






ENGLISH


ACTIVITIES

Years 8-10

Activity	Resources			Related Activities
	Site	Material	People	
<p>1. CREATING AN ORAL HISTORY</p> <ul style="list-style-type: none"> * Introduction to the topic of Oral History, its value and how it has been downplayed in the past * Teacher gives examples of Oral Histories (ABC Radio, Storytelling in Aboriginal, Irish and native American cultures) * Comparison between Written and Oral History * Introduction to Oral History Project * Discussion of appropriate language for different interview subjects * Choosing subject * Forming list of appropriate questions * Making arrangements to contact subject * Role play or interview of known person (eg parent, neighbour, relative, friend of family) and report * Students conduct interview * Report back to group or class * Tape of the interview * Report to group/class or a written report/biography/narrative or * A creative writing piece based upon an interview/biography * Teacher and class review what was actually learnt and experienced through creating an oral history * This discussion also focusses on the advantages of an Oral History. Is this evident? How? Students could draw up evaluation guidelines 	<p>(See Resource Base-Activity Sites Map)</p> <p>Classroom</p> <p>Mouth of Rapid Creek (opposite Beachfront Hotel)</p> <p>Water Gardens, Rapid Creek</p> <p>Classroom or site on Rapid Creek (see above)</p> <p>Site on Rapid Creek (see above) or subject's home or choice of venue</p> <p>Classroom or site on Rapid Creek (see above)</p> <p>Classroom</p>	<p>ABC Radio Tapes</p> <p>Rapid Creek Local History</p> <ul style="list-style-type: none"> - Tape and transcript of interview with Jim Gayton <p>Larrakia Culture & History</p> <ul style="list-style-type: none"> - Tape and transcript of interview with Topsy Secretary <p>Other Resources</p> <p>Cassette recorders/tape</p> <p>Microphone and Lead</p> <p>Video camera</p>	<p>Larrakia Information</p> <ul style="list-style-type: none"> - for interview subjects and storytellers <p>Rapid Creek Local History</p> <ul style="list-style-type: none"> - for interview subjects and storytellers  <p>As Above</p>	<p>Imaginative Biography</p> <ul style="list-style-type: none"> eg -soldier in war years - picnic/camping at Rapid Creek (early 20th C) (see historical photos of Rapid Creek in Resource Base) - Larrakia Man/Woman, Rapid Creek Mission 1880s (see Resource Base and Social Education Activities) <p>Visiting Speaker/Storyteller</p> <ul style="list-style-type: none"> - Teacher may arrange for an interesting speaker to address the class, either on-site at the Creek or at school. Class may choose someone to visit or select from People (Contact List) in Resource Base. <p>Personal Biography</p> <ul style="list-style-type: none"> - Students/teacher express their own story/biography in their choice of genre, either factually or creatively <p>Historical Site Visits</p> <ul style="list-style-type: none"> - Depending on information received in the interviews it could be a worthwhile activity to visit sites on Rapid Creek. (Refer to Historical Sites-Resource Base) 


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<p>2. BUSH TUCKER STORYTELLING</p> <p>GROUP WORK</p> <ul style="list-style-type: none"> Larrakia guide leads students on tour of significant Larrakia sites. Guide relates stories of: <ul style="list-style-type: none"> -Dariba Nunggalinya (Old Man Rock) -Nightcliff fish trap -Minjamarrmarr (banyan tree) -Gurambai (Rapid Creek) -Bush tucker, native plants of the mouth of the creek Students construct a multi media education kit on the bush tucker and Larrakia stories of Rapid Creek. The kit may contain: <ul style="list-style-type: none"> -Video and taped commentary -Slide show and taped commentary -Photographic display and descriptive report -Tape tour (cassette recording) -Descriptive report -Procedural text -Prose narratives (eg pictures, short stories, traditional stories) 	<p>Dripstone Park, Casuarina Beach (1) Casuarina Beach (2) Car park at the end of Aralia Street (Nightcliff rocks) Kurrajong Crescent, Nightcliff Mouth of Rapid Creek (H3) Mangrove sites (4-8)</p> <p>Classroom or various sites on Rapid Creek (see above)</p>	<p>Video camera Cameras Film (normal and slide) Pens and paper (notetaking)</p> <p>Larrakia Culture & History</p> <p>Plant Information</p> <p>Mangrove Information</p>	<p>Larrakia Information</p>  <p>Plant Information</p> <p>Mangrove Information</p>	<ul style="list-style-type: none"> June Mills would like to combine Theatre/Storytelling with Bush tucker/native plant walks. She will join other people on contact list to do this. Bush tucker/native plant activities may be carried out on other sites on Rapid Creek. Some recording of Larrakia guide talking on-site would lend authenticity to the final product. This activity is related to English No. 1 (Creating An Oral History) and to Social Education activities No's 10 & 11 (Rapid Creek Mission Case Study and Larrakia Anthropological Study). 



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<p>3. PLANT IDENTIFICATION WALK</p> <p>* Students select a plant community to visit. An identification and information walk is conducted by guide with expertise in that area</p> <p>* The guide draws students attention to the main characteristics of the plant community and talks about the major species. Information could include a discussion about how and why the community has changed over time (eg impact by fire, erosion, development, human use).</p> <p>GROUP WORK</p> <p>* Students create a multi-media educational kit highlighting the major plant species of the community they visit. This may include:</p> <ul style="list-style-type: none"> - Photographic Display - Slide Show with Taped Commentary - Video with Taped Commentary - Cassette Recording (describing vegetation, species' names and bush sounds) <p>OTHER TASK OPTIONS</p> <ul style="list-style-type: none"> - Descriptive report writing - Creative writing (eg poetry, ballads, stories) - Talk presented to an audience 	<p>Mangrove sites (4-8)</p> <p>Monsoon forest (12&13)</p> <p>Transition communities (10&11)</p> <p>Eucalypt woodlands (15&16)</p> <p>Paperbark community (18)</p> <p>Pandanus forest (14)</p>	<p>Plant Information</p> 	<p>Mangrove Information</p> <p>Plant Information</p> <p>Computer Education & NT Animals Information System</p> <p>Greening Australia (Sean Heffernan)</p>	<p>PHOTOGRAPHIC MONITORING</p> <p>* Students could monitor a small section of a plant community (20mx20m) before and after the impact of fire</p> <p>Before fire: Feb/Mar/Apr After fire: May/June (See Social Education Activity No.8 Human Impact Studies)</p> <p>* Students need to be proficient in operating video camera/audio equipment prior to carrying out this activity</p> <p>* Students may present their educational kit to a younger audience/class</p> <p>* The educational kit may also include some sketches of different plant species, community sites and examples of human impact and development. The drawing activity could be in place of the photographic documentation.</p> <p>* Refer to Social Education Activities No's3&4: mangrove identification and mangrove case study.</p> <p>* The taped commentary could contain some background atmospheric effects. Students may create these on-site.</p>




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<p>4. CONTRASTING LITERARY/STORY FORMS</p> <ul style="list-style-type: none"> As an introduction to this activity students may be led through a short walk along Rapid Creek to obtain a 'sense of place' for this environment. This activity explores the different ways in which people/cultures relate to the natural environment. Students experience/listen to different forms of storytelling from guest speakers, on-site (eg Larrakia storytelling, bush ballads, European stories/poetry, other Aboriginal stories and poetry). Students create their own poetry/stories. They may choose one of the above genres or create their own (eg synthesise the above forms). This may be carried out on-site or as a follow-on activity in the classroom. 	<p>Dripstone park, Casuarina Beach (1)</p> <p>Mouth of creek (3)</p> <p>Water Gardens (9)</p> <p>Monsoon forest (12&13)</p> <p>Comments</p> <p>The site at Casuarina beach is within view of the Larrakia sacred site-<i>Dariba Nunggalinya</i> (Old man rock).</p>	<p>Plant Information</p> 	<p>Larrakia Information</p> <p>Bush Ballads</p> <p>Modern Australian Poetry</p> <p>Other Educational Resources (Margaret Palmer)</p> <p>Greening Australia (Sean Heffernan)</p>	<ul style="list-style-type: none"> Students are introduced to examples of different forms of literature and storytelling before going on-site eg stories/poetry from past eras, especially those that relate to the natural environment. Students view historical photographs of Rapid Creek, artefacts and read historical accounts which relate to the Australian natural environment. In experiencing different forms of literature/storytelling, students become aware of contrasting feelings and atmospheres that are evoked and why. Students become aware of how Larrakia/Aboriginal people relate to and use their natural environment, especially before white settlement and compare this to European attitudes. This activity has potential to be developed further into a short play. See English Activity No. 8 (Theatre/ Storytelling) for ideas in developing such a performance. Refer to English Activity No.2 (Bush tucker/ storytelling)


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<p>5. CREEK CREATURES</p> <p>GROUP PROJECT</p> <ul style="list-style-type: none"> • Students create a story/poem about a spirit, animal, bunyip or imaginary creature/being that may live in a habitat on Rapid Creek (eg in a big tree, waterhole or forest). • Each group locates a particular habitat/site where the creature lives. They then take a photograph/slide/video of this site and prepare a descriptive report of the habitat. • They describe the creature, its purpose/dreaming and its character. This descriptive report could also be in the form of a taped commentary with background bush sound effects. This may be recorded on-site and become a part of the story. • Each group may present their story to the class, another class or a younger audience. From the group each person carries out one of the following tasks: <ul style="list-style-type: none"> - describing the creature/being to the audience - showing drawings/poster/display or video/slides/photos - telling the story of the creature (with sound effects) 	<p>Dripstone Park, Casuarina Beach (1)</p> <p>Mouth of creek (3)</p> <p>Mangrove sites (4-8)</p> <p>Water Gardens (9)</p> <p>Monsoon forest (12&13)</p>	<p>Plant Information (Rapid Creek Vegetation Map)</p> <p>Access to school's own library and literary resources</p>	<p>Plant Information</p> <p>Greening Australia (Sean Heffernan)</p>	<ul style="list-style-type: none"> • Students are introduced to the traditional purposes of many stories in Aboriginal culture- (ie to instruct and explain)- before they attempt to create a story about a creek creature. • In thinking about the creature's purpose or dreaming, students are led into thinking of how the creek functions. The creature/spirit may be linked into the creek's function in a very important and integral way. • As a motivational exercise students could take a short bush walk along the creek to visualise a habitat/site for their imaginary creature. • Teacher may arrange for a visiting speaker to address class with performances, stories, history, plant habitat information as a background for the activity. This could be carried out on-site.






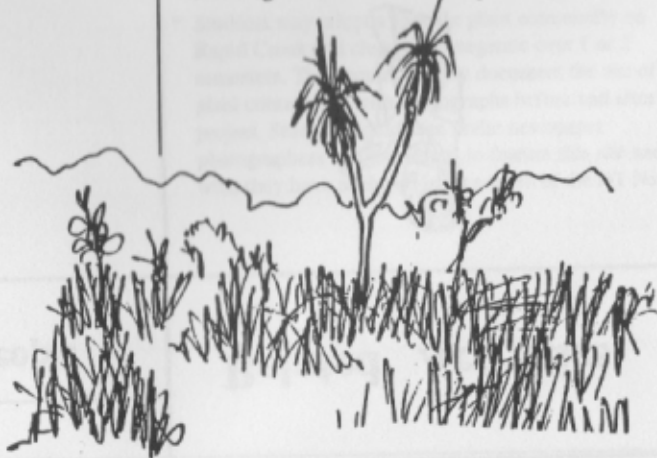
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<p>6. CREATION OF MONTHLY MAGAZINE</p> <ul style="list-style-type: none"> * Individually or in pairs the class create a monthly magazine set in Rapid Creek, Darwin in the 1940s or in another time period. * Students select their own interest area: <ul style="list-style-type: none"> - letters to the editor/advertisements/classifieds/articles/world affairs/editorials/cartoons etc. * Some articles in the newspaper could feature: <ul style="list-style-type: none"> - a story about a traditional Larrakia man/woman collecting bush tucker or hunting - a feature article about a crocodile hunter on Rapid Creek (see historical photos in Resource Base). - an imagined story of an armed invasion of Darwin by sea through the mangroves - a letter to the editor objecting to military 'sandbagging' the creek for swimming and recreational use - a report about how a family who gets lost in the Rapid Creek bush, survives 	<p>Casuarina Beach (1)</p> <p>Mouth of creek (3)</p> <p>Mouth of creek (Casuarina side-2)</p> <p>Mangrove sites (4-8)</p> <p>Nightcliff fish trap</p> <p>Water Gardens (9)</p> <p>Mission Well, Earl Place, Millner</p> <p>Yankee Pool, Marrara (H9)</p>	<p>Rapid Creek Local History</p> <p>Larrakia Culture & History</p> <p>Plant Information</p>	<p>Larrakia Information</p>  <p>Rapid Creek Mission Information</p> <p>Rapid Creek Local History</p>	<ul style="list-style-type: none"> * Each student peruses an example of the writing they are creating <u>before</u> attempting the task. * Teacher may arrange for a guest speaker from the NT News to address the class, preferably a very experienced photographer or journalist. He/she may speak about the historical developments in his/her profession or describe how he/she would go about creating a journalistic piece or taking a particular photograph. * Students should be encouraged to follow their own interest area and through their own family and neighbourhood connections locating older people in the community with specific historical knowledge of the Rapid Creek area. * Students may take black and white photographs for inclusion in the historical newspaper, as a part of the activity. * Students should carry out their own historical research in preparing their newspaper item. * Refer to Historical Sites in Resource Base * Refer to English Activity No.1 (Creating An Oral History)




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<p>7. MEDIA ACTIVITIES</p> <p>GROUP WORK</p> <ul style="list-style-type: none"> Students may create one of the following: <ul style="list-style-type: none"> Informational handbook/nature lover's brochure Documentary video Informational poster/display Radio interview Community service announcement (Radio or TV) Tape tour In carrying out this task students may highlight the rich history of the creek (Aboriginal history and post-European settlement), the many different plant communities and their dominant species. 	<p>Mouth of creek (3)</p> <p>Mangrove sites (4-8)</p> <p>Water gardens (9)</p> <p>Monsoon forest (12&13)</p> <p>Transition communities (10&11)</p> <p>Eucalypt woodlands (15&16)</p> <p>Paperbark community (18)</p> <p>Pandanus forest (14)</p> <p>Grasslands (17)</p>	<p>Plant Information</p> <p>Larrakia Culture & History</p> <p>Rapid Creek Local History</p> <p>ABC Radio Tapes Catalogue</p> <p>Video camera</p> <p>Cameras</p> <p>Cassette recorders and tape.</p>	<p>Mangrove Information</p> <p>Plant Information</p> <p>Larrakia Information</p> <p>Rapid Creek Local History</p> 	<p>VIDEO</p> <ul style="list-style-type: none"> Instead of a documentary video students may create a general interest video eg portray a recreational day out at Rapid Creek. In groups students create a number of film scripts for upcoming video production eg <ul style="list-style-type: none"> Shot 1.....Accompanying text Shot 2.....Accompanying text The whole class may negotiate to create the final script from all of the ideas submitted OR the teacher and students may select ONE as the best script. <p>RADIO INTERVIEW</p> <ul style="list-style-type: none"> Students research radio interview styles eg ABC, commercial radio, Radio Rum Jungle, Triple J Group discussion to develop questions for the interview The interview may be conducted with such people as a Larrakia elder, a historian, a monsoon forest plant community expert, a crocodile hunter from the 1950s etc (see contact lists in Resource Base). <p>COMMUNITY SERVICE ANNOUNCEMENT</p> <ul style="list-style-type: none"> Students listen to, research/record community service announcements from different television and radio networks. Students then create their own. Some of the activities outlined here would need to be simplified for Year 8 students. The activities of constructing a poster/display or an informational handbook may better suit the Year 8 level. Students may focus on one plant community to simplify the task.

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<p>8. THEATRE/ STORYTELLING</p> <ul style="list-style-type: none"> Activity leader draws student participation into presenting a short play based upon a Larrakia or other story, highlighting some significant feature of Rapid Creek, its history, environment, dreaming Students may develop their own plays/stories to present on-site (in groups). This short play may be based upon: <ul style="list-style-type: none"> botanical/scientific information imaginative/creative interactions with the natural environment historical aspects of Rapid Creek other information/material emerging from group discussion 	<p>Dripstone Park, Casuarina Beach (1)</p> <p>Mouth of creek (3)</p> <p>Water Gardens (9)</p> <p>Monsoon forest (12&13)</p>	<p>Larrakia Culture & History</p> <p>Rapid Creek Mission Information</p> <p>Rapid Creek Local History</p> <p>Video camera</p> <p>Cassette recorders and tape</p> 	<p>Larrakia Information</p> <p>Rapid Creek Local History</p> <p>Bush Ballads</p> <p>Modern Australian Poetry</p>	<ul style="list-style-type: none"> The dramatic presentations could incorporate the use of music and mime. Students may develop a script for this presentation in class or on-site. This activity can be recorded or video-taped. Students/groups present their created plays to a younger class or audience in a bush setting on Rapid Creek. It could also be presented at a Mixtures night at Brown's Mart. This activity can be related to No.2 (Bush Tucker/ Storytelling) and may involve Billy Risk. See bush balladeers and modern Australian poets in Resource Base. 

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<p>9. HUMAN IMPACT STUDIES</p> <p>GROUP WORK Recommended Level Years 9-10</p> <ul style="list-style-type: none"> In this activity students explore such factors as the impact of fire, erosion, human use, litter, cyclones on one plant community on Rapid Creek. Students may document these impacting factors in the form of: <ul style="list-style-type: none"> -photographs -slides -videos -descriptive reports 	 <p>Mangrove sites (4-8)</p> <p>Monsoon forest (12&13)</p> <p>Eucalypt woodlands (15&16)</p> <p>Paperbark community (18)</p>	<p>Plant Information</p> <p>Camera and film</p> <p>Video camera</p> <p>Cassette recorders and tape</p>	<p>Greening Australia</p> <p>Plant Information</p> <p>Mangrove Information</p>	<ul style="list-style-type: none"> This activity may be seen as documentation for the Social Education Activity No.9 (Human Impact Studies) This documentation process could also serve as a resource for students in developing creative/descriptive writing pieces or artistic displays. Students may also write a persuasive/argumentative letter to a politician, the government, a newspaper or community group urging action or a plan to redress damage to a site on Rapid Creek. Students may also carry out a comparative study of human impact on other plant communities on Rapid Creek. Students may adopt a specific plant community on Rapid Creek and clean up, revegetate over 1 or 2 semesters. They could visually document the site of this plant community with photographs before and after their project. Students could then invite newspaper photographers and journalists to feature this site and what they have achieved in an edition of the NT News.

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<p>10. ROLE PLAY/ PUBLIC HEARING</p> <p>Recommended Level Years 9-10</p> <ul style="list-style-type: none"> * Students role-play a public hearing on a topical issue in relation to Rapid Creek eg whether or not to allow cars to park close to the edge of a fragile section of the creek (upstream from McMillan's Rd), whether or not to allow a residential development nearby to the creek; or alternatively, students could create their own 'mock issue'. * Students research for and against arguments of the issue. * Role play a debate (students role play a politician, an irate resident) OR students carry out an 'interview' on-site at the creek in front of 'TV cameras'-video * Students send their ideas/plans of action on how they would like to see the creek protected and managed in the future to government/community leaders/newspapers 	 <p>Airport Bridge, Marrara</p> <p>Site selected by students</p> <p>Monsoon forest (12)</p>	<p>Airport Bridge Issue Information</p> <p>Other Educational Resources (User Survey)</p>	<p>Rapid Creek Management Catchment Group</p> <p>Greening Australia</p> <p>David Young (Dept of Transport & Works)</p> <p>Richard Freeman (CCNT)</p> <p>Jamie Pittcock (Environment Centre)</p> <p>Rick Setter (MLA- Jingili)</p> <p>Ken Parish (MLA- Millner)</p> <p>NT News</p> <p>Darwin City Council CCNT-Parks & Planning</p>	 <ul style="list-style-type: none"> * Part of this activity may involve students enquiring of Darwin City Council and NT Government whether there are any planned developments related to the Rapid Creek catchment area for the future eg roads, residential developments. * Students prepare a questionnaire for different interest groups, government etc. * Students may select a site on Rapid Creek for a 'mock issue' or a site based upon the information received from research into future plans for the creek's catchment. * Students could look at a past issue in relation to Rapid Creek (eg the construction of the airport access bridge in 1991), to develop ideas on how to model/create another 'mock issue.' * Students could create a pamphlet or petition that raises awareness about the issue they have chosen. * Students send their plans of action/ideas to interested community groups.

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<p>11. EDUCATIONAL ACTIVITIES BOOKLET</p> <ul style="list-style-type: none"> Students contribute to an environmental education booklet or booklets based on Rapid Creek that incorporate: <ul style="list-style-type: none"> -colouring-in diagrams -dot-to-dot exercises -crosswords -children stories -jokes/cartoons/riddles Information in the booklet on Rapid Creek could include: plant communities, species, animals, history, human impact and development and other interest areas. This educational booklet can be designed by Years 8-10 and presented to a younger audience. Students may visit younger classes and lead them through some of the activities or read/act out the children's stories for them. 	<p>Casuarina Beach (2) Mouth of creek (23) Mangrove sites (4-8) Water Gardens (9) Monsoon forest (12&13) Transition communities (10&11) Eucalypt woodlands (15&16) Paperbark community (18) Pandanus forest (14) Grasslands (17)</p>	<p>Plant Information</p> <p>Mangrove Information</p> <p>Benthos, Amphibians, Mammals, Reptiles Information</p> <p>Fish Species Information</p> <p>Birds Species Information</p> <p>Rapid Creek Local History</p> <p>Rapid Creek Mission Information</p> <p>Larrakia Culture & History</p>	<p>Mangrove Information</p> <p>Plant Information</p> <p>Larrakia Information</p> <p>Rapid Creek Local History</p>	<ul style="list-style-type: none"> Students may be led on plant identification and historical information walks as a background to beginning work on the booklet. A wide range of studies on the creek is encouraged so that the booklet portrays a variety of information in the exercises. Students may interview people in gathering information for the booklet. Macintosh computers have a crossword program which is capable of converting specific information into a crossword format. This activity is a good conclusion for students in rounding off their studies on Rapid Creek. 

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<p>12. NATURE/BIRD DIARY</p> <p>* Students adopt a plant community on Rapid Creek and maintain a journal/diary for that community over the course of the school year. This diary may be used to document the students visits to the plant community. It may also document changes to the community:</p> <ul style="list-style-type: none"> -fire damage -plant growth -flowering and fruiting cycles of plants -human impact/use of the community -sightings of particular species of birds/animals 	<p>Casuarina Beach (2) Mouth of creek (3) Mangrove sites (4-8) Monsoon forest (12&13) Transition communities (10&11) Eucalypt woodlands (15&16) Paperbark community (18) Pandanus forest (14) Grasslands (17)</p>	<p>Benthos, Amphibians, Mammals, Reptiles Information</p> <p>Fish Species Information</p> <p>Birds Species Information</p> <p>Plant Information</p>	<p>Mangrove Information</p> <p>Plant Information</p> <p>Lorrekia Information</p> <p>Rapid Creek Local History</p> <p>Bird Species Information</p>	<p>* This diary can be used to document any activity carried out on Rapid Creek.</p> <p>* Students may develop their own areas of interest on which to focus the journal or diary on.</p> <p>* The journal/diary could also be used as part of the assessment process at the end of semester.</p>
				

Other English Activities Could Include:

1. Larrakia language/word list activity (using Larrakia language in relation to plants, stories, sacred and significant Larrakia sites and historical information).
2. Research project into the history of the Chinese community in Darwin (with special reference to the Rapid Creek area).
3. The development of an alternative Aboriginal calendar of seasons.
4. Save the Bush Activities Booklet (containing games and stories based upon the natural environment).
5. Bush sounds/city sounds-recording and commentary of sounds from different environments.

Activity	Site	Material	People
<p>1. Larrakia language/word list activity (using Larrakia language in relation to plants, stories, sacred and significant Larrakia sites and historical information).</p>	<p>1. Rapid Creek 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>
<p>2. Research project into the history of the Chinese community in Darwin (with special reference to the Rapid Creek area).</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>
<p>3. The development of an alternative Aboriginal calendar of seasons.</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>
<p>4. Save the Bush Activities Booklet (containing games and stories based upon the natural environment).</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>
<p>5. Bush sounds/city sounds-recording and commentary of sounds from different environments.</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>	<p>1. Darwin 2. Darwin 3. Darwin 4. Darwin 5. Darwin 6. Darwin 7. Darwin 8. Darwin 9. Darwin 10. Darwin 11. Darwin 12. Darwin 13. Darwin 14. Darwin 15. Darwin 16. Darwin 17. Darwin 18. Darwin 19. Darwin 20. Darwin</p>