

The Indigenous Literacy Foundation proudly present

Indigenous Literacy Day

2024

Be A Proud Voice For Country



TEACHER GUIDE

bagan, barra barra, mirriwarr
The Boys Who Found Their Way

Written by Tyran Uddin and Kayden Wellington, with Kirli
Saunders and Jaz Corr

Teacher resources written by Shelley Ware

ACKNOWLEDGEMENT OF COUNTRY MESSAGE

We also acknowledge the Traditional Owners of the land on which you read and enjoy *bagan, barra barra, mirriwarr (The Boys Who Found Their Way)* together... acknowledging their connection to culture and land, see and sky Country.

We pay respects to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander Peoples.

Message from Shelley Ware

Connection to Country is very important to First Nations people. This connection to our culture, Community and Country keeps us well in our everyday. The stories that have been passed down for thousands and thousands of years through our ancestors, share lessons and tales that guide us today and help us to remain strong in our identity. This story *bagan, barra barra, mirriwarr (The Boys Who Found Their Way)* is full of Dhurga Language from the Yuin people of the South Coast of NSW and is for all of us to learn, so we can keep this language alive in your students and future generations. Connection to the beauty with in First Nations culture and way of life is paramount for moving forward together in a deep understanding of one another.

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BOOK AUTHORS' MESSAGE & OVERVIEW

**JONATHAN HILL, DHURGA LANGUAGE TEACHER
AT VICENTIA HIGH SCHOOL SAYS:**

“These books honour the fierce determination of Elders and Community members to establish the Dhurga language program at our school, almost two decades ago. Of equal importance is the beautiful manner in which the poems and illustrations pay homage to the land, sea and sky upon which the students live, learn and dream. These books show the strength of their relationship to their culture and to the natural world. The fire is definitely burning bright in these students.

As teaching and learning resources these books are invaluable. Local primary schools in our region are constantly looking for ways to integrate Dhurga language into mainstream curriculum and these books offer the perfect avenue to achieve such a goal. It is immensely exciting to contemplate the plethora of ways in which these books will accelerate the language revitalisation process.”

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BACKGROUND INFORMATION FOR TEACHERS

This guide supports teachers as they explore the language and themes of *bagan, barra barra, mirriwarr (The Boys Who Found Their Way)*, a bilingual book written in English and the Dhurga language which is available on the [Indigenous Literacy Foundation website](#).

To prepare, it is recommended that teachers complete the following professional reading, listening and viewing.

Create a culturally safe space in your classroom

Take some time to read this valuable resource from SBS Learn on how to create a culturally safe space for First Nations children in your classroom in a way that will benefit your whole school community.

[Aboriginal and Torres Strait Islander Protocols Guide – for Teachers | SBS Learn](#)

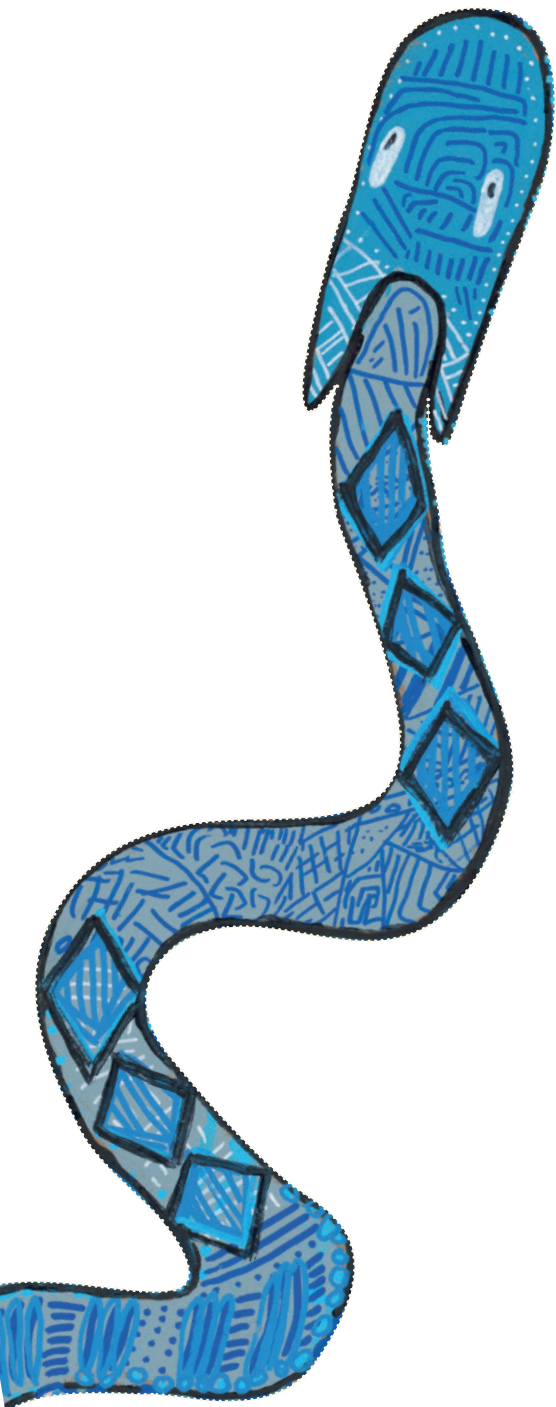
Listen to the story

On the back cover of the book, available through the [Indigenous Literacy Foundation](#), you will see a QR code to access and listen to *bagan, barra barra, mirriwarr (The Boys Who Found Their Way)* in English and Dhurga. You can also listen to the audio recording, so you can learn how to say the Dhurga words correctly.

[Available here](#).

Acknowledgement of Country

If you haven't written one as a class before, use one from this [website](#) until you create your own meaningful Acknowledgement of Country as a class. You are aiming that eventually your students will soon speak their Acknowledgements from the heart. [Acknowledgement of Country and Welcome to Country – Reconciliation Australia](#)



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CURRICULUM LINKS FROM ILF AMBASSADOR SHELLEY WARE AND AUSTRALIA POST

Australian Curriculum v9.0

Australian Curriculum v8.4

Cross Curriculum Priorities	Aboriginal and Torres Strait Islander Histories and Cultures v9.0	Aboriginal and Torres Strait Islander Histories and Cultures v8.4
Country/ Place	First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A_TSICP1	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. OI.2
		Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. OI.3
Culture	First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property. A_TSIC	Aboriginal and Torres Strait Islander societies have many Language Groups. OI.4
	First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A_TSIC2	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing. OI.5

[Source: ILF Ambassador Shelley Ware's Australia Post Teacher Resources](#)

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LESSON OVERVIEW

Lesson 1: Connecting to Country through the senses

Lesson 2: First Nations literacy study – *bagan, barra barra, mirriwarr* (*The Boys Who Found Their Way*)

Lesson 3: Dhurga language and location study

Lesson 4: Different ways of seeing – connecting place and time

Cross-curriculum/extension: Optional activities for further exploration of themes

These lessons can be used in this order or you can utilise the lessons as they suit the needs of your classroom and school. They are a guide to enrich and extend their knowledge of First Nations seasons and the role Elders play in First Nations peoples' lives.

LESSON 1: Indigenous literacy study <i>bagan, barra barra mirriwarr (The Boys Who Found Their Way)</i>	Duration: 50-60 minutes
Resources <ul style="list-style-type: none"> • Acknowledgement of Country and Welcome to Country - Reconciliation Australia • Yarning Circles, Wingaru • bagan, barra barra, mirriwarr (The Boys Who Found Their Way) by Tyran Uddin and Kayden Wellington, with Kirli Saunders and Jazz Corr. 	
Learning intention In this lesson we will: <ul style="list-style-type: none"> • Connect to Country in your own way • Explore the importance of listening to Country • Understand we only take what we need from Country <p>What is a yarning circle? Everyone sits together in a circle, all at the same level facing each other and together you build trustful relationships. Yarning circles help to connect students as a community as they respectfully listen and learn from each other. For more information visit Yarning Circles - Wingaru.</p>	

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Yarning circle discussion questions on Country

If the weather conditions allow, they can take their shoes off, sit down on Country.

- Why is it important to look after Country?
- How do you respect Country in your everyday?
- What are some ways you know how to connect to Country?

Connecting to Country

- Ask them to close their eyes or bow their heads and share in an Acknowledgment of Country together.
- Ask the students to sit still and listen, look, smell and feel Country for a few minutes. Ask them to note how they feel in their body and mind when they take this quiet time to connect with Country.
- Explain that being observant and using all of our senses can help us have a strong connection to Country. This is an important part of First Nations Australians' connection to Country – being aware of the land, sky, waters, animals and weather so we can learn what Country is telling us.

Read *bagan, barra barra, mirriwarr* (*The Boys Who Found Their Way*)

Before Reading

- Ask your students – Do they know what totems are?
- What do they know about the Dreaming?
- Do they know where Yuin Country is?
- Explain that *bagan, barra barra, mirriwarr -The Boys Who Found Their Way* is a bilingual book and they will be learning the Dhurga language too.

During Reading

- Use the glossary at the back of the book to help with the English translation of the Dhurga words.
- Stop at the pages that state the lesson “we must only ever take what we need” ask your students what the Great Buru, the Great Muriyira and the Great Marida taught the boys on their travels.

After Reading

- What lessons did the young boys learn on their travels?
- Why is it important to only take what you need from Country?
- Why is connecting to Country important for First Nations people?
- How can they better connect to Country?



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Promise to self and Country

Ask your students to write a promise to themselves, demonstrating how they are going to care for the Country they work, live and play on. Take it home to hang in their room to remind them every day.

Extension Activities

Invite a local Elder

Invite a local First Nations Elder or respected Community member into your classroom to share the local First Nations people's Dreaming stories. Explore the messages about caring for Country together.

Ask for permission to create a story book for others to share the stories and lessons you learnt from your local Elder visit.

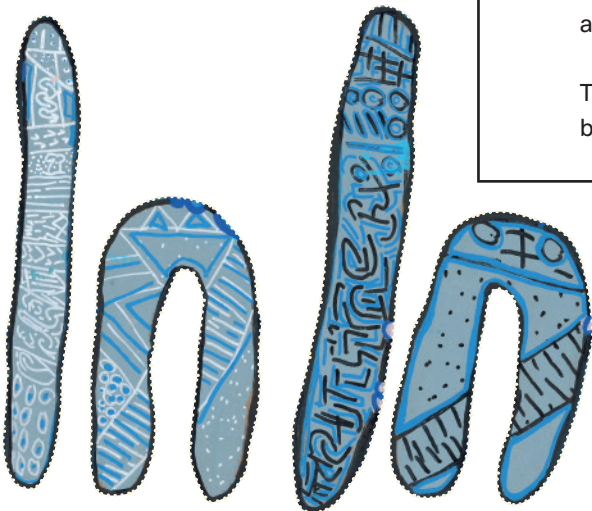
Class Mural

Create a class mural of the story *bagan, barra barra, mirriwarr* (*The Boys Who Found Their Way*) wrapping around your classroom and adding the Dhurga words to the pictures so others can learn Dhurga too.

Listen to the Audio reading

Listen to the audio reading of *bagan, barra barra mirriwarr* (*The Boys Who Found Their Way*) available on the Indigenous Literacy Foundation website to get the correct pronunciation and learn the Dharug language together as a class.

Take your class outside regularly, to listen and feel Country so they can build a connection to Country that is authentic and meaningful.



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LESSON 2:

Social and emotional wellbeing of self

Duration: 50-60 minutes

Resources

- [Social-and-Emotional-Wellbeing.pdf \(healingfoundation.org.au\)](https://healingfoundation.org.au/Social-and-Emotional-Wellbeing.pdf)

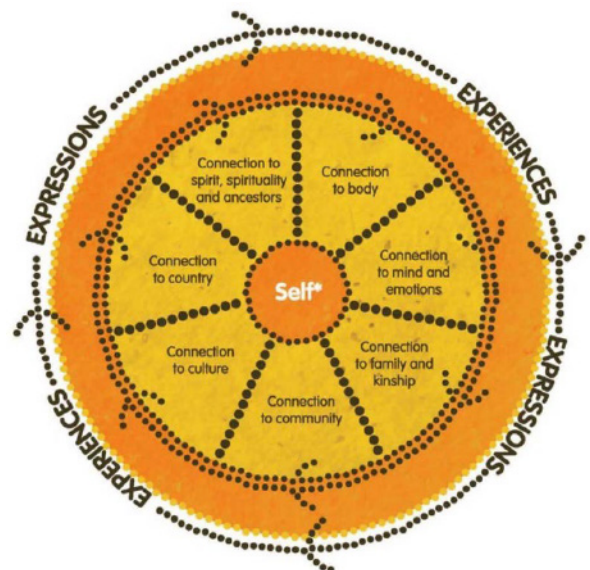
Learning intention

In this lesson we will:

- Learn about the Social and Emotional Wellbeing wheel of First Nations people
- Learn what connections make First Nations people of Australia well.
- Explore what makes you well.

Social and Emotional Wellbeing

Show your class the Social and Emotional Wellbeing wheel, discuss what each part means and why these connections are important and why they help keep Aboriginal people well. [Social-and-Emotional-Wellbeing.pdf](https://healingfoundation.org.au/Social-and-Emotional-Wellbeing.pdf)



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Explore connection

Discuss how important connection is to First Nations people and how it keeps you well socially and emotionally.

Sit in a yarning circle and explore the concept of connection further with your class, ask them how they feel when they are connected to a friend or family member and what that feels like and looks like for them in their everyday lives.

Create your own wellbeing wheel

Using the Social and Emotional wellbeing wheel as an example, have your class create their own wellbeing wheels, to showcase what connections they have in their own lives that help them to be strong in self and wellbeing. They may add sport clubs, dance, music, art groups, any group, environment, place or people that help them be well. Ask them to share their personal Social and Emotional Wellbeing wheels with a partner or small group and display them in the classroom. Discuss what similarities and differences they have with the First Nations wellbeing wheel.

Extensions

Lessons learnt

Further explore your students wellbeing connections, ask your students to write or draw the lessons they have learnt from their connections. What simple lessons take forward with them into their lives, to help create a better world for themselves. Eg Treat others as you wish to be treated.

