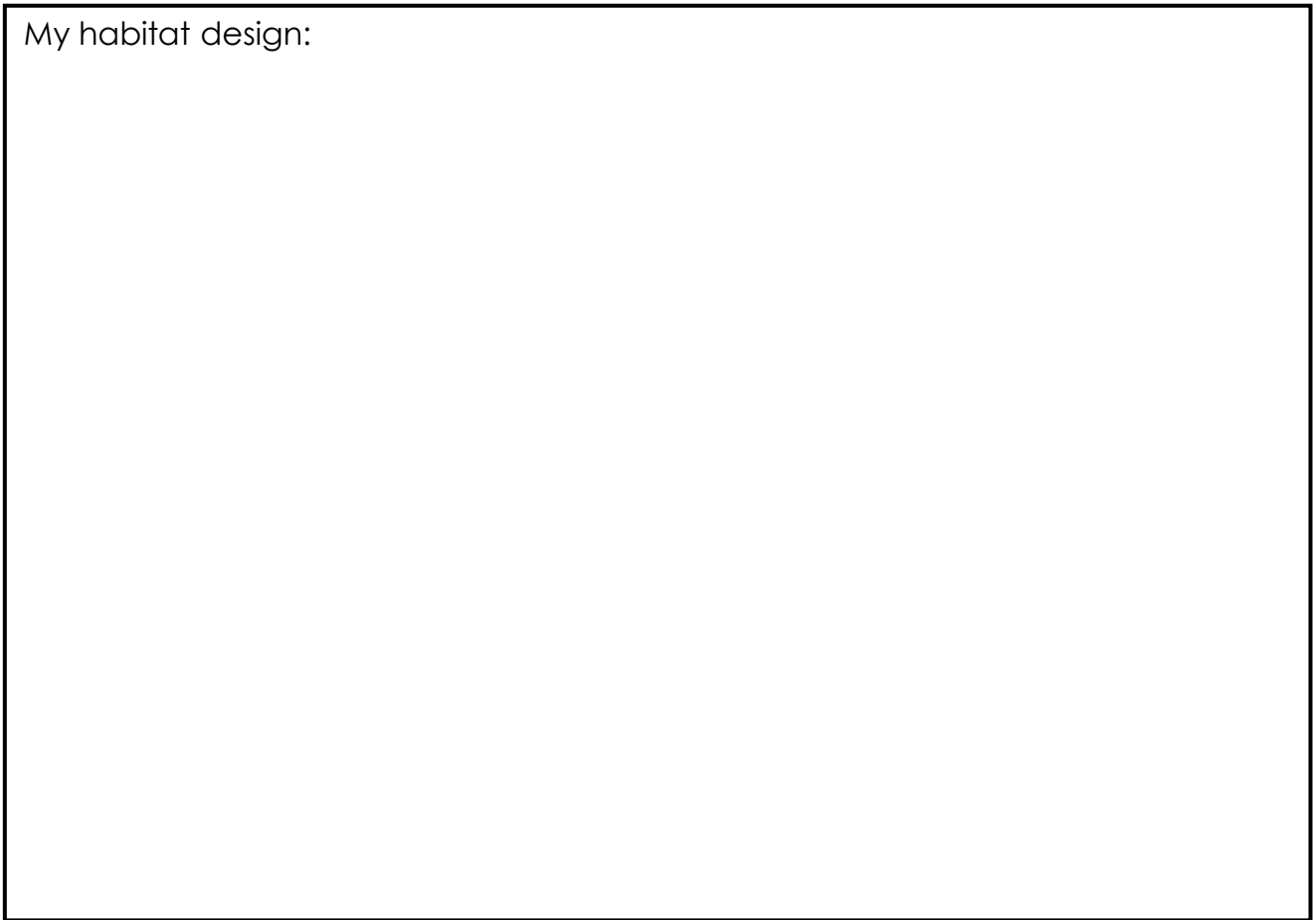
Activity: Design ideas before creating a diorama of the Southern Hairy Nosed Wombat's (waṯu) habitat.

Explicit teaching: How to design elements of a diorama.

ACARA: Students outline and define needs, opportunities or problems. They collect, manipulate and interpret data from a range of sources to support decisions. Students use agreed protocols when collaborating, and creating and communicating ideas, information and solutions (Design and Technologies Yr. 3&4).

DESIGNING A WAIU HABITAT

My habitat design:



Waṭu Habitat Diorama Project Rubric

Category	1	2	3	4
Habitat	The environment of the diorama does not relate to chosen habitat.	The environment of the diorama is appropriate but does not display any characteristics or features of the chosen habitat.	The environment of the diorama is appropriate and displays some features and characteristics of the chosen habitat.	The environment of the diorama is appropriate and displays many features and characteristics of the chosen habitat.
Plants	There is no evidence of plants in the diorama.	The dioramas displays plants from the habitat but is not labelled appropriately.	The diorama displays 1 plant from the habitat and is labelled appropriately.	The diorama displays 2 or more plants from the habitat and is labelled appropriately.
Animals	There is no evidence of animals in the diorama.	The dioramas displays animals from the habitat, but are not labelled appropriately.	The diorama displays 1 animal from the habitat and is labelled appropriately.	The diorama displays 2 or more animals from the habitat and are labelled appropriately
Labels & Verbal Explanation	No labels or verbal explanation was provided.	The student included a few labels about their diorama and could explain some parts.	The student was able to accurately explain most of the elements in the diorama through labelling and orally.	The student was able to accurately explain all the elements in the diorama both on their labelling and orally.
Creativity and Neatness	The diorama is not organized and the items are not securely attached to the box.	The diorama is somewhat organized. Some items are securely attached to the box.	The diorama is attractive and well-organized. The items are neatly and securely attached to the box.	The diorama is attractive and well-organized. The items are neatly and securely attached to the box. The diorama is visually appealing
Presentation	Student often lost focus while presenting.	Student did work, but lost focus while presenting.	Student showed some enthusiasm and was focused on the task while presenting.	Student showed great enthusiasm and focused on the task while presenting.

Score: _____ / 24

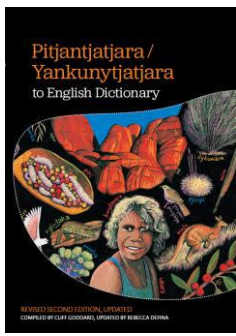
Comment: _____

CREATING A DIORAMA



My completed diorama:





Teacher Resource | 'Pitjantjatjara/Yankunytjatjara to English dictionary'

Compiled by Cliff Goddard & updated by Rebecca Difina(1992).



Activity | 'Two-Way Science'

By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Animals | Unit 6: Reptiles

Activity 7: Goanna anatomy (Page 169, adapted).

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: Waṯu anatomy.

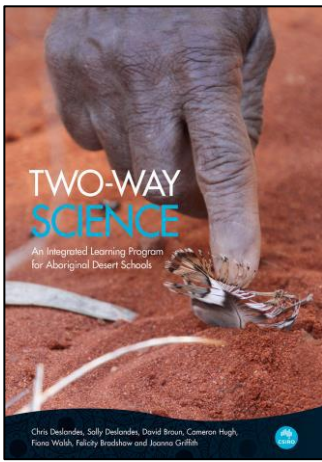
Explicit teaching: Anatomical body parts of waṯu.

ACARA: They group living things based on observable features and distinguish them from non-living things (Science, Yr. 3). Living things have structural features and adaptations that help them to survive in their environment (Science, Yr. 5).

WAIU BODY PARTS

Labelling body parts of waiu/Southern Hairy Nosed Wombat.





Activity | 'Two-Way Science'

By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

Places, maps and country | Unit 3: Mapping country | Activity 1: Introduction to mapping country.

TEACHER COMMENT:

CURRICULUM LINKS:

Activity: Researching where southern hairy nosed wombats are found in Australia.

Explicit teaching: How to geographically map where we can find waṯu.

ACARA: Students describe the location of the states and territories of Australia and the location of selected Aboriginal and Torres Strait Islander Countries/Places (Geography, Yr.3). They describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places (Geography, Yr.3).

WHERE ARE WATU FOUND?

Where do we live on a map of Australia? What are the states and territories?

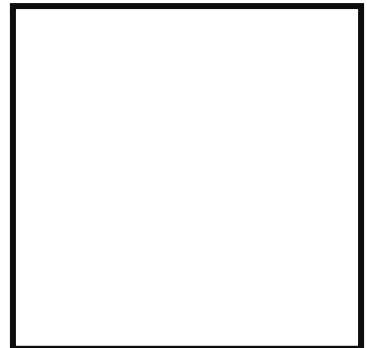
Where can we find watu in relation to where we live?



SOUTH AUSTRALIA



Seesaw QR
Code to
watch the
video!



TEACHER COMMENT (GLENDA - LANGUAGE AND CULTURE TEACHER):

CURRICULUM LINKS:

Activity: waṭu art activity

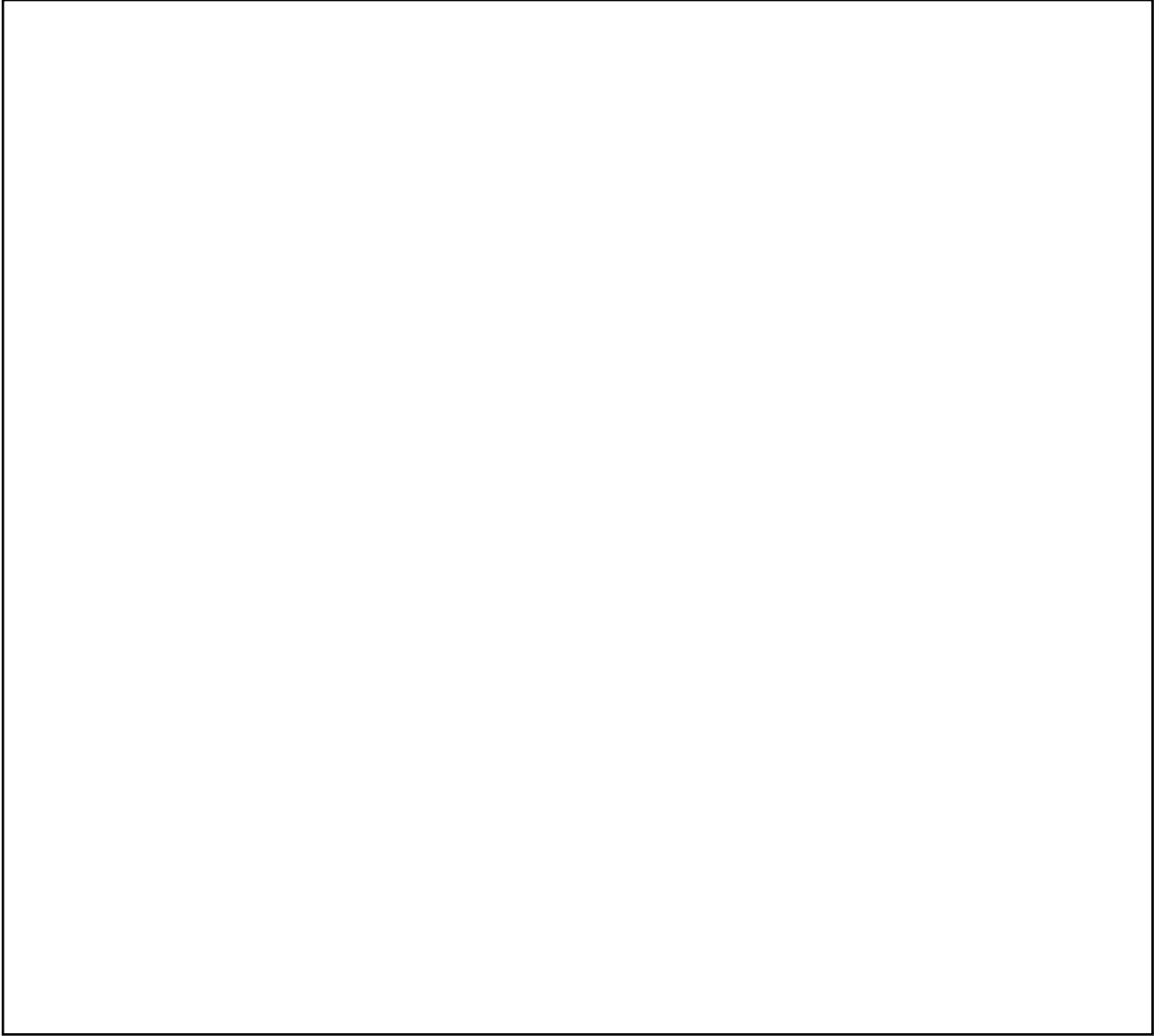
Explicit teaching: Painting lessons with Glenda

ACARA: By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas (Visual Art Yr.3/4).

WATU – ART PROJECT

Date:

This is my finished artwork | ngayuku walkatjunanyi



TEACHER COMMENT:

CURRICULUM LINKS:

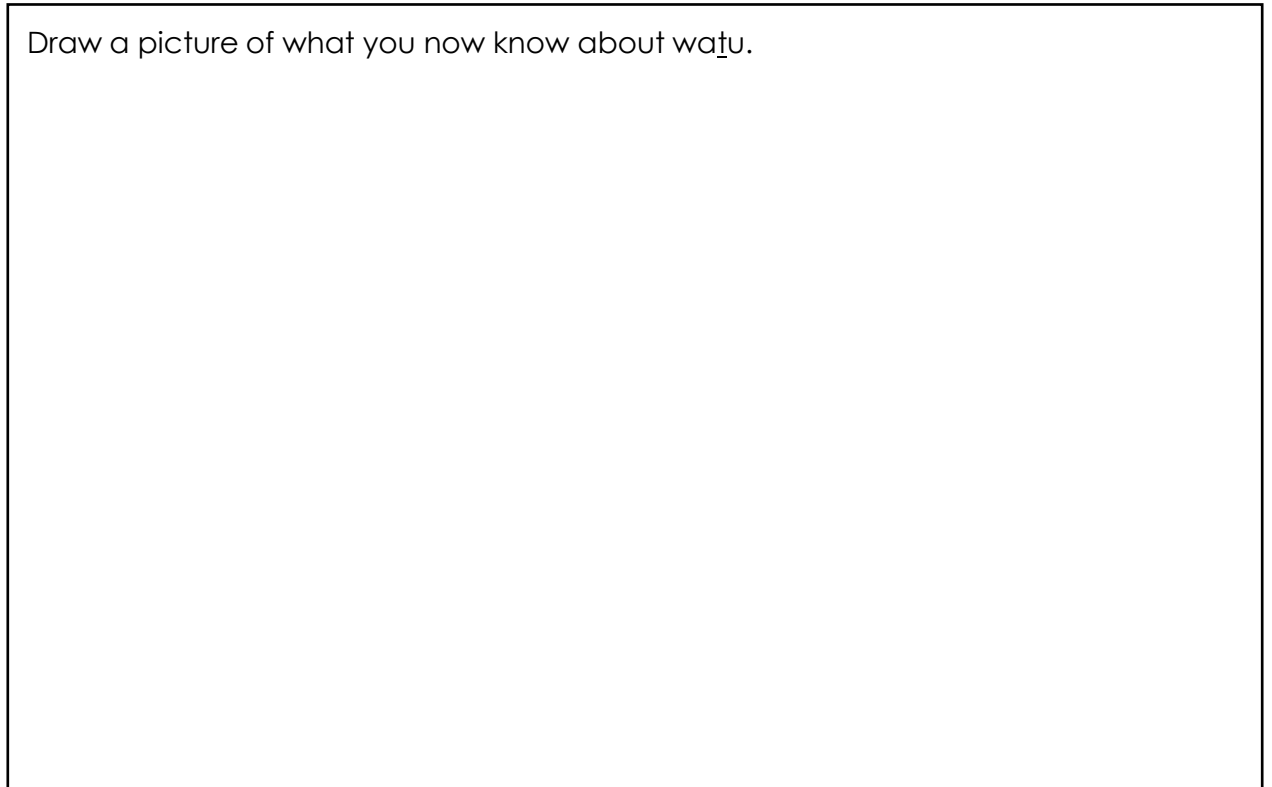
Activity: What do I know about waṭu now?

Explicit teaching: Reflecting on learning throughout the term.

ACARA: They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters (English Yr. 3).

REFLECTION ON MY LEARNING – WATU

Draw a picture of what you now know about watu.



Making a video story about our learning

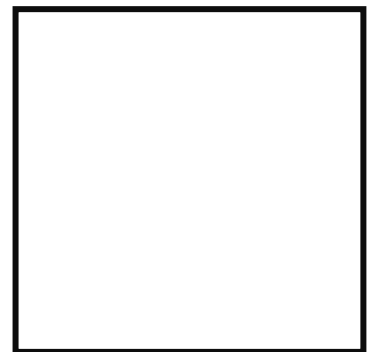
Nicole, Katterina & tjitji tjuta will be responsible for filming snapshots of every lesson from this unit on the school DSLR/GoPro.

This will:

- Successfully document learning & discussion in Pitjantjatjara and English
- Be a record of (just some) Anangu teaching and learning that happens in Yalata Community.
- Be more of a movie style video than a photo story to allow students to showcase all areas of their 2WS learning.
- Be a historical document for students, families and community to enjoy and be proud of.



YouTube QR code
for our finished
movie.



Activity | **How to make a video story**

By Chris Deslandes, Sally Deslandes, David Broun, Cameron Hugh, Fiona Walsh, Felicity Bradshaw and Joanna Griffith (2019).

(Page 274, 275 & 276)