

**Teachers' Notes**  
**(Primary and Middle Years)**  
by Diane Lucas

**Walking with the seasons in Kakadu**

**Diane Lucas & Ken Searle**

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**Recommended for ages 5-16**

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## INTRODUCTION

*Walking with the seasons in Kakadu* concentrates on the Top End of Northern Australia, from Rockhampton to Broome, but the book is written to encourage you, wherever you live, to consider the seasonal aspects of your own geographical location. It is written to encourage research into indigenous cultures of your region; this will also expand your knowledge and understanding of the environment.

The activities and suggestions in these Teachers' Notes can be adapted for themes and used as focus ideas across the curriculum from Early Childhood through Primary and Secondary education. The author wishes to emphasize that children will benefit from the holistic effect of exploring such a broad theme as 'the present season' across the curriculum.

(For ideas on how to use *Walking with the seasons in Kakadu* as an English text in the primary classroom, exploring visual and written literacy, as well as Aboriginal culture and language, teachers should consult Nadia Wheatley's Teachers' Notes on this website for *Papunya School Book of Country and History* by the Papunya School community with Nadia Wheatley and Ken Searle and *When I was little, like you* by Mary Malbunka. Both sets of Teachers' Notes contain activities that can be adapted to *Walking with the seasons in Kakadu*.)

## NATURE TABLE

Wherever you live, for each season it is useful to create a nature table.

Firstly take a **walk** around the school grounds or nearby bush and **look** at what is going on, feel the leaves and bark of trees, crush a leaf and smell its scent (many trees have leaves with very distinct scents which can help you remember them). *Don't encourage students to taste leaves as they could be poisonous.* Allow the students to **collect** some fallen leaves that are attractive to them. These could be used for **maths** exercises: colour, size or shape grouping; adding, subtracting, multiplication and division exercises; graphs; pie charts; mandala patterns. (Make a mandala from leaves glued onto a circular piece of cardboard cut from an old box – begin the design in the centre of the circle and create a circular design, different coloured sands could also be used to make a mandala. Hang these with string in doorways and windows to be seen and enjoyed.) Found objects can be counted and/or grouped on the ground, morning tea could also be placed on the ground and while the students sit around the objects and foods a discussion about the 'groups' can proceed. *If you know they are edible, taste* the fruits from trees. **Look for insects**, cocoons, spiders, etc. on the trees and leaves. **Look for tracks** from animals, insects and wind on the ground (the closer you look the more you see which enlivens your senses to your surroundings). **Collect** interesting sticks from the ground to use for sculptures, mobiles or as props on your nature table. **Look for flowering and fruiting plants** and trees as you walk. What insects and birds are visiting the flowers? What is happening in the sky? (Colours, cloud patterns, cloud movements from wind). What direction are winds coming from? Many of these activities mentioned can also be adapted into the Science context.

After your walk, the students will be more in tune with their surroundings and have a greater awareness of this season. Discuss the colours of the season and bring out a selection of coloured soft cloths so pieces can be chosen for the nature table, to represent the colours of the earth, sea, river, floodplain, sky, vegetation, whatever. Place these on a table that is positioned in a special place within the room and let the children know it is a special place for their collections and makings that can be added to throughout the season. Coloured cloths can be draped, hung on curved bamboo or a stick and placed on a wall to represent the sky.

Now give the children the opportunity to **create** animals and insects from clay for the table. Arrange, with some parents helping, sessions to sew felt puppets to represent some animals, insects or flower blossoms. Natural found objects can also be incorporated (for example; small sticks or strong grass pieces can be used to represent echidna quills in clay). Now you have created for the children an opportunity for **oral stories** to develop as they interact with the animals, birds, insects, plants and each other.

It is good to create a new nature table each season so that the children are aware that with each season come environmental changes. Additional pieces can be added to the nature table by the children or yourself as you find more objects from other walks during the season. Having this table as a focus means that children can come to

the table to **play and interact**, by themselves or with others, with the objects and characters of each seasonal table.

**For children under 10 years** it might be appropriate for the felt characters to be referred to as blossom fairies and there can even be earth and fire gnomes in the bush scenes. The fairies' hats can be made to resemble the flowers or fruits of the season.

## ENGLISH AND THE ARTS

### SONG AND STORY

You can also **tell a seasonal story** to focus the children's attention on particular aspects of a season or to give them a little treat that can grow into an ongoing seasonal story you tell each week.

**Make up a song** yourself or with the children that relates to your observations of the season. It can then be part of your story/stories.

Children could **make instruments** to use as sound effects for stories.

For example:

- ◆ Collect tall grasses. Two layers of found grasses, (eg. Spear grass) can be bound together with thread, small stones are then inserted between, making a beautiful instrument that has a 'wind through the grass' sound.
- ◆ Bamboo with grooves cut across can be used to get a great frog croak sound by using a stick to run up and down the grooves.
- ◆ Bamboo also makes great rain makers. Hammer nails into a piece of bamboo; plug one end with a cork; fill the hollow bamboo with little stones or rice, then plug the other end. Holding the bamboo one way allows the rice or stones to pass through the nails, giving gentle rain sound effects.

Children love to experiment and will come up with more sound effects if given the chance to play around with some materials you provide or allow them to collect in the bush or school yard.

The use of these instruments, as you tell a story, means the children have to listen carefully so they know where to add the appropriate sound.

(We must all agree that 'Good listening' is an essential language arts skill)

You may like to play a tune on a recorder, guitar, flute, piano, drum, or your voice, that gives you a feeling for a particular season. You could get the children to help you make some lyrics for a song relating to things going on in the season.

Here are six songs I have made and often use when telling a story, one for each season. Each has a very simple tune, lyrics and rhythms that may be of inspiration to you to learn and/or to make your own songs;

#### ***Song for the season of Gurrung (dry-hot time, mid August-mid October)***

Earth hot  
sun bright  
leaves fall like rain...

Trees of the woodland flower and fruit,  
bringing many songs to the forest.

*Garnamarr* crunch on the eucalypt seeds,  
Torres Strait pigeons eat the palm seeds.

Friiled neck lizards hunt in the sun,  
and rest clinging to a tree.

The green plums flower,  
the days are hot.

Now it's *Gurrung* we go to the spring  
to cool off.

Earth hot  
sun bright  
leaves fall like rain...

***Song for the season of Gunumeleng (storms build up, mid October-mid December)***

The clouds line up  
Big thunder heads  
*Namarrgon* calls across the land,  
It's going to rain today...

The grass is growing,  
New green leaves dance with the wind,  
It's going to rain today.

The birds are nesting in the trees  
The bush is alive with song  
It's going to rain today.

The ants are running all around  
building castles in the sand,  
It's going to rain today...

*Namarrgon* calls across the land,  
It's going to rain today,  
It's going to rain today...

***Songs for the season of Gudjeuk (monsoon, season of rains, mid Dec.-late March)***

Wind blows  
water flows  
streams fill  
fish swim  
and children sing...

They sing to the sun  
they sing to the clouds  
they sing to the earth  
they sing to the spring

They sing to the moon  
they sing to the stars  
they sing to trees  
that blow with the breeze

They sing...

**(second song for Gudjeuk)**

There's rain in the hills  
there's rain on the plains  
there's rain through the trees...

there's rain in the hills  
there's rain on the plains  
there's rain through the trees...

Paperbarks flower across the land  
when the rivers flood –

there's rain in the hills  
there's rain on the plains  
there's rain through the trees...

Blue-grey clouds burst with rain  
rain rain rain  
spear grass grows oh so tall  
colours of green green-grey

there's rain in the hills  
there's rain on the plains  
there's rain through the trees...

Jabiru stalk across the plains  
spearing fish with their beaks  
children play in the creeks  
splashing through the puddles

there's rain in the hills  
there's rain on the plains  
there's rain through the trees...

there's rain in the hills  
there's rain on the plains  
there's rain through the trees...

Rain Rain Rain .....

***Song for the season of Banggereng (when the last wild rains come, April)***

Listen to the wind  
Listen to the wind  
Listen to the wind in the trees

Listen to the wind  
Listen to the wind  
Listen to the wind in the trees

The cicadas call  
the birds fly  
the lizards bathe in the sun

The flowers open  
their scent is strong  
the insects they call upon

Listen to the wind  
Listen to the wind  
Listen to the wind in the trees

The trees stand tall against blue sky  
barks of yellow and grey  
their leaves are fresh, bright green  
from the many months of rain

Listen to the wind  
Listen to the wind  
Listen to the wind in the trees

The sandstone rocks stand so tall  
Rivers carve the gorge  
Spinifex, Eucalypts, Boronias, Wattles,  
Grevilleas clothe the rocky hills

The season of Gudjeuk moves along  
Banggerreng is coming up now...

Listen to the wind  
Listen to the wind  
Listen to the wind in the trees...

***Song for the season of Yegge (windy dry time, May - mid June)***

Waterlilies float in the sun  
Waterlilies float in the rain  
Waterlilies blow with the breeze  
Waterlilies stand in the storms

Dragonflies dart above them  
bees nuzzle into their nectar  
the sun shines upon them -

Turtles and fish swim under their leaves  
Crocodiles can hide there too  
Swimming amongst them is such a delight  
they give out such a wondrous scent -

It fills your nose and mouth  
and goes right into your soul -

Waterlilies float in the sun  
Waterlilies float in the rain  
Waterlilies blow with the breeze  
Waterlilies stand in the storms...

***Song for the season for Wurrngeng (cool dry time, mid June – mid August)***

Underneath the trees we laugh and play,  
blue skies shine upon us every day.  
Who's that jumping by with the bouncing tail?

.....a kangaroo....  
Honey-eaters sucking nectar from the flowers,  
Wurrngeng...Wurrngeng...Wurrngeng...  
south-east winds blow now.

## **SHADOW PUPPETS – TELL & RETELL**

Shadow puppets can be simply made with cardboard from boxes, coat-hanger wire, paper fasteners, and masking tape.

Create a theatre by hanging a white sheet. An extra attractive feature for the theatre is a colourful rainbow cloth over a curved piece of bamboo. Have the theatre set up before you tell the story so the children know they are going to make a shadow puppet play from the story told.

A story relating to an animal or bird could be told to the children. Then they can sit in front of the theatre and make the characters for the story by drawing a character on the cardboard. These are cut out and various parts, that are to be moveable, are cut separately (like the tail, head, wings, etc.) these are then fastened to the main body by split pin paper fasteners. Eyes, tongue, body spots, etc. can be cut to give more shadow effect to the puppets. Coloured cellophane can be stuck over these cuts to give colour to the puppet. (Refer to Indonesian shadow puppetry books to see various effects for older students)

Cut coat-hanger wire with pliers (each piece about 40cm. long), then shape the wire to attach a flat wire surface against part of the cardboard puppet with masking tape. For moveable parts like a head or tail, you will need to operate more than one wire. For very young children obviously use only one piece of wire. Experiment with the wire pieces, this can be quite a mathematical exercise working out the way the wires can operate various parts of the puppet.

As the puppets are made, the children can see how they operate immediately behind the screen and make adjustments where necessary.

A spotlight (which can just be a torch) needs to be shone onto the sheet from behind to illuminate the shadow puppets.

The story is retold and the children act it out with their puppets. Sound effects can be added with voice sounds or instruments.

I have done this activity with children from 3-15 years old, all at once, and it has been lots of fun! Parents or older students can swap to be the audience for the retelling of the story, a creative activity shared by many.

## **ROLE PLAY**

Role play animals and their hunting movements, birds and their feeding habits in certain habitats.

**Take a trip** to look at some rock art in Kakadu, Litchfield, Kimberleys, Cape York, Sydney, or look at rock art in books and read some stories about hunting and gathering, nomadic cultures. Then read this book and think and talk about the plants, animals, birds, fruits, yams, etc. you could eat as you moved across a floodplain or forest during a year. Describe how you would dress, camp, hunt, gather, eat. After discussions organise some role play activities, like moving through different habitats catching food (co-operation and communication being important aspects of this activity). This could be followed by students making a diary in written or picture form or even music or song of moving across the floodplain/forest/woodland in a season or a year. This could even be a large class mural or soundscape that can be added to throughout the seasons of your region.

**Discuss 'onomatopoeia'** and how Aboriginal language names for birds relate to the sound of their calls. These sounds/calls are fun to play around with in groups or individually and could be turned into a guessing game or mimic of particular birds as another role play activity.

## RUBBING, PRINTING, PAINTING

Find leaves and place under paper and use a wide-based crayon to draw across the paper to reveal the leaf shape. Attractive patterns and pictures emerge with colourful crayons and time to play.

Choose one, two or three colours from a season and spread paint across a piece of Perspex, draw with your fingers to create a pattern or a mood, place a sheet of paper or cardboard on top of paint to create a monoprint. This activity can be extended by adding coloured papers that can be torn and glued to build up a picture into a seasonal mood or story.

Seasonal paintings can arise after stories and walks in each season. These can be made as pages of a book interspersed with songs, poems, stories written for each season.

## USE YOUR SENSE!

**Sit alone** in the bush and make a sound map by drawing what you hear.

**Sit with a tree** for 15minutes (looking, thinking, feeling, being with the tree) and then come and talk and/or write about it.

## SEASONAL FESTIVALS

Festivals are a way to recognize and celebrate happenings of a season. They are best organised in a location where you get a real feeling of the native bush around you.

(For example you could have a school, community or family picnic to celebrate the flowering of the waterlilies during the season of Yegge. Each class, group or family could bring along a game, story, song, dance, play, musical composition inspired by the season or an art/craft activity to share)

Each year our community has three 3-day camps to celebrate the seasons of Gudjeuk, Gunumeleng, Wurrung during the year and three 1-day celebrations for the seasons of Yegge, Banggerreng, Gurrung.

These festival times are a culmination of observations and feelings of the season and grow in strength each year as children and parents become more in tune with their natural surroundings. In my community, we have lots of fun together.

During each season you could organise a festival in your school, community or classroom to celebrate the season.

- ◆ Songs, poems and stories that the children have created could be shared or performed at this time.
- ◆ Foods to gather could be displayed, shared or collected with other students at this time.
- ◆ Invite some local Aboriginal people to your school to tell some stories for the season.
- ◆ Ask some Aboriginal people if they could take you for an excursion to collect some bush foods of the season.
- ◆ Perhaps some children in your school have songs and knowledge of the season to share with your class.

## SCIENCE

1) For the season of **Gurrung or Gunumeleng or Gudjeuk, etc.** look at the birds, animals, plants, insects and winds spoken of and illustrated in the book.

What effect do the seasons have on them, in relation to their movements, feeding, nesting, mating?

So what is going on with each of these things in the season where *you* live?

2) Identify the references throughout *Walking with the Seasons in Kakadu* to observations Aboriginal people have made about inter-related stories of animals/birds/insects/plants. An example is the story of *gurrih* (blue tongue lizard) and *annyunyek* (grape vine) in the season of *Gudjeuk*



With a friend, research in other books and find more stories of connections between species.

3) Go for a walk in the school garden/grounds, at home, local bush/national park and see what is going on around you: feel the barks of trees; look for flowers or fruits on the ground; look at the shapes of leaves and trees; smell the scent of leaves; look for fungi emerging from the leaf litter or growing on trees or fallen logs; watch and listen to birds; observe the movements of animals and insects; look out for tracks on the ground or bark of trees and leaves.

*(These observations, the small details that catch the eye, could be drawn, photographed, recorded on film or audio, written down, discussed or just absorbed as a sensory experience.)*

What's happening with the wind movements, the animals, insects, plants and birds?

4) What name do Aboriginal people in your area give this season, and other seasons?

What weather, plant or animal indicates to people that it is this season?

5) List the plants from the book and make a chart of their seasonal flowering and fruiting cycles. Then do the same for the native trees where you live. (For example; the eucalypts, wattles, bush apples, etc.)

What tree flowers or fruits in this season where you live?

What nectar is available for birds, bats, bees and other insects for this season and for the pollination of plants to occur?

How far are seeds dispersed by birds, bats or winds in this season?

What habitat changes occur in this season?

6) How many birds can you find in *Walking with the Seasons in Kakadu*? Draw the foods each one feeds on.

7) Identify particular native trees in your school, home or nearby bush by using available plant identification keys.

Observe the birds and insects in the school gardens/your home garden/native bush areas.

These can be listed and/or drawn.

Do you notice any preference of the birds and insects for particular trees or shrubs? Why?

8) Plant a native tree area in your school and/or a bush tucker garden. (To seek advice, ask: local Aboriginal people, council gardeners, Greening Australia officers, botanists in the area or native plant nurseries)

9) Study the seasonal cycle of an animal, bird, plant or insect.

10) Look at the wind patterns throughout a year to see the seasonal changes.

11) Make a seasonal calendar for your area using the one in this book as a reference.

*(As each season occurs where you live these questions can be asked, investigated, observed, compared with other regions, countries, communities.)*

**Other themes that could be explored together are:**

- ◆ seasons of the tropics
- ◆ seasons in other parts of Australia
- ◆ seasons around the world
- ◆ stories of the land
- ◆ celebrations of seasons around the world

## **STUDIES OF SOCIETY AND ENVIRONMENT**

1) To extend this curriculum further you can get students to research seasonal movements of Aboriginal people across the land, including **mapping** of areas.

2) **Read** about early explorers in Australia and their interaction with Aboriginal people. Why did so many early explorers ignore indigenous cultural knowledge about the land?

Look at extracts from diaries to discuss this in groups.

(Leichhardt's journal, John King's diary, Stuart's journals, etc.)

3) **Research** available material/stories that show how Aboriginal people have shared their knowledge, in the past and in the present, of natural and cultural landscapes, plants, animals and dreamtime stories of creation.

## RESOURCES AND FURTHER READING

### Children's Picture Books

Percy Trezise's many books about the dreamtime

*Pigs and Honey* and *Going for Oysters* by Jeannie Adams. Omnibus, Australia. 1989 & 1991.

*Papunya School Book of Country and History* by Papunya School Community. Allen & Unwin, Australia. 2001.

*Tjarany Roughtail* by Gracie Greene, Joe Tramacchi, Lucille Gill. Magabala Books, Australia.

*The Rainbow Serpent* by Dick Roughsey. 1975.

*Going for Kalta* by Yvonne Edwards and Brenda Day. ISBN 0949659991

### Teacher Resources

*The Nature Corner – celebrating the year's cycle with a seasonal tableau* by M.v Leeuwen & J. Moeskops. Floris Books, Netherlands. 1990. (relevant to nature tables and craft)

*All Year Round* by Ann Druitt, Christine Fynes-Clinton & Marije Rowling. Hawthorn Press, U. K. 1995.

*Putting the heart back into teaching* by Stanford Maher & Yvonne Bleach. Novalis Press, South Africa. 1997.

Seasonal Crafts series by Gillian Chapman. Wayland, UK. 1997.

*Spring* ISBN 0 7502 1836 3

*Summer* ISBN 0 7502 1837 1

*Autumn* ISBN 0 7502 1839 8

*Winter* ISBN 0 7502 1838 X

*Festivals Together: A guide to multi-cultural celebration* by Fitzjohn, Weston & Large. Hawthorn Press, UK. 1993. Contains a chapter on 'celebration craft' and one on each of the four temperate zone seasons.

*Harvest* by Clare Chandler. Wayland, UK. 1997. ISBN 0 7502 2119 4. From the Festivals series.

Let's Celebrate World Festivals series by Rhoda Nottridge. Wayland, UK.

*Spring* ISBN 0 7502 1177 6

*Summer* ISBN 0 7502 1178 4

*Autumn* ISBN 0 7502 1180 6

*Winter* ISBN 0 7502 1181 4

Holidays & Festivals series by Bobbie Kalman & Karen Harrison. Crabtree Publishing Co., NY.

*We Celebrate Winter* ISBN 0 86505 056 2

*We Celebrate Spring* ISBN 0 86505 053 8. (From a North American perspective.)

### Further Reading

*Tracking Knowledge in North Australian landscapes* edited by Deborah Rose and Anne Clarke. North Australia Research Unit, Darwin. 1998.

*Natural History Guide to Kakadu National Park* by Ian Morris (**great extension reference to *Walking with the Seasons in Kakadu.***) Steve Parish Pty. Ltd., Australia. 1996.

*Story About Feeling* by Bill Neidjie. Magabala Books, Australia. 1989.

*Gagudju Man* by Bill Neidjie. JB Books, Australia. 2002.

*Fire and Hearth* by Sylvia J.Hallam. University of WA Press, Australia.

*A Shared History- Aborigines and White Australians in the V.R.D. Northern Territory* by Darrell Lewis.

*Bush Foods - Arrernte Foods* by Margaret-Mary Turner illustrated by Shawn Dobson]

*Hunter-Gatherers Today* by J.C. Altman'

*Walking the Boundaries* by Jackie French. HarperCollins, Australia.

*Traditional Ecological Knowledge* edited by Nancy M. Williams and Graham Baines.

*The Sydney Language* by Jakelin Troy. Canberra. 1993.

*Punu – Yankunytjatjara Plant Use* by Institute for Aboriginal Development. IAD Press, Alice Springs, Australia.

*Mutooroo – Plant use by Australian Aboriginal People* compiled by Glenn Leiper, illustrated by Janet Hauser. Eagleby South State School, Australia.

*Bushfires and Bushtucker – Aboriginal Plant Use in Central Australia* by Peter Latz. IAD Press. 1995.

*Top End Native Plants* by John Brock. 1988.

*Economic Structure and the Ceremonial Exchange Cycle in Arnhem Land* by Donald F. Thomson

*Mr Sandman bring me a dream* edited by A. Croker. Papunya Tula Artists Pty. Ltd. and The Aboriginal Artists Agency Ltd, Sydney. 1981.

*Inside Black Australia –an anthology of Aboriginal Poetry* edited by Kevin Gilbert.

*Wildlife of Kakadu & the top end of the Northern Territory, Australia* by Greg Miles.

*Kakadu – Looking after country the Gagudju Way* by Stanley Breedon & Belinda Wright.

*Kakadu – Natural and Cultural Heritage and Management'* by Australian Nature Conservation Agency & North Australia Research Unit & A.N.U.

*Of Birds and Billabongs* by Allen Fox & Steve Parish.

*Kunwinjku Art – from Injalak 1991-1992* The John Kluge Commission.

*Donald Thomson in Arnhem Land* by Donald Thomson.

*Arts of the Dreaming – Australia's Living Heritage* by Jennifer Isaacs.

*Journey in Time* by George Chaloupka.

*Nanbaree* by Isobel (with paintings from the Watling Collection, Natural History Museum, London). 1994

*'Traditional Resources of the South Alligator River Floodplain' (Volume 1)*, edited by Diane Lucas & Jeremy Russell-Smith (Report held in Kakadu National Park Headquarters – c/- P.O. Box 71 Jabiru, N.T. 0886.

## **Films**

'Kakadu Man'

'The Big Wet'

*'Story about Feeling' (film in making)*

## **PRONUNCIATION OF GUNDJEIHMI WORDS USED IN BOOK**

The **orthography** used in this book is that proposed by linguist, Nick Evans (1991)

It will assist you with your pronunciation of the Gundjehmi words used throughout the book.

*(Some of the spelling of Gundjehmi words in this book may change when the Gundjehmi dictionary is completed over the next one or two years.)*

### **Vowels**

<b>a</b>	as in	<b>about, but</b>
<b>e</b>	as in	<b>bed</b>
<b>i</b>	as in	<b>bit</b>
<b>o</b>	as in	<b>pot</b>
<b>u</b>	as in	<b>put</b>

### **Diphthongs**

<b>ar</b>	as in	<b>task, farce</b>
<b>au</b>	as in	<b>house</b>
<b>ai</b>	as in	<b>why</b>
<b>ee</b>	as in	<b>air, their</b>
<b>eu</b>	as in	<b>hell</b>
<b>ei</b>	as in	<b>they, hay</b>
<b>iu</b>	as in	<b>hill</b>
<b>oi</b>	as in	<b>coin</b>
<b>ou</b>	as in	<b>pour, raw</b>

### **Consonants**

<b>b</b>	as in	<b>bank</b>
<b>d</b>	as in	<b>dog</b>
<b>dj</b>	as in	<b>jump</b>
<b>g</b>	as in	<b>gall</b> (beginning word or syllable)
<b>h</b>	as in	Cockney <b>wha'</b> for what
<b>k</b>	as in	<b>cake</b> (ending of word or syllable)
<b>l</b>	as in	<b>lift</b>
<b>m</b>	as in	<b>mad</b>
<b>n</b>	as in	<b>nose</b>

<b>ng</b>	as in	<b>sing</b>
<b>nj</b>	as in	<b>canyon</b>
<b>r</b>	as in	<b>rice</b>
<b>rr</b>	as in	Scottish carry (ie. Rolled rr)
<b>rd</b>	as in	American pronunciation of <b>harder</b>
<b>rl</b>	as in	American pronunciation of <b>Harlem</b>
<b>rn</b>	as in	American pronunciation of <b>harness</b>
<b>w</b>	as in	<b>wit</b>
<b>y</b>	as in	<b>yell</b>

## **ABOUT THE WRITER**

### **DIANE LUCAS**

Diane first went to Kakadu as a teacher, living for two years with Aboriginal people on an outstation camp at the edge of a billabong in woodland forest. The people there taught her many things about the bush and taught her to learn about the bush in a new way, too. She met her husband during this time and went on to do botanical and ecological work with him across the north of the Northern Territory. They then returned to Kakadu and lived there for another five years, during which Diane began to work with older Aboriginal people, mostly women, recording their knowledge of traditional resources, fire stories and changes of country in their lifetimes. They encouraged her to write stories for children so that more children could learn about country. These experiences stimulated the writing of this book.

Diane now lives only two hours drive from Kakadu on 20 acres of land with her husband and two children.

# Earth Hot, Sun Bright

Song for the season of Gurrung

Diane Lucas

*Walking With the Seasons in Kakadu*

Published by Allen & Unwin, 2003

Chorus: Earth hot, sun bright,  
Leaves fall like rain.

1: Trees of the woodland flower and fruit  
Bringing many songs to the forest.

Chorus: Earth hot, sun bright,  
Leaves fall like rain.

2: Garnamarr crunch on the eucalypt seeds,  
Torres Strait pigeons eat the palm seeds.

Chorus: Earth hot, sun bright,  
Leaves fall like rain.

3: Frilled neck lizards hunt in the sun  
And rest clinging to a tree.

Chorus: Earth hot, sun bright,  
Leaves fall like rain.

4: The green plums flower, the days are hot,  
Now it's Gurrung, we go to the spring to cool off.

Chorus: Earth hot, sun bright,  
Leaves fall like rain.

# Earth Hot, Sun Bright

Song for the season of Gurrung

Diane Lucas

## Chorus

Dm A<sup>7</sup> Dm A<sup>7</sup> Dm A<sup>7</sup> Dm

Earth hot, sun bright, Leaves fall like rain.

## Verse

Gm Dm

1. Trees of the wood - land flower and fruit, bring - ing

A<sup>7</sup> Dm

man - y songs to the for - est.

## Chorus

Dm A<sup>7</sup> Dm A<sup>7</sup> Dm A<sup>7</sup> Dm

Earth hot, sun bright, Leaves fall like rain.

## Verse

Gm Dm

2. Gar - nar - marr crunch on the eu - ca - lypt seeds,

A<sup>7</sup> Dm

Tor - res Strait pi - geons eat the palm seeds.

## Chorus

Dm A<sup>7</sup> Dm A<sup>7</sup> Dm A<sup>7</sup> Dm

Earth hot, sun bright, Leaves fall like rain.

## Verse

Gm Dm

3. Frilled neck liz - ards hunt in the sun, and

A<sup>7</sup> Dm

rest cling - ing to a tree.

### Earth Hot, Sun Bright (Song for the season of Gurrung)

**Chorus** Dm A7 Dm A7 Dm A7 Dm Verse

Earth hot, sun bright, Leaves fall like rain. 4. The

Gm Dm

green plums flow - er, the days are hot, Now it's

A7 Dm

Gur - rung we go to the spring to cool off.

**Chorus** Dm A7 Dm A7 Dm A7 Dm

Earth hot, sun bright, Leaves fall like rain.



# It's Going to Rain Today

Song for the season of Gunumeleng

Diane Lucas

*Walking With the Seasons in Kakadu*

Published by Allen & Unwin, 2003

- 1: The clouds line up, big thunder heads,  
Namarrgon calls across the land,  
It's going to rain today.
- 2: The grass is growing,  
New green leaves dance with the wind,  
It's going to rain today.
- 3: The birds are nesting in the trees,  
The bush is alive with song.  
It's going to rain today.
- 4: The ants are running all around,  
Building castles in the sand.  
It's going to rain today.
- 5: Namarrgon calls across the land,  
It's going to rain today,  
It's going to rain today.

# It's Going to Rain Today

Song for the season of Gunumeleng

Diane Lucas

Em D Em D

1. The clouds line up, Big thun - der heads, Na-

Em D Em D

mar - r - gon calls a - cross the land, It's

Em D G

go - ing to rain to - day. 2. The

Em D Em D Em D

grass is grow - ing, New green leaves dance with the wind, It's

Em D G

go - ing to rain to - day. 3. The

Em D Em D

birds are nest - ing in the trees, The

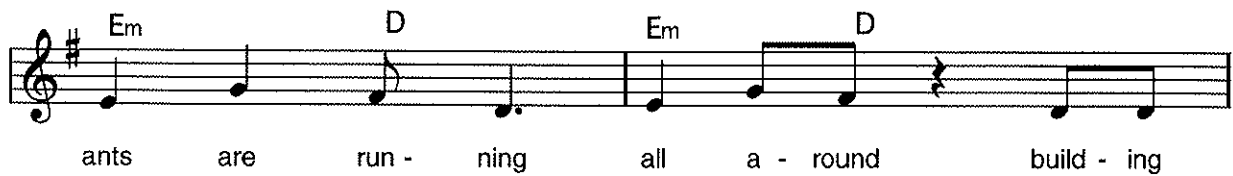
Em D Em

bush is a - live with song. It's

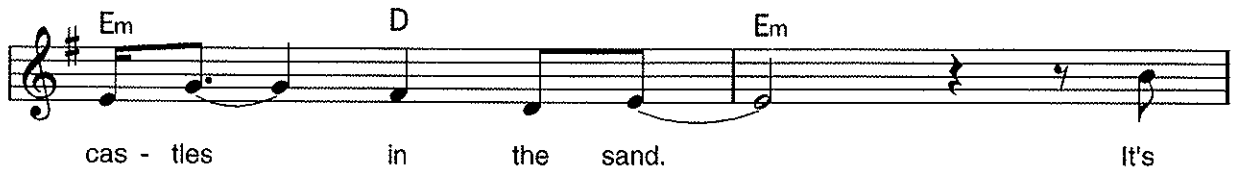
Em D G

go - ing to rain to - day. 4. The

### It's Going to Rain Today (Song for the season of Gunumeleng)



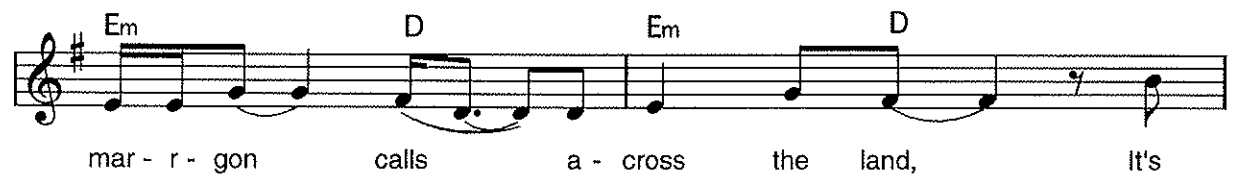
ants are run - ning all a - round build - ing



cas - tles in the sand. It's



go - ing to rain to - day. 5. Na-



mar - r - gon calls a - cross the land, It's



go - ing to rain to - day. It's



go - ing to rain to - day.

# There's Rain in the Hills

Song for the season of Gudjeuk

Diane Lucas

*Walking with the Seasons in Kakadu*

Published by Allen & Unwin, 2003

- Chorus (twice):      There's rain in the hills,  
                              There's rain on the plains,  
                              There's rain through the trees.
1.                      Paperbarks flower across the land,  
                              When the rivers flood.
- Chorus:              There's rain in the hills,  
                              There's rain on the plains,  
                              There's rain through the trees.
2.                      Blue-grey clouds burst with rain,  
                              Rain, rain, rain.  
                              Spear grass grows oh so tall,  
                              Colours of green, green-grey.
- Chorus:              There's rain in the hills,  
                              There's rain on the plains,  
                              There's rain through the trees.
3.                      Jabiru stalk across the plains  
                              Spearing fish with their beaks.  
                              Children play in the creeks,  
                              Splashing through the puddles.
- Chorus (twice):      There's rain in the hills,  
                              There's rain on the plains,  
                              There's rain through the trees.
- Tag:                    Rain, rain, rain, rain.  
                              Rain, rain, rain, rain.

# There's Rain in the Hills

Song for the season of Gudjeuk

Diane Lucas

**Chorus**

There's rain in the hills, There's rain on the plains, There's

rain through the trees. There's trees.

**Verse**

1. Paper-barks flower across the land,

When the rivers flood. There's rain in the hills, There's

rain on the plains, There's rain through the trees.

**Verse**

2. Blue-grey clouds burst with rain, Rain, rain, rain.

Spear grass grows oh so tall, Colours of green, green-grey. There's

rain in the hills, There's rain on the plains, There's rain through the

There's Rain in the Hills (Song for the season of Gudjeuk)

Verse

Em Em Bm  
trees. 3. Ja- bi - ru stalk a - cross the plains, Spear - ing

Em D Em Em  
fish with their beaks. Child - ren play

Bm Em D Em Chorus  
in the creeks, Splash- ing through the pud - dles. There's

Em D Em  
rain in the hills, There's rain on the plains, There's

Em D 1. Em 2. Em  
rain through the trees. There's trees.

Tag

Em D Em Em D Em  
Rain, rain, rain, rain. Rain, rain, rain, rain.

# Children Sing

Song for the season of Gudjeuk

Diane Lucas

*Walking with the Seasons in Kakadu*

Published by Allen & Unwin, 2003

Wind blows, water flows,  
Streams fill, fish swim,  
And children sing.

They sing to the sun,  
They sing to the clouds.

They sing to the earth,  
They sing to the spring.

They sing to the moon,  
They sing to the stars.

They sing to trees  
That blow with the breeze.

They sing.

# Children Sing

Song for the season of Gudjeuk

Diane Lucas

Dm A<sup>7</sup> Dm A<sup>7</sup>

Wind blows, water flows,

Dm A<sup>7</sup> Dm A<sup>7</sup>

Streams fill, fish swim, and

Dm A

child - ren sing. They

F Gm C Dm

sing to the sun, they sing to the clouds. They

F Gm C Dm

sing to the earth, they sing to the spring. They

F Am B<sup>b</sup> C

sing to the moon, they sing to the stars. They

F Am B<sup>b</sup> C

sing to trees that blow with the breeze. They

Dm

sing. \_\_\_\_\_



# Listen to the Wind

Song for the season of Banggerreng

Diane Lucas

*Walking With the Seasons in Kakadu*

Published by Allen & Unwin, 2003

- Chorus (twice): Listen to the wind,  
Listen to the wind,  
Listen to the wind in the trees.
- 1: The cicadas call, the birds fly,  
The lizards bathe in the sun.  
The flowers open, their scent is strong,  
The insects they call upon.
- Chorus: Listen to the wind,  
Listen to the wind,  
Listen to the wind in the trees.
- 2: The trees stand tall against blue sky,  
Barks of yellow and grey.  
Their leaves are fresh, bright green  
From the many months of rain.
- Chorus: Listen to the wind,  
Listen to the wind,  
Listen to the wind in the trees.
- 3: The sandstone rocks stand so tall,  
Rivers carve the gorge.  
Spinifex, Eucalypts, Boronias, Wattles,  
Grevilleas clothe the rocky hills.
- The season of Gudjeuk moves along,  
Banggerreng is coming up now.
- Chorus (twice): Listen to the wind,  
Listen to the wind,  
Listen to the wind in the trees.

# Listen to the Wind

Song for the season of Banggereng  
Diane Lucas

**Chorus**

Dm A<sup>7</sup> Dm A<sup>7</sup>

Lis- ten to the wind, Lis - ten to the wind,

Dm A<sup>7</sup> 1. Dm Verse 2. Dm

Lis - ten to the wind in the trees. trees. 1. The ci-

Gm Dm A<sup>7</sup> Dm

ca - das call, the birds fly, the liz - ards bathe in the sun. The

Gm Dm E<sup>7</sup> A<sup>7</sup>

flow - ers o - pen, their scent is strong, The in - sects they call u - pon.

**Chorus**

Dm A<sup>7</sup> Dm A<sup>7</sup>

Lis - ten to the wind, Lis - ten to the wind,

Dm A<sup>7</sup> Dm Verse

Lis - ten to the wind in the trees. trees. 2. The

Gm Dm A<sup>7</sup> Dm

trees stand tall a - gainst blue sky, Barks of yel - low and grey. Their

Gm Dm E<sup>7</sup> A<sup>7</sup>

leaves are fresh, Bright green from the man - y months of rain.

Listen to the Wind (Song for the season of Banggerreng)

Chorus

Dm A7 Dm A7  
 Lis- ten to the wind, Lis - ten to the wind,

Dm A7 Dm Verse  
 Lis - ten to the wind in the trees. 3. The

Gm Dm A7 Dm  
 sand - stone rocks stand so tall, Riv - ers carve the gorge.

Gm Dm 3/4  
 Spin - i - fex, Eu - ca - lypts, Bor - on - i - as, Wat - tles, Gre-

E7 A7 3/4 2/4  
 vil - le - as clothe the rock - y hills. The

Dm A7 Dm A7  
 sea - son of Gud - jeuk moves a - long, Bang-

Dm A7 Dm  
 ger - reng is com - ing up now. \_\_\_\_\_

Chorus

Dm A7 Dm A7  
 Lis- ten to the wind, Lis - ten to the wind,

Dm A7 Dm  
 Lis - ten to the wind in the trees.

# Waterlilies

Song for the season of Yegge

Diane Lucas

*Walking With the Seasons in Kakadu*

Published by Allen & Unwin, 2003

Waterlilies float in the sun,  
Waterlilies float in the rain.  
Waterlilies blow with the breeze,  
Waterlilies stand in the storms.

Dragonflies dart above them,  
Bees nuzzle in their nectar.  
The sun shines upon them,  
Turtles and fish swim under their leaves,  
Crocodiles can hide there too.

Swimming amongst them is such a delight,  
They give out such a wondrous scent.  
It fills your nose and mouth,  
And goes right into your soul.

Waterlilies float in the sun,  
Waterlilies float in the rain.  
Waterlilies blow with the breeze,  
Waterlilies stand in the storms.

# Water-lilies

Song for the season of Yegge

Diane Lucas

Cm

Wat - er - lil - ies float in the sun,

Cm G<sup>7</sup> Cm

Wat - er - lil - ies float in the rain.

Cm

Wat - er - lil - ies blow with the breeze,

Cm G<sup>7</sup> Cm

Wat - er - lil - ies stand in the storms.

Fm Cm

Dra - gon - flies dart a - bove them,

G<sup>7</sup> Cm

Bees nuz - zle in their nec - tar. The

Fm Cm

sun shines u - pon them,

G<sup>7</sup> Cm G<sup>7</sup> Cm

Tur - tles and fish swim un - der their leaves.

Bb Cm

Croc - o - diles can hide there too.

## Waterlilies (Song for the season of Yegge)

