



LATE SPRING
EARLY SUMMER
NOVEMBER - DECEMBER



HIGH SUMMER
DECEMBER - JANUARY



EARLY/MID SPRING
SEPTEMBER - OCTOBER



Walking the Seasons



LATE SUMMER
FEBRUARY - MARCH



JUNE - AUGUST
DEEP WINTER



APRIL - MAY
AUTUMN

School Resource





This document creates a framework for the essential contribution of Burrandies Aboriginal Corporation and the South East Aboriginal Focus Group in the Walking the Seasons program. The creation and delivery of this living and growing document utilises the Lartara-Wirkeri Cultural Governance Framework to guide its ongoing development.

This document is subject to further revisions. The Limestone Coast Landscape Board acknowledges that this document holds information relating to and created by First Nations people, languages and culture. While the Limestone Coast Landscape Board remains supportive of conventional intellectual property law, it acknowledges that these laws neglect to consider the 'living nature' and communal dimension of Indigenous Cultural and Intellectual Property rights. Progress continues on looking at ways that Australia's intellectual property system can better support First Nations communities to benefit from and protect their indigenous knowledge. In the absence of legislation the Limestone Coast Landscape Board, through this statement, recognises First Nations peoples as the primary rights owner of information relating to and created by First Nations people, languages and culture in this document.

What is the Lartara-Wirkeri Governance Framework?



The Lartara-Wirkeri Cultural Governance Framework is a contemporary application of a historic Aboriginal governance arrangement. The Lartara-Wirkeri Cultural Governance Framework has three distinct steps that operate in a continual cycle of communication and improvement.

The Walking the Seasons program is most impactful when everyone is walking together.

Use the Lartara-Wirkeri Cultural Governance Framework to help you plan your engagement with Walking the Seasons.




Traditional Owners and other groups come together out of respect to talk about whom, how, and what. This is a time for acknowledging the ways of our Ancestors, and using this knowledge to develop agreed pathways that can be progressed.



People start to walk together to achieve goals set from Ceremony and Talk. Everyone knows their roles and responsibilities, undertakes what they have agreed on, while always respecting cultural protocols.



Song and Dance is about giving respect back to our Ancestors, the land we walk on, and the people that we walk with. This stage must always follow the first two. Song and Dance is about celebrating the success of working and walking together as a community to achieve the desired and agreed outcome. It is about acknowledging weaknesses and using them to improve the future journey.



Walking together towards a connected and respectful future

The seasonal knowledge of Traditional Owners guides an immersive environmental experience through the Walking the Seasons program.

Using a collaborative approach (Lartara-Wirkeri Cultural Governance), the South East Aboriginal Focus Group, Burrandies Aboriginal Corporation and the Limestone Coast Landscape Board continue to develop the South East Seasonal Calendar. The Seasonal Calendar provides the base for the Walking the Seasons program.

Walking with Traditional Owner perspectives, students are equipped with a better understanding of the natural world, the interconnectedness of all living things and the vital role we as humans play in the future of our landscape.

Walking the Seasons is governed by the Lartara-Wirkeri Cultural Governance Framework which provides a structure of how we can all work together towards a connected and respectful future. We seek better outcomes for the environment, a stronger cultural connection, and positive social and emotional wellbeing for students.

Using traditional wisdom and modern technology we can better care for the landscape – empowering the next generation.



What is Walking the Seasons in schools?

This program is based upon the knowledge and cultural intellectual property of First Nations people of the South East of South Australia. It is one way in which First Nations people can strengthen and build the capacity of First Nations communities. It is an integral way to communicate cultural knowledge from Elders.

Inspired by the First Nations Weaving the South East Seasonal Calendar, each season celebrates culturally significant observations such as an abundance of food. The South East Seasonal Calendar provides an opportunity for teachers and students to deepen their understanding of the local landscape to develop a connection to Country. This program shares traditional artefacts and First Nations landscape connections. This sharing of knowledge strengthens a sense of community and connection to Country.

A walk can be undertaken almost anywhere in the local landscape. Identifying seasonally specific flora, fauna and environmental and weather changes makes this an interesting experience for all ages.

The six seasons described in the Calendar for the Limestone Coast are outlined below:
See appendix 7 - Seasonal Calendar for more information.

South East Seasons	European Calendar Months
Shell and Wattle Seed Time	December/January
Sugar and Eel Time	February/March
Cultural Ceremonial Time	April/May
Emu Camp and Storytime	June/August
Egg and Orchid Time	September/October
Kangaroo and Grass Seed Time	November/December

By Walking the Seasons, students and teachers walk together with First Nations people, combining knowledge of the cultural significance of the local landscape with modern citizen science. Collectively we build our knowledge about local plants, animals, the landscape and climate of the Limestone Coast.

Teachers can link the Walking the Seasons program across subject areas, curriculum priorities and to develop student dispositions and capabilities.



What does a seasonal walk look like?

Pre session incursion

This session is held in your classroom with learning provided by the Limestone Coast Landscape Board Education Team. This 45 min session will cover topics such as:

- What do we know or love about the Limestone Coast?
- Learning intention of the program.
- Introduction to the Seasonal Calendar.
- Importance of connecting with nature and protecting our local landscape.

See appendix 2 for further information.

Field trip – seasonal walk on Country

This session is held on Country at your specific walk location. Learning is provided by Burrardies Aboriginal Corporation Traditional Owner, the Limestone Coast Landscape Board Education Team and school staff and teachers. This 3 hr session includes:

- Smoking ceremony.
- Cultural session with Traditional Owner.
- Cultural experience and explorations of First Nations artefacts.
- Educational session with Limestone Coast Landscape Board Education Team.
- Identifying key species within the landscape (dependant on the season).

See appendix 3 for further information.

Post session

This session is held in your classroom with resources provided by the Limestone Coast Landscape Board Education Team. This 45 min session will include topics such as:

- Discussion around landscape experiences students have enjoyed since the field trip.
- Revision of cultural knowledge that was shared through the Seasonal Calendar.
- Journalling.
- Feedback.
- Seasonal observations and applications.

See appendix 4 for further information.



How Walking the Seasons can link to curriculum across year levels and class groups. (Years 3 – 9)

What will students understand?

<p>Year 3 Earth and space sciences</p>	<p>Earth's rotation on its axis causes regular changes, including night and day (ACSSU048) • exploring how cultural stories of Aboriginal and Torres Strait Islander Peoples explain the cyclic phenomena involving sun, moon and stars and how those explanations differ from contemporary science understanding.</p>
<p>Year 4 Biological sciences</p>	<p>Living things have life cycles (ACSSU072) • investigating how Aboriginal and Torres Strait Islander Peoples understand and utilise the life cycles of certain species.</p> <p>Living things depend on each other and the environment to survive (ACSSU073) • recognising how Aboriginal and Torres Strait Islander Peoples perceive themselves as being an integral part of the environment.</p>
<p>Year 5 Biological sciences</p>	<p>Living things have structural features and adaptations that help them to survive in their environment (ACSSU043) • investigating Aboriginal and Torres Strait Islander Peoples' knowledge of the adaptations of certain species and how those adaptations can be exploited.</p>
<p>Year 6 Biological sciences</p>	<p>The growth and survival of living things are affected by physical conditions of their environment (ACSSU094) • investigating Aboriginal and Torres Strait Islander Peoples' knowledge and understanding of the physical conditions necessary for the survival of certain plants and animals in the environment.</p>
<p>Year 7 Earth and space sciences</p>	<p>Predictable phenomena on earth, including seasons and eclipses, are caused by the relative positions of the sun, earth and the moon (ACSSU115) • investigating Aboriginal and Torres Strait Islander Peoples' calendars and how they are used to predict seasonal changes.</p> <p>SU Biological sciences classification helps organise the diverse group of organisms (ACSSU111) • investigating classification systems used by Aboriginal and Torres Strait Islander Peoples and how they differ with respect to approach and purpose from those used by contemporary science.</p>
<p>Year 8 SIS Planning and conducting</p>	<p>Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS140) • collaborating with Aboriginal and Torres Strait Islander Peoples in the planning of scientific investigations, including considerations of heritage sites and artefacts.</p>
<p>Year 9 Biological sciences</p> <p>SHE Use and influence of science.</p>	<p>Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176) • investigating the interdependence of communities and the role of Aboriginal and Torres Strait Islander Peoples in maintaining their environment.</p> <p>People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE160) • considering how the traditional ecological knowledge of Aboriginal and Torres Strait Islander Peoples is being reaffirmed by modern science and how this is generating new career opportunities in the field of restorative ecology.</p>
<p>Dispositions and Capabilities</p>	<p>Who will students be? Discerning, empathetic, environmentally responsible, curious, open minded, respectful and ethical.</p> <p>What will students do? Question, notice, reason with evidence, communicate with purpose.</p>

Over the course of a school year

"173 children at a local high school attended Traditional Owner led seasonal walks. All year 7 and SAASTA students had the opportunity to go out on Country at different times of the year and share their seasonal observations. Seasonal walks for year 7 students created the opportunity for enhanced wellbeing and sense of belonging within the secondary system and was a catalyst for further discovery in the science curriculum."



Walking the Seasons across multiple classrooms includes:

Six seasonal field trips exploring changes in the landscape and how those changes impacted Traditional Owners. Each walk is led by a Burrendies Aboriginal Corporation contracted Traditional Owner accompanied by the Landscape Education Team.

A pre session (incursion) is delivered by the Landscape Education Team, and it is expected that school communities develop their own Seasonal Calendar to track and record their experience.

Approximate cost to schools \$3,900

Includes 6 x Traditional Owner on Country seasonal walks supported by Limestone Coast Landscape Board Education Team.
6 x Pre sessions delivered by the Limestone Coast Education Team (in kind support)
**bus hire additional*

"When multiple classes engage with seasonal walks it creates a genuine opportunity for the sharing of knowledge through peer teaching and learning.

On Country excursions create the opportunity to develop connections, a sense of community, and nurture positive wellbeing."

Alternative ways to engage with local Traditional Owners and learn more about the South East Seasonal Calendar

Foundation to Year 9

Connection to Country through Days of the Weather. Led by First Nations Traditional Owners.

These cultural immersion sessions explore the importance of the six seasons of the Limestone Coast.

Approx. \$700 plus bus hire

Includes 1 x session with Burrandies Aboriginal Corporation Traditional Owner

Three year 7 classes at a local school have collaborated and attended multiple guided walks at Honan's Native Forest Reserve during a variety of seasons. A Traditional Owner introduced the calendar during their first walk.

Foundation to Year 4

Understanding the six South East Seasons. Connecting to local landscapes with the support of First Nations Traditional Owners and the Landscape Education Team.

This session includes follow up activities at your school to identify seasonal changes supporting the creation of a Seasonal Calendar. These experiences can be at your school site or at a range of sites across the landscape.

Approx. \$700 plus bus hire

Includes 1 x session with Burrandies Aboriginal Corporation contracted Traditional Owner

Supported by the Limestone Coast Landscape Board Education Team.

A local composite years 2/3/4 class enjoyed one on Country excursion led by a Traditional Owner and the class has been working on developing a Seasonal Calendar.

Foundation to Year 4

My patch. Connecting to local landscape with the support of the Landscape Education Team.

This session is supported by the South East Seasonal Calendar, landscape change maps and observation activities.



Appendices

"230 children at a local primary school attended Traditional Owner led seasonal walks. All classes at the school had the opportunity to go out on Country at different times of the year and share their seasonal observations with other students. Collaboratively they created a Seasonal Calendar which demonstrates change in the landscape and allowed for an integrated delivery of cross curriculum priorities."

Suggested walking trails



Honan's Native Forest Reserve, Glencoe – stringbark woodland and seasonal wetland



Piccaninnie Ponds, Wye – coastal vegetation and karst springs and fen wetland



Bool Lagoon, Struan – seasonal wetland



Penola Conservation Park, Penola – woodlands, seasonal wetlands, and open heath



Canunda National Park, Millicent – coastal vegetation

Preparatory session – incursion (year 7 example)

Prior to a seasonal walk with Traditional Owners, students have a preparatory-field trip lesson at their site. This 45 min lesson introduces students to the Weaving the South East Seasons Calendar and addresses excursion expectations.

In this lesson Landscape Educators talk about our local landscape, how it has changed over time, and how it changes seasonally with the 'days of the weather'. Students are introduced to the concept of the deep respect First Nations Peoples feel towards their local landscape and how their culture is intrinsically tied to the changing of the seasons.

Students are asked to consider how spending time in the natural environment contributes to the health of communities.

Learning intention

- Our local landscape changes with the seasons. Seasonal changes are observable.
- Traditional Owners live in harmony with the landscape and understand seasonal change.
- The natural landscape has a profound effect on the health of communities.

Success criteria

- I can consider First Nations culture and their connection to Country.
- I can discuss First Nations understanding of local landscape and seasonal change.
- I can reflect on my own experiences in nature.

In the now

Brain break/hook – sharing and engagement activities.

Looking back

What have our experiences in nature been, what opportunities have they provided?

How has our local landscape changed over the last 200 years?

How was the Seasonal Calendar created?

Looking forward

What do we think we know? What would we like to find out?

What can we/our environment gain from traditional knowledge and sustainable land management?

What are our expectations of ourselves and each other when on Country?

Field trip lesson plan (year 7 example)

What will students understand, who will they be and what will they do?

The South East Seasonal Calendar creates a structure for teachers and students to further develop their understanding of traditional and contemporary science and the management of local landscape. Students are supported to be curious, environmentally responsible, discerning and respectful.

Students develop the capability to become purposeful partners in learning and have the opportunity to notice, question and explore the South East Seasons with intent and purpose.

Learning intention

We are learning about:

- Seasonal changes in our landscape.
- The respect and connection First Nations Peoples have with the land.

Success criteria

Surface

- I can participate in a guided walk and make seasonal observations.
- I can identify/classify plant/animal species.
- I can record data in different ways.

Deep

- I can analyse and compare data through the seasons.
- I can make connections between seasonal change and the way in which First Nations thrived in the environment.
- I can compare traditional and contemporary land management practices and consider how these can work together.

Transferable

- I can make generalisations about the impact of landscape changes to First Nations Peoples.
- I can hypothesise and draw conclusions about how seasonal change affects people, plants, and animals.
- I can consider how the Seasonal Calendar could be used to support future landscape management.

Cross curriculum priorities

Aboriginal and Torres Strait Islander Histories and Cultures

AC957U03 Model cyclic changes in the relative positions of the earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on earth, including seasons and tides.

AC957U01 Investigate the role of classification in ordering and organising the diversity of life on earth and use and develop classification tools.

AC957H02 Investigate how cultural perspectives and world views influence the development of scientific knowledge.

AC957I02 Plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues, and recognising key considerations regarding heritage sites and artefacts on Country/Place.

Sustainability

AC9S7U02 Use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations.

Field trip resources

- Seasonal Calendar – traditional knowledge.
- Seasonal cultural artefacts.
- Flora and fauna ID charts.
- Data record sheet.

All materials are provided by Burrandies Aboriginal Corporation and the Limestone Coast Landscape Board.

Location

Honan's Native Forest Reserve – A remnant vegetation site with rare plants, animals, wetlands, and wildflowers in a natural bush setting.

Example of site predetermined with participating schools.

Time allocation

3 hours

Key vocabulary

Cyclical change, phenological change, seasonal change, commonalities, predictable phenomena, relationships-/interconnectedness, epistemology, geographical location, ecosystems and habitat diversity, weather patterns, physical features and behaviours, Linnaean taxonomy, organisms, microorganisms, botanical and zoological knowledge, abiotic and biotic features, food webs, food chains, pollinators, predators.

***Bunganditj Language is hoped to grow alongside and together with the Walking the Seasons program.**

Lesson outline

1. Arrive at Honan's Native Forest Reserve and organise bags etc.
2. Welcome to Country and Smoking Ceremony delivered by a Traditional Owner.
3. Expectations and safety talk presented by Limestone Coast Landscape Board.
4. Students split into two groups (or remain as one if smaller numbers)
5. **Group 1** attends a cultural immersion session delivered by Traditional Owner. Weaving the South East Seasons Calendar is explained and seasonal artefacts and stories are shared.
Group 2 attends a landscape observation walk hosted by the Landscape Education Team. Students are encouraged to observe local landscape features, identify classification systems, and recognise interconnectedness of landscape features. Walk ends in a quiet 'sit spot' where students take a moment to reconnect with the natural world.
6. Students take a short break before rotating to the next session.
7. Students re-assemble at Welcome site and reflect on experience and share stories/ thoughts before heading back to their site.

Post session (year 7 example)

Learning intention

- Our local landscape changes with the seasons. Seasonal changes are observable.
- Traditional Owners live in harmony with the landscape and understood seasonal change.

Success criteria

- I can engage in discussion/tasks and reflection activities which demonstrate a deeper understanding of First Nations culture and their connection to Country.
- I can demonstrate an understanding of local landscape and seasonal change by contributing to a regionally specific calendar.

What *Ceremony and Talk* needs to happen now?

What did we learn through *Hunting and Gathering*?

How can we pay our respects through *Song and Dance*?

In the now

Brain break/hook - Choose an activity like 'Would you rather' to position students to re-engage with prior learning.

Looking back

Review Seasonal Calendar and season of excursion.

Discuss data collected, landscape, and weather. Interpret observable features which indicate the days of the weather.

Share photos and key learning from excursion.

Discuss cultural knowledge shared by Traditional Owners.

Reflect on seasonal landscape education.

Consider the highlights/ideas and discoveries from Walking the Season.

Review seasonal observations, surprises or challenges to our preconceived ideas

Looking forward

What would we like to find out next?

Follow up with a 'sit spot', nature journaling or scientific drawing of species/observations that were evident on the field trip.

Organise/prepare a presentation to share learning with other classes involved in Walking the Seasons.

Record seasonal observations on the South East Seasonal Calendar.

Example learning tasks to further build cultural connection

Integrating learning across the curriculum enhances students connection with their studies. It provides an opportunity for consolidating what participants have learnt through the Walking the Seasons program.

Contact the Limestone Coast Landscape Board Education Team for resources and more ideas for further learning.

Literacy

- Explore and create narratives based on local and other sky stories and song-lines.
Work with Burrandies Aboriginal Corporation for local stories.
- Through poetry or prose illustrate the messages embedded within the seasons.
- Design and create well-researched Seasonal Calendars.

Science

- Compare and conclude outcomes of different land management practises (traditional and contemporary) and their impact on food webs.
- Explore First Nations knowledge and use of endemic plants and prepare some dishes using bush foods.
- Compare Seasonal Calendars from around Australia (compare and classify landscape/vegetation from around Australia).

HASS

- Produce or present a timeline based on landscape change and resource use in the Limestone Coast.
- Identify artefacts and demonstrate an appreciation for their use and seasonal relevance.
- Give examples of how a seasonal diet could impact traditional and contemporary lifestyles and health outcomes.

Geography

- Create a model/text which demonstrates the geological history of the Limestone Coast including the Craitbul story.
- Explore and illustrate how healthy soils affect all living things.
- Survey people and their relationship with water and share your findings.

The Arts

- Create a collage of plants and animals identified on field trips.
- Create some ephemeral land art which explores concepts within the Seasonal Calendar.
- Design/construct representations of the Seasonal Calendar.

Futures/design thinking

Consider social, ethical and sustainable solutions through design thinking steps; empathise, define, ideate, prototype, test, activate:

- Promote a 'Guide to Living' using the Seasonal Calendar.
- Design a solution and explain how it could contribute to saving a species from becoming vulnerable.
- Design, develop and create tools which could be used as seasonal artefacts.

How does your school become involved?

The immersive educational program, Walking the Seasons, is most impactful when everyone is walking together. The Limestone Coast Landscape Board in collaboration with Burrandies Aboriginal Corporation are here to support your journey and implementation of this program within your school.

Ensuring commitment from your staff and students to embrace this program and engage with the interactive educational experience will ensure all parties can walk together.



Plan with your site to ensure commitment to the program by:

- ensuring teachers see value in the program and for their students
- choosing the student cohort to engage with the program
- engaging students in decision making
- ensuring program sits nicely with school priorities/RAP/SIP and learning outcomes in other curriculum areas
- providing students with sufficient background information
- recruiting leadership and Governing Council support
- allocating funding to cover program costs, what funding is available or can be applied for?
- providing sufficient support to teachers to assist appropriate engagement with First Nations organisations
- identifying what processes are currently in place which support the implementation and success of the program?
- identifying what needs to be put in place to ensure long term success and involvement?
- connecting with the Limestone Coast Landscape Board to plan your involvement in the program.



Contact Limestone Coast Landscape Board to discuss partnership with Burrandies Aboriginal Corporation and how we can support:

- aligning program outcomes
- choosing times and dates
- pre and post visits
- priorities and outcomes
- field trips and collection of data.



Song and Dance suggestions for your school

We will celebrate when:

- learning outcomes are achieved
- feedback is provided to the Limestone Coast Landscape Board and Burrandies Aboriginal Corporation
- students discuss findings after a field trip and record on the Seasonal Calendar
- students share their learning during a class presentation or assembly.

Weaving the South East Seasons

The days of the weather

Record your observations of plants, animals and the weather across the seasons

Kangaroo & Grass Seed Time

Egg & Orchid Time

Emu Camp & Story Time

Cultural Ceremonial Time

Shell & Wattle Seed Time

Sugar & Eel Time

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The South East Aboriginal Focus Group and the Limestone Coast Landscape Board provide this template to encourage people to make observations of their surrounding landscapes and create their own localised calendar. The group recommend adding photos, drawing pictures and writing observations made of the types and actions of animals, plants and weather observed during the seasons. Please send a picture of your completed calendar to: landscapeboardenquiries@sa.gov.au

