

Middle Primary

# adopted in love

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Warramiri by Daymanu Bukulatipi  
and Garal'wuy 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 **Middle Primary**.

There are also teacher notes available for:

- Lower 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*

### Daymaŋu Bukulatjpi, 'Old Man'

'Daya yaka djaŋu nyena Gäwa. Nyäku yothu Balwutjmi ga Galpawiri gumurryu-warratthuwan ŋaya. Daya yaka ŋayathan 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.'

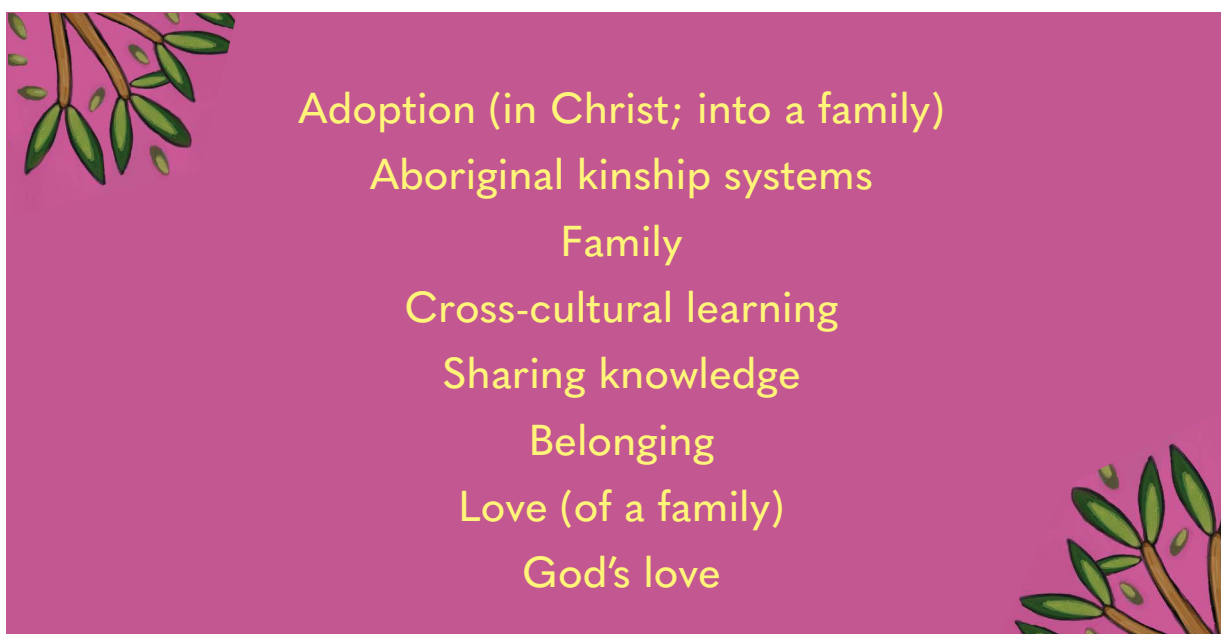
## Salome and Katinka Moes

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

### Year 3

[ACELT1594](#)

[ACELT1596](#)

[ACHASSK062](#)

### Year 4

[ACELY1655](#)

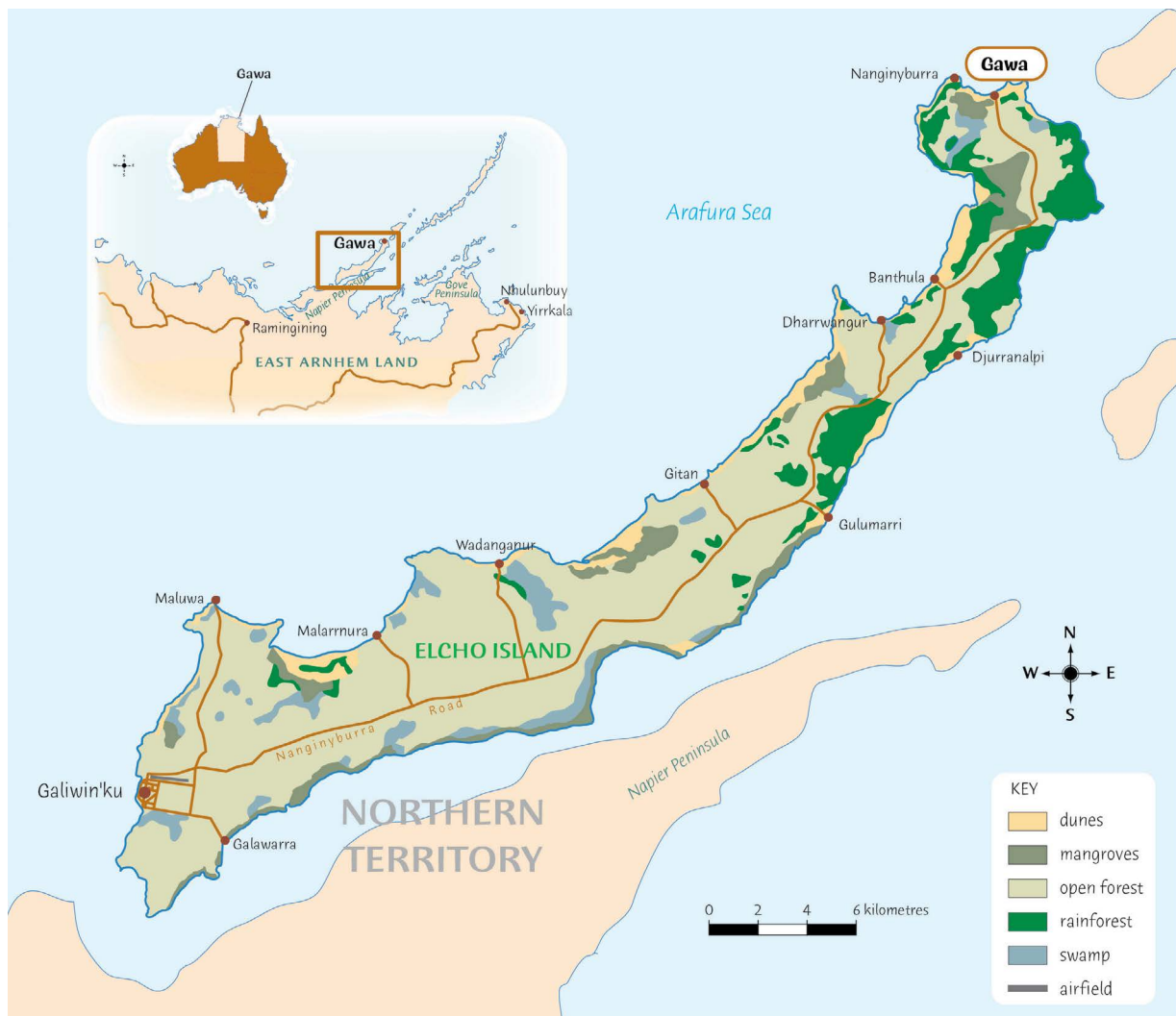
[ACHASSK028](#)

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

# Suggested learning activities and additional resources

## Activity 1: Where is Gäwa and what is it like there?

1. Ask students to look at the illustrations in *Adopted in Love*, and then ask them where they think Gäwa is located based on the illustrations.
2. Project, display or provide students with a copy of this map and use Satellite view in Google Maps to find Gäwa.



Source: Life in Indigenous Australian Communities: Gäwa, Arnhem Land by Linda Bruce and Marilyn Huddleston

3. Based on the map, *Adopted in Love* and what they can see on Google Maps, ask students the following questions:
  - What activities do you think people might like to do in Gäwa?
  - What activities do you think you'd like to do if you lived in a place like Gäwa?



## Activity 2: Video and speaking practice

Watch the video about Yolŋu Matha kinship terms and pronunciation of Yolŋu Matha vowels. Practise saying the terms together as a class. This knowledge will help students to follow along when *Adopted in Love* is read in Warramiri in Activity 3.

**Note:** ‘Matha’ means language or, literally, ‘tongue’.

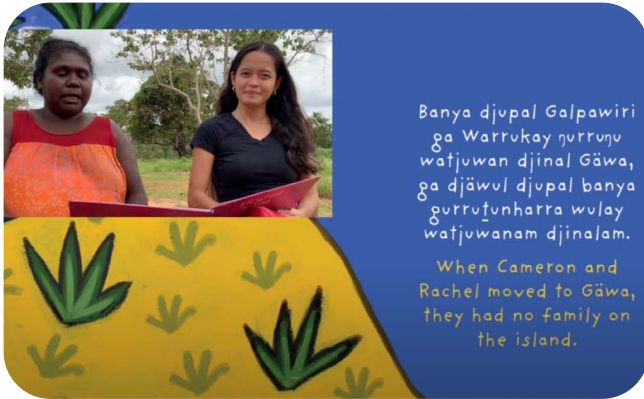


Link to video: [youtu.be/uIPCgBukV\\_I](https://youtu.be/uIPCgBukV_I)



### Activity 3: Video and discussion

Watch the video of *Adopted in Love* and read aloud in Warramiri and English. Before viewing, ask students to see if they can follow along when Warramiri is read, using their knowledge of vowel sounds pronunciation in Yolŋu Matha from Activity 2.



[Link to video: youtu.be/uWCy5OVhNvg](https://youtu.be/uWCy5OVhNvg)

#### Discussion questions:

- How do you think Rachel and Cameron are different from Hannah and Alvin?
- Why are they able to become part of one family?
- In what ways does *Adopted in Love* help us work towards reconciliation?

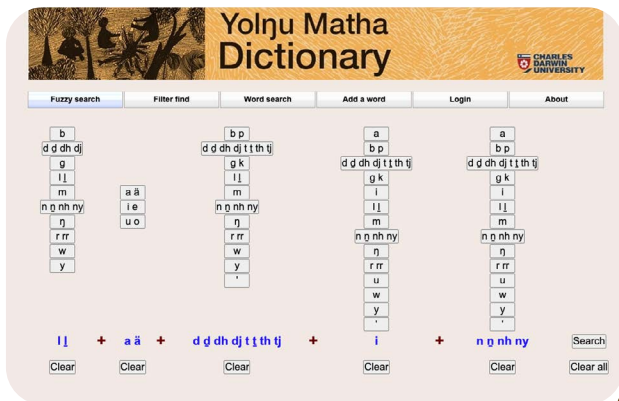
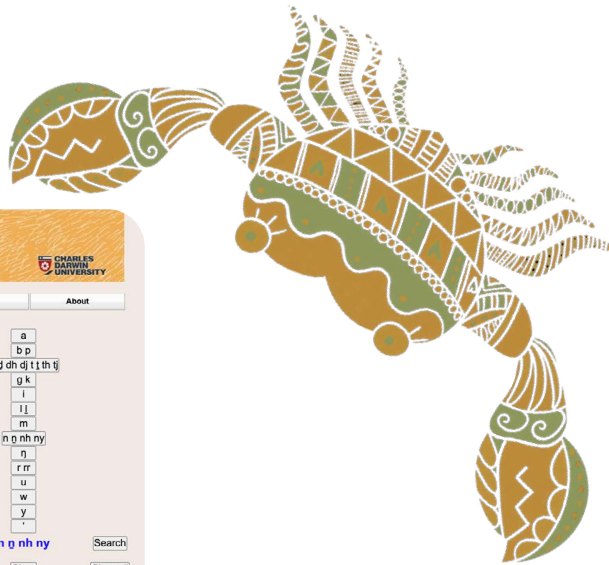




## Activity 4: Using the Yolŋu Matha Dictionary

Help students use the online Yolŋu Matha Dictionary to look up the list of four words below. These are words found on page 14 of *Adopted in Love*. They are some of the foods that people hunt in Gäwa.

- nyoka
- maranydjalk
- yuṇuḡali
- ɭatjin



Link to video: [yolngudictionary.cdu.edu.au](http://yolngudictionary.cdu.edu.au)

You can use the **Word search** option to find the words. Type in lower case only.

(You can use the **Fuzzy search** option if Word search doesn't work. The example screenshot above shows how you would create a Fuzzy search for 'ɭatjin'.)

## Activity 5: Video, discussion and drawing/writing

1. Watch either or both of these videos:

- 'Stingray Yolŋu Way' (how stingray is prepared in Gäwa)



Link to video: [youtube.com/watch?v=E5\\_SPD7uJYI&t=23s](https://youtube.com/watch?v=E5_SPD7uJYI&t=23s)



- ‘Yolŋu Crab Hunt in the Mangroves’ (how people catch crabs and collect mud mussels in Gāwa)

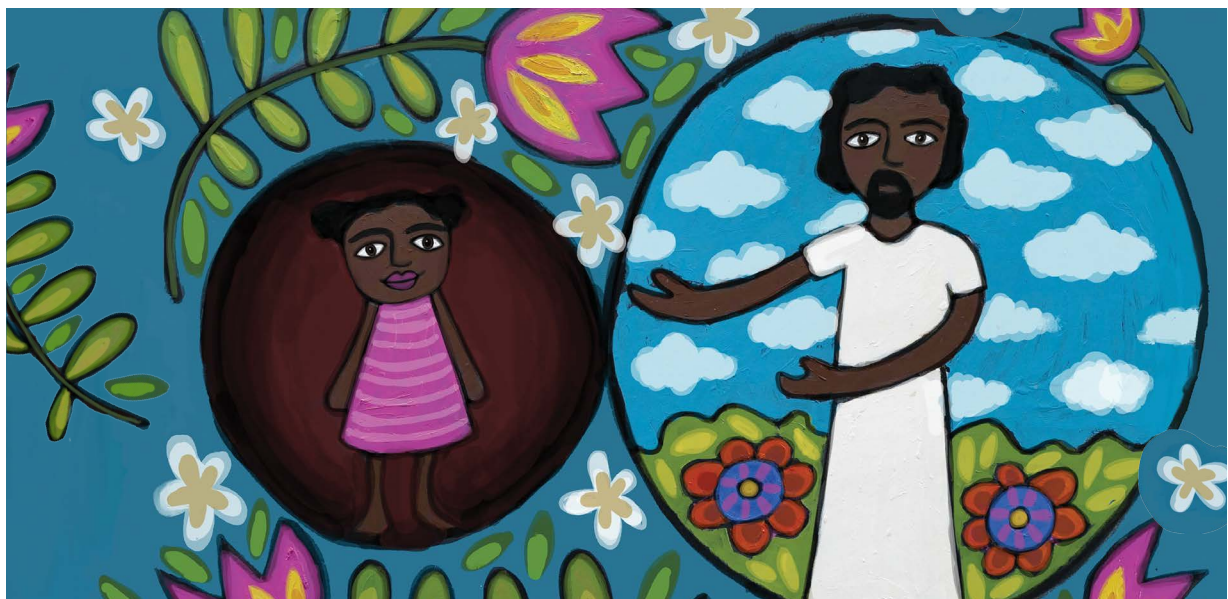


*Link to video: [youtube.com/watch?v=w5nvtaFR\\_Mk&t=24s](https://www.youtube.com/watch?v=w5nvtaFR_Mk&t=24s)*

2. After viewing the video/s, ask students the relevant discussion questions from this list:
  - What did you notice about how they prepared the stingray?
  - What did you notice about how they hunted for crabs? What did they bring with them?
  - Would you like to try stingray/crab/mud mussels? Why or why not?
  - In what ways do you think these hunting practices are sustainable (or not)?
3. Ask students to draw or write the procedure of preparing stingray the Yolŋu way (if you have viewed the ‘Stingray Yolŋu Way’ video).

### Activity 6: *Adopted in Love* role-play

Ask students to act out scenes from *Adopted in Love* that show the parallels between Rachel and Cameron’s adoption into the Yolŋu family and how God adopts us through Jesus Christ (e.g. pages 3 and 20, 5 and 22, 9 and 26, 13 and 28, 14 and 30).



## Activity 7: What else would you like to know?

Encourage students to think about how Hannah and Alvin taught Rachel and Cameron Yolŋu ways and Yolŋu stories. Ask:

- What else would you be interested in finding out about Hannah and Alvin's culture?
- What aspects of Hannah and Alvin's culture would you ask them about if you could meet them?



## Activity 8: Writing

Give students the following writing task:

- Write about an experience you've had when someone taught you about another language and culture. What did you learn? What did you find fascinating?
- If you cannot think of an experience like this, think of someone from another culture whom you'd love to learn from, and write about what sorts of things you would find fascinating to learn about from them.



# Appendix: Curriculum content descriptions and elaborations



## Year 3 English

Content description	Elaboration
Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons ACELT1594 – Scootle	<ul style="list-style-type: none"> <li>reading texts in which Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students' own lives, noting similarities</li> </ul>
Draw connections between personal experiences and the worlds of texts, and share responses with others ACELT1596 – Scootle	<ul style="list-style-type: none"> <li>drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view</li> </ul>

## Year 3 HASS

Content description	Elaboration
The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area ACHASSK062 – Scootle	<ul style="list-style-type: none"> <li>liaising with Community to identify original language groups of Aboriginal or Torres Strait Islander Peoples who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied.)</li> </ul>



## Year 4 HASS

Content description	Elaboration
<p>The diversity of Australia’s first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/ Place (land, sea, waterways and skies)  <a href="#">ACHASSK083 – Scootle</a></p>	<ul style="list-style-type: none"> <li>• mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia and recognising the groups of their local area and state/territory</li> <li>• investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices</li> </ul>
<p>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability  <a href="#">ACHASSK089 – Scootle</a></p>	<ul style="list-style-type: none"> <li>• investigating how Aboriginal and Torres Strait Islander Peoples ways of living were adapted to the resources of their Country/Place</li> <li>• investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments</li> </ul>