

Aboriginal seasons are determined by:

- environmental changes
- movement of birds and animals
- rainfall
- animals have young
- temperature
- wind
- humidity
- vegetation - colour and growth cycles

Thus the weather, and flora/fauna determine seasons. This then determines interaction with country.

Preliminary question:

Should each garden reflect or emphasize a different season? Or should individual elements be incorporated as seem appropriate to particular areas?

### **1. BUNURU: FEBRUARY – MARCH**

Weather: Hottest time of the year. Morning Easterly. Afternoon cooling sea breeze.

Lifestyle: Aboriginal people live & fish by the coast, rivers and estuaries.

Plants: White flowers on Jarrah, Marri, Ghost gums.

**IDEAS –**

1. Incorporate an item to identify different breezes (ie. aboriginal coloured ribbons hanging off tree(s)).
2. Emphasize hot weather and link to water play.
3. Confirm if we have a Marri tree on or close to school (to see the flowers). Consider planting Ghost gums so that white flowers can be seen (note too the benefits of falling leaves, twig and honky nuts).

### **2. DJERAN: APRIL – MAY**

Weather: Cooler weather. Cooler nights. Dew on the ground. Lighter breezes from the south. Rain starts.

Lifestyle: Aboriginal people build shelters (mia mias).

Plants: Red flowers start such as Red Flowering Gum (*Corymbia ficifolia*). Banksias come into flower (food & nectar source for many animals).

**IDEAS –**

1. Incorporate an item to identify different breezes (ie. aboriginal coloured ribbons hanging off tree(s)).
2. Create an play area and materials for kids to make mia mias.
3. Incorporate a dew attracting element for kids to observe dew.
4. Plant a Red Flowering Gum and some banksias, which are the school emblem.

### **3. MAKURU: JUNE – JULY**

Weather: Coolest season. Waterways and catchments fill up.

Lifestyle: Aboriginal people move inland. Aboriginal people use kangaroo and possum skins for warmth ('bookas').

Plants: Blues and purple flowers start ie. Blueberry Lilly (*Dianella revoluta*) and the Purple Flags (*Patersonia occidentalis*). As the season comes to a close, the white flowers of the weeping peppermint (*Agonis flexuosa*) start.

Animals: Animals pair up for breeding ie. black swans and other water birds can be seen pairing on lakes and rivers.

#### **IDEAS –**

1. Link filling of waterways and catchment areas to the water play area. Link breeding time for black swans (and other water birds) to the water play area.
2. Provide materials for kids to create 'bookas' – animal skin covers.
3. There are already lots of peppermint trees (*Agonis flexuosa*) within and proximate to the school grounds, including 5 juvenile peppermint trees in the middle of the playground. Prune the 5 young trees, remove exotics planted beneath them and remove some pavers to create 5 simple play spaces. Students will be able to observe flowers at close range.
4. We may already have some Blueberry Lilly (*Dianella revoluta*) on the school site? If not consider planting some Blueberry Lilly (*Dianella revoluta*) and Purple Flags (*Patersonia occidentalis*) to incorporate the purple flowers of this season.

### **5. DJILBA: AUGUST – SEPTEMBER**

Weather: Transition weather: cold and clear, warm and rainy.

Lifestyle: Aboriginal people eat land grazing animals: kangaroo, emu and possum.

Plants: Yellow and cream flowers starting flowing on mass (as well as general flowering season). Grass trees grow spectacular flowers.

Animals: Many baby animals are born. Protective behaviours of parents ie. Magpies, willy wagtails and wattle birds protecting their young!

#### **IDEAS –**

1. Planting of native title plants (detailed above) will attract native birds, particular wattle birds. Their protective behaviours may be evident. Point out Magpies swooping!
2. School to call for donated grass tree flowers; will double as excellent cubby making material.

### **6. KAMBARANG: OCTOBER – NOVEMBER**

Weather: Transitional weather: cold and clear, warm and rainy.

Lifestyle: Aboriginal people eat land grazing animals: kangaroo, emu and possum.

Plants: Mass flowering continues, including kangaroo paws.

Animals: Reptiles wake up.

#### **IDEAS –**

1. The school already has lots of Kangaroo Paws in the grounds which can be linked as evidence of Kambarang.

2. Link reptile awakening to water play area.

## 7. **BIRAK: DECEMBER - JANUARY**

Weather: Rains ease up. Warmer weather takes hold. Easterly winds in the morning and sea breezes in the afternoon

Lifestyle: Traditional burning.

Animals: Fledglings leave nests. Reptiles shed skins. Froglets become frogs.

### **IDEAS –**

The students are on holidays for most of Birak. But for the time that they are at school:

1. Provide burnt sticks/logs for the student to make (pretend) fires.
2. Incorporate an item to identify different breezes (ie. aboriginal coloured ribbons hanging off tree(s)).