



**WALKING THE ROCK COUNTRY IN KAKADU
KARRIRE KUNDENGE KARRIBOLKNAN KUNWARDDEHWARDDE**

Written by DIANE LUCAS & BEN TYLER

Illustrated by EMMA LONG

RECOMMENDED FOR: Ages 4 – 17+ (EARLY CHILDHOOD, PRIMARY & SECONDARY YEARS)

GENRE: Non-Fiction Picture Book

THEMES: Kakadu, the environment, rock country ecosystems, plants, animals, Indigenous languages, First Nations Australian history and culture

CURRICULUM LEARNING AREAS:

- Nature Studies, Science, Maths, Arts & Language activities
- English and the Arts
- Science, Art & Visual Literacy
- Studies of Society and Environment

NOTES WRITTEN BY: Diane Lucas

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INTRODUCTION

This rich and fascinating book brings together First Nations Australian knowledge and history with Western science. It is a collaborative way to vicariously experience one of the unique habitats of Kakadu National Park.

For children, teachers, librarians and students, the book offers a model of discovery of place and culture. It also includes Kundjeyhmi language names, and lush and enchanting illustrations.

This celebration of the natural world which encourages children to care for country will provide an abundance of comprehensive questions, activities, discussions and accompanying assessments to assist teachers with covering units of work in the classroom.

PLOT SUMMARY

Walking the Rock Country in Kakadu – Karrire kundenge karribolknan kunwarddehwardde represents the Arnhem Land Plateau, where the climate is similar to areas of the Top End of northern Australia, northern Queensland to Broome in WA.

This book is written to encourage readers, wherever they live, to consider the habitat and seasonal aspects of their own geographical location. It aims to encourage research into First Nations cultures across Australia, and to expand knowledge and understanding of the environment in order to live more harmoniously with nature.

ABOUT THE NOTES

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 authors wish to emphasise that children will benefit from the holistic approach of exploring such a broad theme as 'the present season in the rock country' (or any habitat close to your location).

Q&A WITH THE AUTHOR: DIANE LUCAS

How did you come to work with Ben on *Walking the Rock Country in Kakadu*?

'I met Ben when I went to live at Patonga outstation in Kakadu. He was only six years old. I was employed by the Gagudju Association to be the teacher for his community. There were 17 children and up to 30 children seasonally, when the roads were not flooded, in the little bush school. The children were aged 2–26 years old. We had such fun together. The children taught me so much about the bush and of course the adults did too. The children showed me how to dig some of the small yams, collect fallen bush fruits, how to keep mosquitoes away and how to read the bush.

'Everyone spoke Kundjeyhmi language so they taught me, and I would use this alongside English in our reading, writing, listening, talking/telling activities for our learning. I would often say to the children that they taught me more than I taught them! They laughed. It was good two-way learning.'

What inspired you to write *Walking the Rock Country in Kakadu*?

'The writing of this book came from walks together and the sharing of stories both Ben and I have in our learnings and memories. As we walked with family and friends in the rock country we recalled stories and experiences relating to trees and animals, birds, insects, hunting and gathering. Stories from the elders of past times and some dreaming stories.'

'Ben has lived on his country and experienced the storytelling from elders. Together Ben and I have walked the land and shared ideas and stories for many years. Emma also lives in the NT and is inspired by the natural world. They share their love of the natural world while walking with their children and paints their observations into beautiful illustrations.'

How do you gather material for your books?

'I carry a little sketch book and an exercise book around in the car and my backpack and whenever I get an idea I write dot points or little verses or sketch things in the books. Something to prompt further writing or paintings or weavings.'

'I try to take a walk daily. Often as I walk, I make up songs along the way, as I notice something around me. After creating the song lines and rhythms over a few days or a week, I will record the song on my phone so I don't forget the tune. I keep coming back to the songs so quickly I remember them in my mind and create movements to help recall the songs easily. These songs I share with people, young and old, when I encounter the seasonal situation with others. For example, I made a song about a flowering bush apple tree, this week, in the season of *kurrung* because I met with many of these trees in flower as I walked in the bush.'

Q&A WITH THE AUTHOR: BEN TYLER

What inspired you to write *Walking the Rock Country in Kakadu* with Diane?

'I am always inspired when I go walking and talking with Diane on country wherever we are because we share a special bond through our shared Kakadu life together with many wonderful times, memories, and stories that continue, connect and inspire us to Kakadu people, events, places, and culture.'

'Di and I came to write this book because we are family, in the Bininj sense of the word, and so, like family do, we talked and talked and talked about so many things. Then one day we went walking with a friend in the bush. We shared our stories with our friend as we walked and talked through a monsoon forest.'

'*Walking in Gagudju Country – Exploring the Monsoon Forest* was the first book resulting from that special day. It reflects the relationship between Di and I as teacher–student in Western

way and as mother–son in Bininj kinship way. For me, I was learning more about book writing from Di because she had written a number of books before, and I had not. I mostly observed and attended tasks as needed to create the book, including writing, editing and working with our wonderful illustrator Emma, our publishing team and our Kakadu elders.

‘This new book, *Walking the Rock Country in Kakadu – Karrire kundenge karriboldknan kunwarddehwardde*, is our effort to look into a different habitat and different season. As a First Nations author working on a book about my home in Kakadu, I was mindful of keeping culture at the front of our processes to help remind us all and ensure our book was respecting Bininj/Mungguy peoples and cultures.

‘Respecting culture is very important to First Nations mob, especially when talking about First Nations people, stories and topics. It means that we can work ethically in a culturally sensitive way that helps us create meaningful good work that everyone can enjoy. The book is written to acknowledge the Kakadu way of life continuing to live, hunt, and gather on country to pass on our Elders’ stories for inspiring the next generations of Bininj and Balanda kids. This is important because they will become the next mob to look after country and people and pass on the stories. I learned that making something special like a book takes a long time, and means working cooperatively and respectfully with many different people who share in the one vision of bringing the story to life where it can be shared widely and enjoyed forever.’

What do you see as the essence of the book?

‘The essence of the book is family, in the Bininj context. It describes how we relate to the natural world and each other and everything in between that is ancient, complex and elegant; everything is connected. It’s about the origin stories and how we came to be through Ancestral Creators who made the world and the natural rules to live in harmony with Mother Earth as one big family. We all belong. And of course, it’s about Kakadu, a World Heritage national park that is recognised by the United Nations for its natural and cultural values that must be protected for future generations to treasure and enjoy. For me and my family, and all Bininj/Mungguy peoples, Kakadu always was and always will be home. A home that is at least 65,000 years old.’

Q&A WITH THE ILLUSTRATOR: EMMA LONG

What for you is the essence of *Walking the Rock Country in Kakadu*?

‘I wanted to stress the importance of connecting with nature, taking the time to truly observe the world around us, learning from First Nations people about the country we walk on, learning together, and growing together.’

Tell us about how you created the illustrations for *Walking the Rock Country in Kakadu*?

‘I spent many hours out in nature exploring urban and rural bush settings that I had otherwise not had much contact with. Just as Ben and Di walked together many times over

the years and wrote this book, I spent time walking with Ben, Di and my family across different parts of the country and just took time to connect with and observe nature. Connecting in with my childhood and the various adventures I had discovering 'new' wildlife was a wonderful inspiration as well.

'My process is quite detailed and each illustration from rough form to final artwork has taken one to two weeks to create. I enjoy working in a variety of media and for this book I have used ink and watercolours. It has been such a joy as I work to learn new things and make new discoveries about the way the watercolours move and interact.

'If ever I have felt troubled or unsettled by the progress of a spread or my work in general, I take that as a sign that I have been cramped painting at my desk for too long! I pack up a little travel kit and go and spend a morning painting in one of the urban forests or head out for a night or two in the bush where everything comes back into clear focus. Every single time I head outdoors to paint I come home energised and ready to spread colour across my room once again!'

CLASSROOM DISCUSSION AND ACTIVITIES

NATURE STUDIES, SCIENCE, MATHS, ARTS & LANGUAGE ACTIVITIES

SCIENCE

- **Guided excursion:** Take a walk around the school grounds, close-by bush or nearby rock country, and look at what is going on. With Early Childhood and Primary students, take some small cane baskets with handles to gather treasures along the way.

Look carefully when walking. On the ground look out for tracks from animals, birds, insects and reptiles. 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? What might this tell us about the season you are in? (Some of these activities mentioned can also be adapted into the Science context.)

Stop and 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; making mandala patterns on the ground as a class group activity.

Make a mandala: glue leaves 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 can also be used to make a mandala. Hang these with string in doorways and windows to be seen and enjoyed.

- **Create a nature table**

Place coloured cloths that represent the colours of the earth, sea, river, forest, floodplain, sky, vegetation, etc. of the season on a designated table. This table can house the collected natural objects and creations made throughout the season. Have children create clay animals that incorporate natural elements like small sticks, grasses or rocks, or felt puppets to represent animals, insects or flower blossoms. Coloured cloths can also be draped, hung on curved bamboo or a stick and placed on a wall to represent the sky.

Encourage students to develop oral stories as they interact with the animals, birds, insects, plants and each other.

It is useful to create a new nature table each season so that the children are aware that with each season and each habitat come environmental changes throughout a year.

ENGLISH AND THE ARTS: LANGUAGE AND LITERACY, SONG AND STORY

- **Tell a story**

Imagination develops through storytelling. Decide on a theme for your story, relating to this book, and develop the story over a week in instalments, revealing animals or birds or happenings within the rock country. Each day set questions to answer, sentences to write and something to make from the story.

- **Storytelling traditions (oral narrative)**

Invite some local First Nations people to your school to tell stories about the bush. Organise for a First Nations person to take your class on an excursion to collect some bush foods in a bush habitat and tell stories of that place. By walking the land and hearing stories of the land, children will be encouraged to respect the land.

Perhaps some First Nations children in your school have songs and knowledge of the season and habitats to share with your class.

- **Making instruments for sound effects**

Collect tall grasses. Two layers of found grasses (e.g. spear grass) can be bound together with thread, then have small stones inserted between, making a beautiful instrument that has a 'wind through the grass' sound.

Bamboo or wood with grooves cut across can produce a realistic frog croaking sound by running a stick up and down the grooves.

Bamboo also makes beautiful 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 upright allows the rice or stones to run through the nails, giving gentle rain sound effects. The use of these instruments as you tell a story means the children need to listen carefully so they know where to add the appropriate sound.

You may like to play a tune that gives the children a mood for a particular place or season on a recorder, guitar, flute, piano, drum, or using your voice.

- **Storytelling through song**

Make up a song that relates to the observations made on your walks. It can then be part of your story. (See Appendix I for examples of songs of this kind.)

- **Shadow Puppets**

Tell a story, then make shadow puppet figures to be used in a performance of the story.

Shadow puppets can be made with cardboard from cereal or biscuit boxes, coat-hanger wire or twisted thin wire, paper fasteners for moving parts of puppets, masking tape, cellophane for coloured eyes, feathers, fire, etc.

Create the theatre by hanging a white sheet over a taut piece of rope (peg top and bottom to keep the sheet flat and tight) to host your shadow puppet play.

Have the children select and draw a large character on the cardboard and cut them out. Any parts you'd like to be moveable are cut separately (the tail, head, wings, etc.) and fastened to the main body by split pin paper fasteners. Cut 40cm lengths of coat-hanger wire with pliers or wire cutters, 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. Experiment with the placement of the wire pieces-this can be quite a mathematical exercise!

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

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

- **Role Play**

Tell a story about the land you live on and the wildlife that live there. Have the children act out the story, exploring the movements of the particular character they've chosen.

(For example: Look at pages 16 & 17 and you could create a story for the children to re-enact, like *karrkkanj*, the brown falcon, along with mammals, reptiles and insects running away from the fire.)

Take a trip to look at some rock art in your area or look at rock art in books and read some stories about hunting and gathering and nomadic cultures. Then read *Walking in the Rock Country in Kakadu*, and discuss the plants, animals, birds, fruits, yams, etc. you could eat as you moved across a rocky landscape during a year. Describe how you would dress, camp, hunt, gather, eat. After discussions, organise 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 written or illustrated diary or even as a song, about moving across the rock country during a season or a year.

- **Onomatopoeia**

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 beautiful wide-based oblong bees wax crayons to draw across the paper to reveal the leaf shape.

Choose one, two or three acrylic paint colours and spread paint across a piece of Perspex, draw with your fingers to create a pattern such as a bird or animal, then place a sheet of paper or cardboard or cloth on top of the paint and press hard 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 story.

- **Seasonal and or habitat paintings** can be inspired by stories and walks in different habitats each season. Create a book from these interspersed with songs, poems and stories written for each season or habitat.

- **Use your senses to make something creative inspired by nature**

- Have the class sit quietly in the bush and make sound maps by drawing what they hear.
- Sit with a tree for 15 minutes (looking, thinking, feeling, being with the tree) and then come together to talk and/or write about it.
- Watch a bird, butterfly, bee, praying mantis, etc., then write a poem, song or story, and make a sketch. This could also be something close up: a feather, flower, leaf, etc.

- **Seasonal Festivals**

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

For example, you could have a school, community or family picnic to celebrate the flowering of many rock country species during a particular season.

Each class, group or family could bring along a story, song, dance, play, musical composition inspired by the season or an art/craft activity to share.

During each Indigenous season applicable to your region you could organise a festival in your school, community or classroom to celebrate that season.

Songs, poems and stories that the children have created could be shared or performed at this time.

Foods to gather could be displayed and shared, or take group walks to collect the foods.

SCIENCE & ART & VISUAL LITERACY

- Ask students what effect they think the seasons have on birds, animals, reptiles, plants, and insects in the rock country in relation to their movements, feeding, nesting, mating? Let them explore what is going on with each of these in the place where they live. Allow children to draw and paint as well as write.
- Research the names Aboriginal people in your area give the seasons. Make a seasonal calendar for your area using the one in this book as a reference. There are many Indigenous calendars available online to also use as references. The CSIRO in Darwin, in consultation with Indigenous people, has compiled colourful photographic seasonal calendars for many language groups in the Top End of Australia. (website: [csiro.au/Indigenous seasonal calendars](http://csiro.au/Indigenous_seasonal_calendars))

As each season occurs where you live, ask, investigate and observe these questions compared with other regions, countries, communities.

Paint a map – look at the title page of this book and study the watercolour map Emma has painted. This painting gives a good idea of the landscapes of Kakadu. There is lots of rock country, and you will see it expands further into West Arnhem Land. Identify the rock country in brown, the woodlands and forests in greens and the rivers in blue that weave their way across the landscape.

Your students could paint a similar map of the area they live.

- Other activities that could be explored together here:

- Study and map the rock country areas in your region; look at Google Earth to see an aerial 3D view.
- Study and draw or paint the flora and fauna of the rock country in your region.
- Research:
 - Countries in the world where rock art was created by First Nations people
 - Fire management in the northern Australian landscapes
 - The importance of early dry season burning in savanna country
 - Seasons of the tropics
 - Seasons in other parts of Australia
 - Seasons around the world
 - Stories of the land
 - Seasonal celebrations around the world
 - What effect wind direction has on the seasons? (Refer to *A Natural History and Field Guide to Australia's Top End*, published by Gecko Books to see the diagrams and story of wind patterns of the world)
- Aboriginal people often create stories from the observations they've made of animals, plants, and nature as a whole. An example of this in *Walking the Rock Country in Kakadu* is page 17, the story of *Karrkkanj* carrying a burning stick to make the insects run away from the fire, a tactic for *Karrkkanj* to catch more tucker.

Compare *Walking with the Seasons in Kakadu* with *Walking in Gagudju Country – Exploring the Monsoon Forest* to find more stories of connections between species.
- List the plants in *Walking the Rock Country in Kakadu* and make a chart of their seasonal flowering and fruiting cycles. This list could be created as pictures and/ or with words. 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? You can look under trees and surrounding area of a tree to work this out.
 - What habitat changes occur in this season?
- How many birds and animals can you find in *Walking the Rock Country in Kakadu*? Draw the foods each one feeds on.

- Identify particular native trees in your school, home or nearby bush by using available plant identification books or simple plant keys.
- Observe the birds and insects in the school gardens, your home garden and native bush areas. You can identify these from bird and insect reference books. These can be listed and/or drawn.

Do you notice any preference of the birds and insects for particular trees or shrubs? Why? Are they attracted to nectar or fruits?

- Plant a native tree area in your school and/or a bush tucker garden, encouraging wildlife to visit the garden.

To seek advice, ask local Aboriginal people, council gardeners, Greening Australia employees, botanists in the area or native plant nurseries

- Study the seasonal cycle of an animal, bird, plant or insect.
- Look closely – in this book you find inserted close-up illustrations, for example: look at pages 6 & 7 and see the enlarged illustration of the tadpoles and the tiny Utricularia flowers.

Give each student a drawing book and ask them to make their own special drawings. Encourage them to take this book home to draw special close-up studies of plants, animals, insects, birds from their own garden. These books could be shared in class each week or fortnight over the school year.

STUDIES OF SOCIETY AND ENVIRONMENT

- Research movements of Aboriginal people across the land, including maps showing where people forage and hunt for foods.
- Read about early explorers in Australia and their interaction with Aboriginal people. Why do you think 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, *Journals of Australian Explorations 1846–1858* by the Gregory brothers, etc.)

Bruce Pascoe's book *Young Dark Emu* will reveal new light on the journals of some explorers in southern Australia.

- Research past and present ways Aboriginal people have shared their knowledge of natural and cultural landscapes, plants, animals and dreamtime stories of creation.

AUTHOR BACKGROUND

ABOUT DIANE LUCAS



Credit Jeremy Russell-Smith

Diane Lucas grew up exploring the bush in New South Wales but has spent many years of her life in Northern Australia, after moving to Kakadu in her late twenties. There she worked as a schoolteacher on an Aboriginal outstation, and in turn was taught many things about the bush. It was here that she met Ben Tyler when he was a young child.

From 1991 to 1996 Diane worked on a research project in Kakadu, documenting traditional resources on the South Alligator River floodplain and surrounds with elder Aboriginal people, mostly women. Diane is inspired by the bush and finds she does much of her writing as she travels. The Elders encouraged her to write stories for children so that more children could learn about country. Having her own children and the experiences of living on the land with Aboriginal Elders and children inspired the writing of this book. Diane maintains a strong relationship with the people and country in Kakadu. Diane has 8 published books, which you can find on her website: www.dianelucas.com.au

ABOUT BEN TYLER



Credit Jeremy Russell-Smith

Ben Tyler grew up in the central region of Kakadu National Park on his mother Jessie Alderson's country, who is a senior traditional owner of the Murumburr clan. He first met Diane Lucas as his schoolteacher at Patonga School in the early 1980s. Ben remembers the unique way of learning to read and write, with Diane and the Elders incorporating culture into the learning materials.

Patonga School was located on his mother Jessie's outstation at Patonga Homestead, which was originally built as a popular 1960s safari camp catering to international hunters. Now the independent Indigenous school is closed, and Kakadu kids go to the local government Jabiru school. Ben and his family continue to live and thrive at his childhood home beside the Jim Jim Creek. Family is very important to Ben, with his biggest inspiration being his mother Jessie, who adopted and raised him. He describes her as a 'woman of the world'. Jessie is from a generation of strong, independent Indigenous women with a can-do attitude who find great energy and joy, sweat and tears hunting buffalo and sourcing bush tucker with family in tow.

This unique period in Ben's childhood is what has shaped his current interest building a bush food business, Kakadu Kitchen, where he shares his passion for Kakadu culture and bush foods to inspire the next generation of Kakadu kids. He is excited by the idea of reconnecting his traditional Indigenous diet with other locally grown foods, as opposed to processed foods from far away. With his mum, he established a family community garden in

2015, which continues to thrive today. Sometimes Diane visits Ben and his family in Kakadu and brings native plants as gifts for their family community garden. Di's visits are always a delight for the Patonga family and many stories continue being made and shared together in Kakadu.

ILLUSTRATOR BACKGROUND

ABOUT EMMA LONG



Emma Long is an accomplished Darwin-based illustrator and artist. Emma has exhibited extensively in group and solo exhibitions across the Northern Territory and has worked as an illustrator for Menzies School of Health Research and the University of Melbourne. Their passion for creative arts has led them to work as an art educator in secondary schools, as well as to pursue a Bachelor of Visual Arts, a Certificate in Printmaking and a Graduate Diploma of Education. They are inspired by the fresh, raw beauty of nature and feels most at home in the bush with a brush in hand. Emma lives in Darwin with their husband and four children and continues to work as an illustrator and an art educator.

CORRESPONDING LITERATURE

ADDITIONAL RESOURCES AND FURTHER READING

Children's Picture Books

- *Spines in the Sand* by Diane Lucas & Colwyn Campbell. Waterlily, 2011
- *Waterlilies* by Diane Lucas & Colwyn Campbell. Waterlily, 2007
- *My Home in Kakadu* by Jane Christophersen & Christine Christophersen. Magabala, 2005
- *An-Me Arri-Ngun: The Food We Eat* by Gary Fox & Murray Garde. Gundjeihmi Aboriginal Corporation, 2018
- *Wan'kurra the Golden Bandicoot* by Diane Lucas & Colwyn Campbell. Waterlily, 2012
- *Brumbies in the Night* by Diane Lucas & Colwyn Campbell. Waterlily, 2009
- *Welcome Little Scrubfowl* by Sandra Kendall. Windy Hollow, 2022
- *Quoll* by Sandra Kendall. Windy Hollow, 2008
- *The Bushwalk* by Sandra Kendall. Windy Hollow, 2012
- *Spirit of the Forest – Tree Tales from around the World* by Helen East, Eric Madden & Alan Marks. Lincoln Children's, 2004
- Percy Trezise's many books about the Dreamtime
- *Papunya School Book of Country and History* by Papunya School Community. Allen & Unwin, 2001
- *A Natural History and Field Guide to Australia's Top End* by Penny van Oosterzee, Ian Morris, Diane Lucas, Noel Preece. Gecko, 2017

Teacher Resources

- *Singing with the Seasons*, CD of songs for children by the Cycad Sisters; order CD from website: www.dianelucas.com.au
- *Pemulwuy: The Rainbow Warrior* by Eric Wilmot. Brio, 2021
- *Festivals Together: A guide to multi-cultural celebration* by Sue Fitzjohn, Minda Weston & Judy Large. Hawthorn, 1993 (Contains a chapter on 'celebration craft' and one on each of the four temperate zone seasons)

Further Reading

- *Natural History Guide to Kakadu National Park* by Ian Morris. Steve Parish Publishing, 1996
- *Gagudju Man* by Bill Neidjie. Gecko, 2007
- *Fire and Hearth* by Sylvia J Hallam. University of WA Press, 2014
- *A Shared History: Aborigines and White Australians in the Victorian River District, Northern Territory* by Darrell Lewis. Timber Creek Community Government Council, 1997
- *Savanna Burning – Understanding and using fire in northern Australia* edited by Rodd Dyer et al. Tropical Savannas CRC, 2001
- *Walking the Boundaries* by Jackie French. HarperCollins, 2006

- *Kuwarddewardde, The Stone Country* by David Hancock. Skyscan Australia, 2018
- *The Sydney Language* by Jakelin Troy, Aboriginal Studies Press, 2019
- *Bushfires and Bushtucker: Aboriginal Plant Use in Central Australia* by Peter Latz, IAD Press, 1995
- *Kakadu: Looking after country the Gagudju way* by Stanley Breeden & Belinda Wright. Simon & Schuster, 1992
- *The Last of the Nomads* by W J Peasley, Freemantle Arts Centre Press, 1990
- *Burning Bush: A Fire History of Australia* by Stephen J Pyne. University of Washington Press, 1998
- *Kakadu: Natural and Cultural Heritage and Management* edited by Tony Press, David Lea, Ann Webb & Alistair Graham. Australian Nature Conservation Agency & North Australia Research Unit, ANU, 1995
- *Kunwinjku Art from Injalak 1991-1992: The John W. Kluge Commission* edited by Christine Adrian Dyer. Museum Art International, 1994
- *Donald Thomson in Arnhem Land* by Donald Thomson. Miegunyah, 2003
- *Journey in Time* by George Chaloupka. New Holland, 1993
- *Nanbaree* by Isobel (with paintings from the Watling Collection, Natural History Museum, London). The Natural History Museum, 1994

For further ideas on how to use this book as a text in classrooms, exploring visual and written literacy, as well as Aboriginal culture and language, science, the arts, teachers should also consult Diane Lucas's teachers notes on the Allen & Unwin website for [Walking with the Seasons in Kakadu](#) and [Walking In Gagudju Country](#). These also contain activities that can be adapted to *Walking the Rock Country in Kakadu – Karrirre kundenge karribolknan kunwarddehwardde*.

Films

- *Kakadu Man* (1990)
- *The Big Wet* (1993)

Audio

Ben and Diane have made a reading of this story and the glossary that can be accessed by scanning the QR code on the title pages, or refer to the Allen & Unwin website link below. This will assist you with the pronunciation of words in the text.

<https://www.allenandunwin.com/walking-the-rock-country-in-kakadu>

APPENDIX I: Seasonal songs by Diane Lucas

Here are some songs I have made and often use when telling a story. 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. Make actions for each line to create more fun and another way to remember the song.

Songs for the season of Bangkerreng (when the rains ease, April)

1.

See the changes in the bush
the grass is browning
the rains are leaving
bangkerreng is here again

The south-east winds blow right in
dragonflies hover with them

fish are fat in the creeks
kurrih lizards have their babies

See the changes in the bush
the grass is browning
the rains are leaving
bangkerreng is here again

Marridjak flowers smile to the sun
anmorlak plums are falling

angodjmong-mong have their flowers
honey-bees eat their nectar

See the changes in the bush
the grass is browning
the rains are leaving
bangkerreng is here again

Raku birds nest in the grass goose have had
their babies

Tadpoles grow their little legs now the season
is changing
(chorus)

2.

The yam vines are climbing
climbing climbing
the yam vines are twining
around the trees

Their bulbs are swelling
swelling swelling

the yam bulbs are swelling
in the ground

Their flowers are fragrant
fragrant fragrant
their flowers are fragrant
and hang from the vine

Their leaves are shapely
shapely shapely
their leaves are shapely
like lily pads

Soon the yams will be ready
ready ready
soon the yams will be ready
to dig and prepare

3.

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 *Kudjewk* moves along
Bangkerreng is coming up now...

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

Song for the season of Yekke
(windy dry time, May to mid June)

May Wind

In May the cool wind
comes at night
and gently stirs the leaves
Day brings a stronger wind
it blows away the water
And the leaves fall like rain
And the leaves fall like rain

The full moon brings this wind
and stirs the soul within us
The spirit of the land
whispers all around
And the leaves fall like rain
And the leaves fall like rain

Song for the season for Wurrkeng
(cool dry time, mid June to mid August)

The wind is tangling through the clouds

The wind is tangling through the clouds
high up in the sky
the sky is filled with wondrous things
that keep on moving by

White horses gallop across the sky
and now they move on by

A puffing dragon fills the sky
and wiggles along with the wind

The wind is tangling through the clouds
high up in the sky

the sky is filled with wondrous things
that keep on moving by

Penguins walking in a line
a tangle of wind
breaks their line

Brolgas gliding in a spiral
higher, higher, higher,

The wind is tangling through the clouds
high up in the sky
the sky is filled with wondrous things
that keep on moving by

A whale is surging in the sea
and blows away with the wind

A turtle crawls across the plain
a flurry of wind takes it away

The wind is tangling through the clouds
high up in the sky
the sky is filled with wondrous things
that keep on moving by

Song for the season of Kurrung
(dry-hot time, mid August to mid October)

Earth hot
sun bright
leaves fall like rain...

Trees of the woodland flower and fruit,
bringing many songs to the forest.
Karnamarr crunch on the eucalypt seeds,
Torres Strait pigeons eat the palm seeds.
Frilled neck lizards hunt in the sun,
and rest clinging to a tree.

The green plums flower,
the days are hot.

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

Earth hot
sun bright
leaves fall like rain...

Song for the season of Kunumeleng
(storms build up, mid October to mid December)

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

Songs for the season of Kudjewk

(monsoon, season of rains, mid December to late March)

1.

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...

2.

There's spiders in their webs
 Spiders in the trees
 Spiders on the bark

Spiders curled in leaves
 Spiders in the ground
 Spiders everywhere
 Spiders, Spiders, Spiders

3.

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

APPENDIX 2

PRONUNCIATION OF KUNDJEYHMI WORDS USED IN THIS BOOK

The **orthography** used in this book is that proposed mostly by linguist, Murray Garde. It will assist you with your pronunciation of the Kundjeyhmi words used throughout the book. Linguists have changed the spelling since the publication of 'Walking with the Seasons in Kakadu', hence you will notice a change of spelling in this book.

Vowels

a as in **about**, **but**

e as in **bed**

i as in **bit**

o as in **pot**

u as in **put**

Diphthongs

ar as in **task**, **farce**

au as in **house**

ai as in **why**

ee as in **air**, **their**

eu as in **hell**

ei as in **they**, **hay**

iu as in **hill**

oi as in **coin**

ou as in **pour**, **raw**

Consonants

b as in **bank**

d as in **dog**

dj as in **jump**

g as in **gall** (beginning word or syllable)

h as in Cockney **wha'** for **what**

k as in **cake** (ending of word or syllable)

l as in **lift**

m as in **mad**

n as in **nose**

ng as in **sing**

nj as in **canyon**

r as in **rice**

rr as in Scottish **carry** (ie. Rolled rr)

rd as in American pronunciation of **harder**

rl as in American pronunciation of **Harlem**

rn as in American pronunciation of **harness**

w as in **wit**

y as in **yell**