

Lower Primary

adopted in love

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Warramiri by Daymanu Bukulatipi
and Garaŋwuy Gurruwiwi

Teacher Notes

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Introduction

These teacher notes have been prepared to support you as you read *Adopted in Love* in class with your students. We hope that this resource helps you and your students to engage with the story, characters, illustrations, language, values and culture portrayed in the book.

The suggested activities and additional resources in these notes are designed for students in **Lower Primary**.

There are also teacher notes available for:

- Middle Primary
- Upper Primary/Secondary

These activities have been designed to reflect content in the Australian Curriculum: English, and the Australian Curriculum: Humanities and Social Sciences. For summary tables containing relevant content descriptions, elaborations and links to Scootle, see the Appendix.

About the people behind *Adopted in Love*

Daymanju Bukulatjpi, 'Old Man'

'Daya yaka djanu nyena Gäwa. Nyäku yothu Balwutjmi ga Galpawiri gumurruy-warratthuwan naya. Daya yaka nayathan bukmak Warramiriwu rom ga maniki.'

'I live in Gäwa. Balwutjmi is my son and Cameron is my adopted son. I hold the songlines and laws of the Warramiri people.'

Garal'wuy Gurruwiwi

'Old Man is my grandfather. He looks after all of us: my brothers, sisters and I. Old Man is a respectable person in ceremony and we, including all our fathers, respect him as the leader of the Warramiri clan. I work at Gäwa Christian School as a Warramiri translator and teacher. I am a Gälpu lady.'

Rachel Herweynen

'My mum and dad have eleven children. I am the youngest. I'm so grateful God also planned for my husband and me to be part of an even bigger family! Here in Gäwa, I am not just Principal but daughter, sister, mother, aunty, grandmother, and many more relationship terms with no English equivalents. Old Man is my son in Yolŋu way (which means he protects me as he would his own mother) and Garal'wuy is my mother-in-law.'

Salome and Katinka Moes

Salome lived in Gäwa with her family for eight years, where she was art teacher and family to all. Katinka is one of her three children who grew up in Gäwa. Gäwa will always be home for them.

Gäwa Christian School students

Students of Gäwa Christian School helped bring the illustrations in *Adopted in Love* to life. Having brought Katinka's illustrations to Gäwa, Salome spent a week guiding students in the process of completing the artwork. This story is their story. Our students are the best at embracing family.

Themes to explore in *Adopted in Love*



Curriculum links

Foundation

[ACELA1426](#)
[ACHASSK011](#)
[ACHASSK013](#)

Year 1

[ACELY1655](#)
[ACHASSK028](#)

Year 2

[ACELT1591](#)
[ACELY1665](#)

For details of curriculum content descriptions, links to Scootle and relevant elaborations, see the Appendix.

Suggested learning activities and additional resources

Activity 1: Video and discussion

Watch the video of *Adopted in Love* and read aloud in Warramiri and English.



Link to video: youtu.be/uWCy5OVhNvg

Discussion questions

- What are the ways the family in Gäwa take care of each other?
- Are they like the ways your family takes care of each other?



a.

Activity 2: Video and speaking practice

Watch the video about Yolŋu Matha kinship terms and practise saying the terms together as a class.



Link to video: youtu.be/uIPCgBukV_I



Activity 3: Sign language brainstorm

Brainstorm ideas behind the sign language equivalents of the kinship terms in the video from Activity 2.

Some explanations:

- The sign language for mother, holding one's breast, is to signify the nurturing role of mum breastfeeding the baby.
- The sign language for child (by the mum) is to signify the womb that the child came from.



Activity 4: Creating a family tree

Create a family tree using both English and Yolŋu Matha terms. Here's a recap of the ones covered in the video in Activity 2 above, and some extras:

English	Yolŋu Matha
Sister	Yapa
Brother	Wäwa
Mother	ᑎama/ᑎāᑎᑎi/amala
Father	Bäpa/maᑎu/mori
Child (what dad calls his child)	Gäthu
Child (what mum calls her child)	Waku
Maternal grandmother	Märi/mänyᑎi
Maternal grandfather	ᑎathi
Paternal grandmother	Momu
Paternal grandfather	Mari'mu/ma'mu
Uncle	ᑎapipi/pipi
Aunty	Mukul

Activity 5: Writing

Ask students to write about how God cares for his family. Prompt with:

- How does God care for the people in *Adopted in Love*?
- What are some other ways God cares for his family?



Activity 6: Video and singing

1. Watch Dorothy the Dinosaur and Gotha (who is a Gāwa elder) sing a Warramiri song about family. **Note:** Before starting the video, ask students to look out for some of the kinship terms they learnt in the previous video (Activity 3 above).



Link to video: [youtube.com/watch?v=znJI2RSJhA4](https://www.youtube.com/watch?v=znJI2RSJhA4)

2. Ask students whether they recognised any of the kinship terms (mori, wāwa, yapa).
3. Play the video again and pause it on the last line of the lyrics (2:15). Ask students: ‘Can you see a word in the last line of the song that is in the Warramiri title of *Adopted in Love?*’ (mäñuwatji)
4. Learn the song and sing it together, using the lyrics provided below.

Song lyrics and translation

**Dalmam djañum Godku yumurrku
Godku yumurrku
Godku yumurrku**

**We are God’s children
God’s children
God’s children**

**Dalmam djañum Godku yumurrku
Godku Moriwu**

**We are God’s children
God the Father’s (children)**

**Nhunum nyaku wāwa
Nhunum nyaku yapa
Mori djiwarña mäñuwatji**

**You are my brother
You are my sister
Father in Heaven loves us**

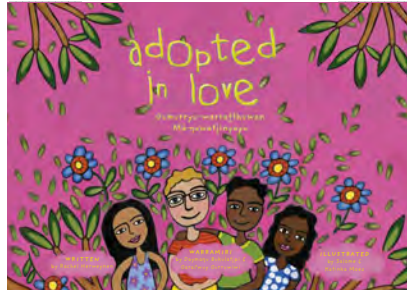
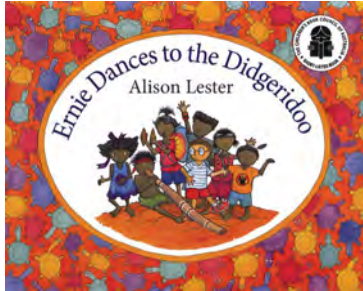


Activity 7: Reading and discussion

Read *Ernie Dances to the Didgeridoo* by Alison Lester.

Discussion question:

What are the similarities and differences between this book and *Adopted in Love*?



Activity 8: Character discussion

Ask students to think about all that they have been learning about the people in *Adopted in Love*.

Discussion questions:

- How would you describe the characters in the book? (Prompt with character names.)
- If you could meet someone from the book in real life, who would you like to meet?
- What else would you like to learn the most about Gāwa and the Yolŋu family? What questions would you ask them if you could meet them?

At home

Ask students to involve their family members in helping them choose three photos or special objects/artefacts that show how the members of their family care for each other. Students should bring these to school to show their classmates.

Discussion question: Think about what the photos/objects you have brought from home show us about how your family members care for each other. How is your family life similar to and different from the life of the family in *Adopted in Love*?



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