



# UNIT 2: MY COUNTRY

## Unit 2: My Country

### Inquiry 1: How do we interact with our local environment?

#### Description:

**Part 2** - Students develop environmental literacy skills through the exploration of their local environment and Adnyamathanha Country.

#### Student Activity Sheets

MC1.2 – Environmental Literacy

MC1.3 – Adnyamathanha Country

### 1. VIEW

As a class, view the *Wadu Matyidi* animation and the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarlpurla*.

### 2. EXPLORE ENVIRONMENTAL LITERACY

Ask students to list ways that the children are interacting with, and learning from the environment. Make a list on the whiteboard of the students' observations.

Organise the students into groups of three. Allow the students to walk around the school grounds identifying ways in which they interact with the environment and learn from the environment. Ask each group of students to make notes about what they observe.

Using their recorded notes from their walk around the school, direct students to complete Environmental Literacy (Activity Sheet: MC1.2).

### 3. PICTURE BOOK – ADNYAMAMTHANHA

Have students create a learning resource in the form of a small picture book, for new prep students. The book's aim is to help prep students learn about the Adnyamathanha Country and language. For this activity students may like to use a digital drawing program or, if unavailable, draw or paint their book by hand. They may even wish to create their very own picture based eBook.

Ask students to:

- Choose 10 words related to Country from the Adnyamathanha Country word list (Activity Sheet: MC1.3).
- Draw a detailed, colour picture for each word on a separate page. Each picture page should contain the Adnyamathanha word and the corresponding English word for that picture.
- On a new page, create a title and colourful title page for their book.
- Compile all of their pages together to create a picture book.

Remind students that the pictures for each word should be representing the Adnyamathanha Country. They may like to watch the animation again to garner inspiration for their artwork.

Alternative activity:

Have your students choose from the list of words in Adnyamathanha Country (Activity Sheet: MC1.3) and create a different learning resource to compliment the *Wadu Matyidi* animation. Some ideas include:

- Memory cards
- Matching word worksheet
- Find-a-Word game



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# Inquiry 1: How do we interact with our local environment?

## Part 2

### Activity Sheets:

MC1.2 – Environmental Literacy  
MC1.3 – Adnyamathanha Country

### 1. View

Watch the *Wadu Matyidi* animation and the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarlpurla*.

### 2. Explore

How do you think the children are interacting and learning from the environment? Make a list of any ideas you have and share them with your class.

Walk around your school grounds in a group, thinking and talking about how you each interact with and learn from the environment. Make notes about any thoughts or discussions you have to feed back to the rest of your class.

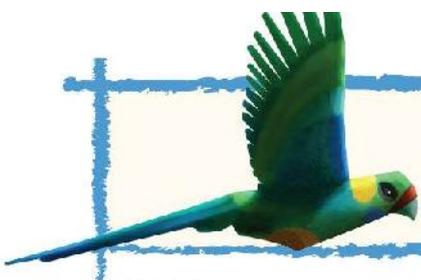
Use your notes and points of discussion to complete the activity sheet [Environmental Literacy](#).

### 3. Picture Book – Adnyamathanha

You are now going to create a small picture book for new prep students. The book's aim is to help other students learn about the Adnyamathanha Country and language. For this activity you might like to use a digital drawing program or just draw or paint by hand.

- Choose 10 words related to Country from the [Adnyamathanha Country](#) word list.
- Draw a detailed, colour picture for each word on a separate page.
- On each page, place the Adnyamathanha word and the English word for that picture.
- On a new page, create a colourful title page for your book.
- Collate the pages together to create a picture book.

Remember the pictures for each word should be representing the Adnyamathanha Country. You may like to watch the animation again to get inspiration for your drawings.



Name: \_\_\_\_\_

MC1.2

## ENVIRONMENTAL LITERACY

1. Why is it important to know what the weather is going to be each day?

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2. Walk around the grounds of your school. Name one area of your school that you liked and one that you disliked.

Liked: \_\_\_\_\_

Disliked: \_\_\_\_\_

Explain why you liked and disliked these areas.

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3. What can stars in the night sky tell us?

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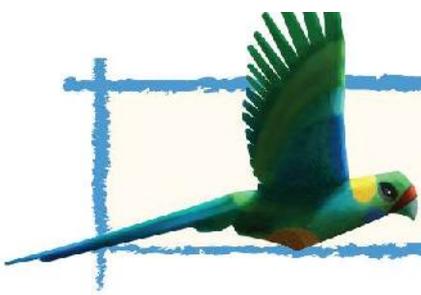
4. Why is it important to understand the relationship between the weather and plant life?

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## UNIT 2: MY COUNTRY

Name: \_\_\_\_\_

5. Name any poisonous trees or plants in your school grounds or in your home garden. Who told you about these plants, and why do you think they told you?

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6. How many places are there in the school where you can get a drink of water?

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7. Why is it important to know about water sources?

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8. Name three things the children from the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniar/purla* learnt about the environment they were exploring.

- i.
- ii.
- iii.

MC1.3

## ADYNAMATHANHA COUNTRY

Use the Adnyamathanha words below, connected to the *Wadu Matyidi* animation, to create a picture book or language learning resource to use in class.

### Word List

English	Adnyamathanha
Adnyamathanha/Aboriginal person	yura
ants	wipa
Australian bustard	walha
bite	vayantha
budgerigar	ulyidi
cave	adnya arnku
child	yakarti
egg	vipi
fire	ardla
galah	kilangkila
horse	nhanthu
land	yarta
quoll	itnya
rain	awi
rock wallaby	andu
spear	wartlatha
spirit	nguthu
waterhole	awi urtu
witchetty	wityarti
witchetty moth	urrga