

Upper Primary-Secondary

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 **Upper Primary/Secondary**.

There are also teacher notes available for:

- Lower Primary
- Middle Primary

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 gumurru-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.'

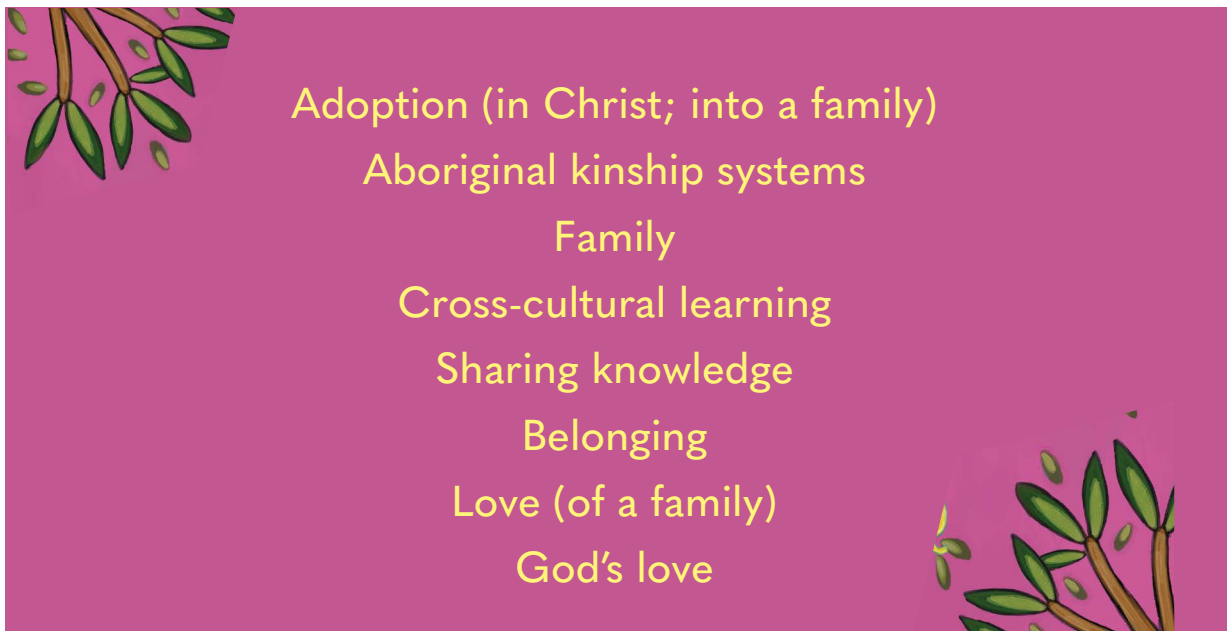
Salome and Katinka Moes

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

Year 5	Year 6	Year 7	Year 9	Year 10
ACHASSK118	ACELA1515	ACELT1619	ACELT1633	ACELY1749
	ACHASSI125	ACELT1622		
	ACHASSK135	ACHASSK198		

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

Suggested learning activities and additional resources

Activity 1: Creating a timeline

Ask students to read pages 40 and 41 of *Adopted in Love* and create a timeline of significant events in the making of the book. Include illustrations if time allows.



Cameron and I first met Hannah and Alvin in 2016.



In 2020, Garal'wuy re-joined our community. She and Old Man started the translation work.



A team of Bible translators checking the translation with us.



Salome oversaw the illustrations and got our students involved in painting the pictures which Kafinka illustrated.

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

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 (and even attempt to read aloud) when Warramiri is read, using their knowledge of vowel sounds pronunciation in Yolŋu Matha from Activity 2.



Link to video: youtu.be/uWCy5OVhNvg

Discussion points:

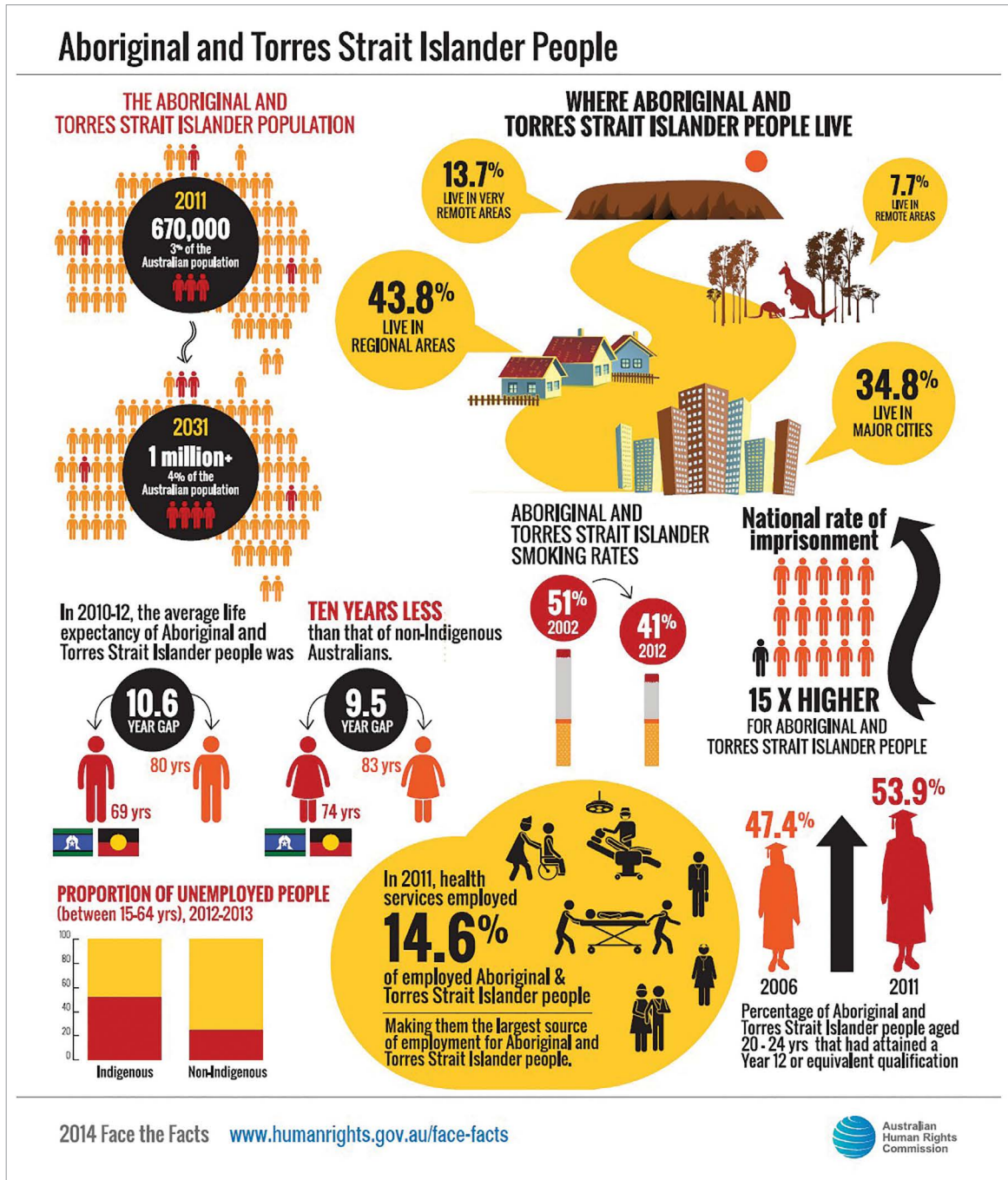
- What are the ways Hannah and Alvin helped Rachel and Cameron feel like they belonged in the Yolŋu family?
- Do you think being adopted by a Yolŋu family is a good thing?
- What does it mean to be adopted into God's family?
- How would you know if you've been adopted into God's family?



Activity 4: Talking about statistics

Page 17 of *Adopted in Love* mentions that deaths in the Yolŋu family sadly ‘happen too often’. Give students access to the additional resources (infographics) below and allow time for them to read the information.

Note: The pictures of the infographics included below are there to guide you. Follow the links to the actual documents to see complete details.



Infographic 1: Australian Human Rights Commission, Face the Facts
<https://humanrights.gov.au/sites/default/files/FTFATSI.pdf>

PROVIDING PUBLIC HOUSING TENANCIES FOR ABORIGINAL PEOPLE DECREASES HOSPITAL USE

A STEP FORWARD

2016 CENSUS

Of the 116,427 Australian's homeless on census night

20% Aboriginal and/or Torres Strait Islander

Compared to only 3% of the Australian population

Australian Bureau of Statistics, 2016

STUDY POPULATION

This infographic shows changes in health service use for Aboriginal and/or Torres Strait Islander public housing tenants comparing 12 months before to 12 months after entering their public housing tenancy.

998

Aboriginal public housing tenants in WA between 2009-2013



76% female
24% male

housed by:

20% NPAH*
80% priority housing



“ The fear of being homeless again, makes me want to do whatever I need to stay here. ”

- Tenant Survey respondent



12% decrease

in the number of people presenting to the **emergency department**

10% decrease



of people admitted to an **inpatient unit**

“ The day we got the phone call for our own house was such a relief! Everyone was so happy to have our own place called **HOME** ”

- Tenant Survey respondent

* NPAH= National Partnership Agreement on Homelessness



Findings in this summary are generated from: Wood, L., Flatau, P., Zaretzky, K., Foster, S., Vallesi, S. and Miscenko, D. (2016) What are the health and social and economic benefits of providing housing and support to formerly homeless people? AHURI Final Report No. 265. <http://www.ahuri.edu.au/research/final-reports/265>

Infographic 2: Centre for Social Impact, A Step Forward
https://www.csi.edu.au/media/Aboriginal_Health_Infographic_Final_XeD2uAe.pdf

Discussion questions:

- How many deaths a year do you think is too many?
- Looking at the infographics:
 - * What are the 'hopeful statistics' – good things – that you can see?
 - * What are the more alarming statistics?
- What do you think can be done to improve health outcomes?
- Who do you think should be making decisions and taking action on these things?

Activity 5: Reflective writing

Ask students to write a reflection in response to the infographics, statistics and discussion from Activity 4.



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Activity 6: Writing task – representation of characters

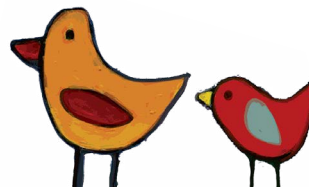
Discuss the following questions with students, then ask them to compose written answers:

- Analyse the representation of the characters in *Adopted in Love*. Are there stereotypes?
- If yes, how so?
- What have you learnt through these characters about this specific indigenous culture that you never knew before?



Activity 7: Video – the ‘big picture’ of Indigenous languages

Watch this University of Melbourne video, titled ‘Visions: Indigenous Languages and Linguistics’, to get a big-picture appreciation of Indigenous languages in Australia.



Link to video: [youtube.com/watch?v=0bk2GsmtZOo](https://www.youtube.com/watch?v=0bk2GsmtZOo)

Appendix: Curriculum content descriptions and elaborations



Year 5 HASS

Content description	Elaboration
How people with shared beliefs and values work together to achieve a civic goal ACHASSK118 – Scootle	<ul style="list-style-type: none">discussing ways people resolve differences (for example, through negotiation and Reconciliation)

Year 6 English

Content description	Elaboration
Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English ACELA1515 – Scootle	<ul style="list-style-type: none">recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia

Year 6 HASS

Content description	Elaboration
Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines ACHASSI125 – Scootle	<ul style="list-style-type: none">locating key events, ideas, movements and lives in a chronological sequence on timelines and flowchartsdeveloping flowcharts to show steps in a sequence



Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children ACHASSK135 – Scootle	<ul style="list-style-type: none"> investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions
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Year 7 English

Content description	Elaboration
Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts ACELT1619 – Scootle	<ul style="list-style-type: none"> building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age
Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches ACELT1622 – Scootle	<ul style="list-style-type: none"> analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people

Year 7 HASS

Content description	Elaboration
How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa ACHASSK198 – Scootle	<ul style="list-style-type: none"> investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole discussing how belonging to a religious or cultural group can provide a sense of belonging and how this group membership can shape an individual's identity

Year 9 English

Content description	Elaboration
<p>Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts</p> <p>ACELT1633 – Scootle</p>	<ul style="list-style-type: none"> • exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students’ own • exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students’ own • analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) ...

Year 10 English

Content description	Elaboration
<p>Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices</p> <p>ACELY1749 – Scootle</p>	<ul style="list-style-type: none"> • questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations



