

INDIGENOUS
LITERACY
FOUNDATION

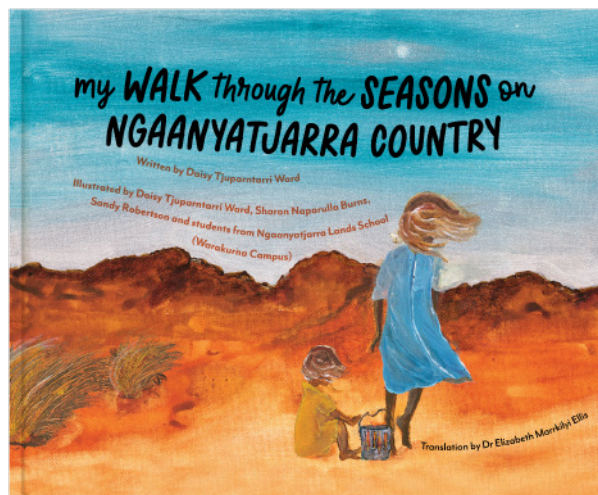
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Indigenous Literacy Day

2026

TEACHER RESOURCES

by ILF Ambassador Shelley Ware



INDIGENOUS LITERACY DAY BOOK

My Walk Through the Seasons on Ngaanyatjarra Country

Written by Daisy Tjuparntarri Ward

Illustrated by Daisy Tjuparntarri Ward, Sharon Naparulla Burns, Sandy Robertson and the students from Ngaanyatjarra Lands School (Warakurna Campus)

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditional Owners of the lands on which you read and enjoy *My Walk Through the Seasons on Ngaanyatjarra Country* together. We pay our respects to the Ngaanyatjarra people and thank them for generously sharing their culture, language, knowledge systems and deep connection to Country through this story. We acknowledge their continuing connection to land, waters and sky Country, and pay our respects to Elders past and present. We extend that respect to all Aboriginal and Torres Strait Islander Peoples.

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Message from Shelley Ware

Country has always been our teacher. For thousands and thousands of years, First Nations people have watched, listened to and learned from the land, waterways, skies, plants and animals, with the changing seasons telling us when Country is changing and what is happening around us. *My Walk Through the Seasons on Ngaanyatjarra Country* takes us on a beautiful journey through the seasons on Ngaanyatjarra Country, sharing language, knowledge and connection to Country.

As you share this story with your students, encourage them to listen to the language, observe the Country around them and think beyond the 4 seasons many of us have grown up learning about. By listening, observing and learning from First Nations knowledge, students can deepen their understanding of what Country is telling us and their responsibility to respect and care for it.



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BACKGROUND INFORMATION FOR TEACHERS

This guide supports teachers as they explore the language and themes of *My Walk Through the Seasons on Ngaanyatjarra Country*, a bilingual book written in English and the Ngaanyatjarra language. This picture book is available on the ILF's [online bookshop](#).

To prepare, it is recommended that teachers complete the following professional reading, listening and viewing.

Create a culturally safe space in your classroom

Take some time to read this valuable resource from SBS Learn on how to create a culturally safe space for First Nations children in your classroom in a way that will benefit your whole school Community, via the [Aboriginal and Torres Strait Islander Protocols Guide - for Teachers | SBS Learn](#).

Listen to the story

On the back cover of the book, available through the Indigenous Literacy Foundation's [online bookshop](#), you will see a QR code to access and listen to the author reading *My Walk Through the Seasons on Ngaanyatjarra Country* in English and Ngaanyatjarra. This recording enables you to hear the story read in Ngaanyatjarra, to ensure you can learn the language words and appreciate the book in language as well as English. You can listen to the story [here](#).

Acknowledging Country in your classroom

If you haven't written one as a class before, use one from this website until you create your own meaningful Acknowledgement of Country as a class. You are aiming for your students to eventually speak their Acknowledgements from the heart. [Acknowledgement of Country and Welcome to Country - Reconciliation Australia](#).

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CURRICULUM LINKS

Australian Curriculum v9.0

Australian Curriculum v8.4

Cross Curriculum Priorities	Aboriginal and Torres Strait Islander Histories and Cultures v9.0	Aboriginal and Torres Strait Islander Histories and Cultures v8.4
Country/Place	First Nations Communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A_TSICP1	Aboriginal and Torres Strait Islander Communities maintain a special connection to and responsibility for Country/Place. OI.2
		Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. OI.3
Culture	First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property. A_TSIC	Aboriginal and Torres Strait Islander societies have many Language Groups. OI.4
		Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing. OI.5

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LESSON OVERVIEW

Lesson 1: Listening and Learning - Language keeps culture

Lesson 2: Country Leaves Clues - Walking through the seasons

Extension: Optional activities for further exploration of themes

These lessons can be used in this order or you can utilise the lessons as they suit the needs of your classroom and school. They are a guide to enrich and extend their knowledge of First Nations seasons, connection to Country and the role Elders play in First Nations peoples' lives.

LESSON 1: Listening and Learning - language keeps culture strong - *My Walk Through the Seasons on Ngaanyatjarra Country*

Duration: 50-60 minutes

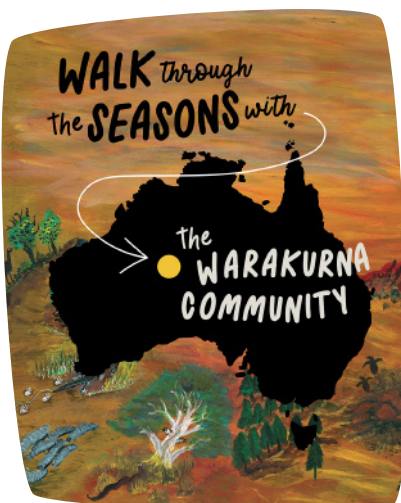
Resources

- *My Walk Through the Seasons on Ngaanyatjarra Country* book and QR code to listen to the author read the story in Ngaanyatjarra language. Listen to the story [here](#).
- Map of Indigenous Australia [Map of Indigenous Australia | AIATSIS corporate website](#)
- How to facilitate a Yarning Circle [How to: Facilitate a Yarning Circle | SBS Learn](#)

Learning intention

In this lesson we will:

- Explore Ngaanyatjarra Country and locate Warakurna on the Indigenous map of Australia.
- Explore how language carries knowledge about Country, seasons and ways of living.
- Learn why First Nations languages belong to particular Peoples and Countries.
- Begin exploring the First Nations language/s of the Country the school is on.



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Time to read and listen together

Ask them to share their thoughts of the front cover and what they think the story is about.

Explain that *My Walk Through the Seasons on Ngaanyatjarra Country* comes from the Warakurna Community on Ngaanyatjarra Lands and that the First Language of the book is Ngaanyatjarra.

Locate Ngaanyatjarra Country and the Warakurna Community on a map of Australia.

Share who *My Walk Through the Seasons on Ngaanyatjarra Country* was written and illustrated by then read the book together in English.

Using the [QR code](#) on the back cover, now listen to the story being read in Ngaanyatjarra language. This time, ask students to concentrate on listening rather than trying to understand every word. Encourage them to listen for:

- sounds they may not have heard before
- repeated words
- the rhythm of the language
- words they recognise from seeing them in the book
- the way words sound when spoken by a fluent speaker.

In a Yarning circle, discuss:

- How was listening to Ngaanyatjarra different from reading the words on the page?
- Why is it important to hear a First Nations language spoken?
- Why should we listen to language speakers to learn correct pronunciation?
- How does hearing the story in Ngaanyatjarra change the experience of the book?

Language carries knowledge

Return to the page that tells us:

"Seasons pirnilu walykumunu yutilpayi. Kapi. Pirriya. Waru. Tjintu",

"Every season brings something special. Rain. Wind. Fire. Sun."

Discuss in a yarning circle:

- What does knowing the seasons tell Ngaanyatjarra people about what is happening on Country?
- How is this knowledge passed from one generation to the next?

Practise listening to these words in the audio recording and saying them together.

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Language lives through people

Explain that First Nations languages are living languages that belong to their people and Country. One important way we can respect and celebrate them is by listening to the people who speak, teach and care for those languages.

In a yarning circle ask students:

- Do you know the name of the Country your school is on?
- Do you know the First Nations language or languages connected to that Country?
- Why do you think language is an important part of knowing and belonging to Country?
- What could be lost if we lost the language that carries this knowledge?

Invite a local Elder to share language

Invite a local Elder, Traditional Owner, language worker or respected Community member into the classroom to share some of the language of the Country the school is on, following appropriate local protocols.

If possible, students could learn words connected to Country and seasonal change that the language holder is happy to share, such as local words relating to plants, animals, water, wind or other signs on Country.

Create a class language and country book

Inspired by *My Walk Through the Seasons on Ngaanyatjarra Country*, create a class book about the Country the school is on.

With guidance from local First Nations Community, students could create pages beginning with:

On Country we notice...
When we see...
When we hear...
Country tells us...

Include local language where permission has been given and acknowledge the people who shared the language and knowledge. Students can illustrate each page with the plants, animals, weather or changes on Country they have learnt about. Language stays strong when it is spoken, heard, learnt and passed on.

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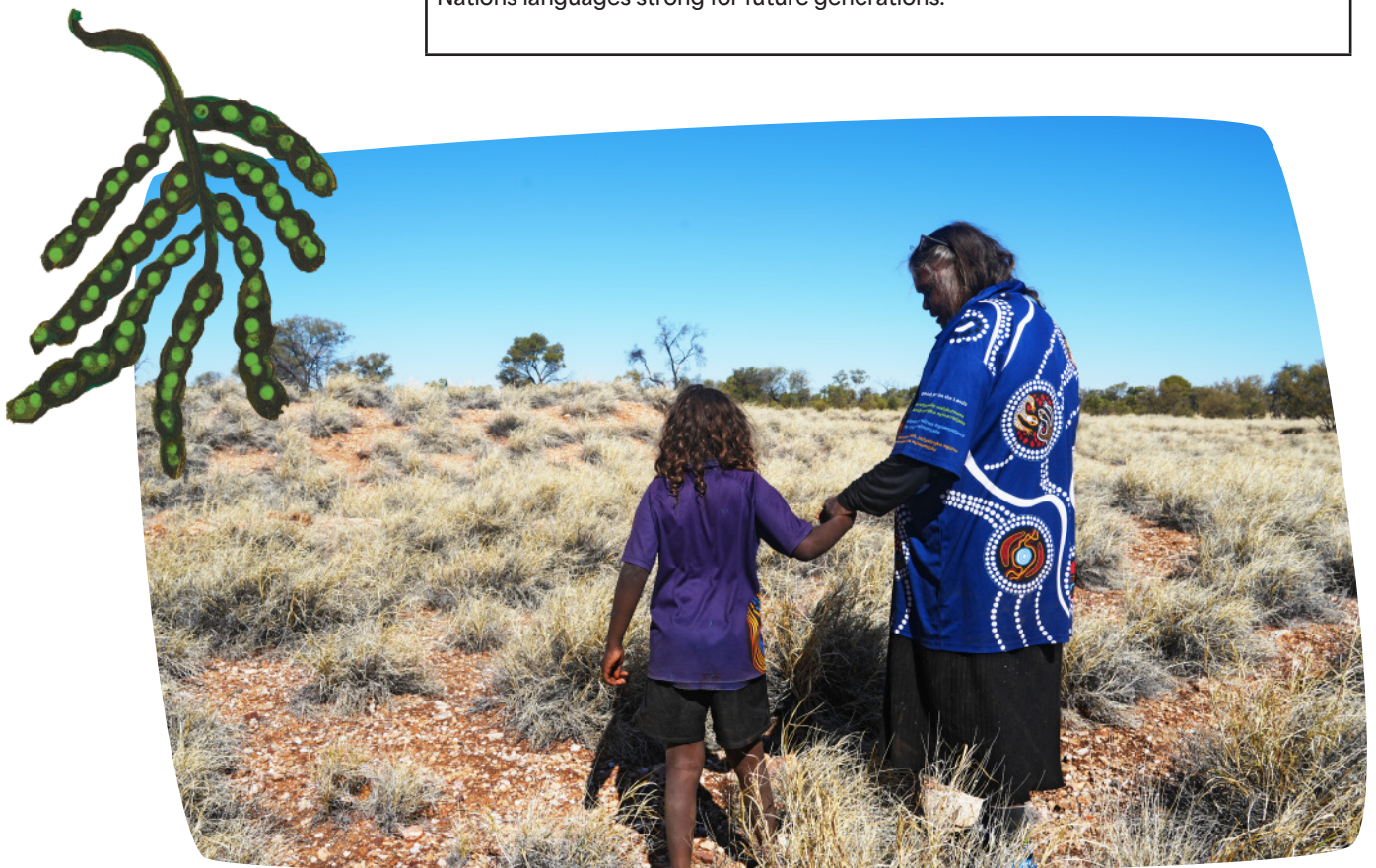
Extension activity - Bring the language to life

As a class, turn *My Walk Through the Seasons on Ngaanyatjarra Country* into a shared performance.

In small groups or pairs, allocate students a page or section of the book to learn and perform. Encourage students to listen closely to the audio recording and practise the Ngaanyatjarra words on their page, paying careful attention to pronunciation, rhythm and sound.

Bring each section together to create a class performance that follows Daisy's walk through the changing seasons on Ngaanyatjarra Country. Finish by performing the story for another class or the school Community.

Remind students that learning and speaking the words respectfully is one way they can celebrate Ngaanyatjarra language and recognise the importance of keeping First Nations languages strong for future generations.



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LESSON 2: Country Leaves Clues - Walking through the seasons

Duration: 50- 60 minutes
(throughout the year)

Resources

- *My Walk Through the Seasons on Ngaanyatjarra Country* by Daisy Tjuparntarri Ward
- Art materials such as paint, pencils, collage materials and large paper
- Clipboards or paper for outdoor observations
- How to facilitate a Yarning Circle [How to: Facilitate a Yarning Circle | SBS Learn](#)

Learning intention

In this activity we will:

- Explore how Country changes throughout the seasons.
- Discover how the illustrations in *My Walk Through the Seasons on Ngaanyatjarra Country* show seasonal change.
- Learn how plants, animals, weather and people can tell us what is happening on Country - we look, see, hear and listen.
- Create a collaborative artwork showing how Country changes over time.

Art Detectives

Before reading the words, choose several illustrated pages from the book and ask students to look carefully at the artwork. Country leaves clues!

Ask:

- What do you notice happening on Country?
- What can you see in the sky, plants and landscape?
- What are the animals doing?
- What are the people doing?
- What clues might tell you which season or time of year it is?

Now read the words on each page and compare them with the students' observations. Discuss how the illustrations help tell the story and carry knowledge about Country.

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Now sit in a yarning circle

Show them the page: “Tjukurrpanguru nintirringama”, “Learning from the Tjukurrpa.” Discuss what Tjukurrpa is, and their understanding of how it works and why it is so important for the Ngaanyatjarra people.

Return to the words: “Ngayuku ngurra kutjuparripayi partu tirtutju ngurra ngarala”, “My Country changes, but it’s always home.” Discuss their thoughts

Discuss the importance of caring for Country and the reciprocal relationship expressed in the book:

“Parna ngaalulanya miranykanyira, puru pirni purlkanya yungkula, purulatju parna miranykanyira.”,

“This land looks after us, because it provides for us, and we look after the land.”

Take a walk on Country

Take students outside to quietly observe the Country their school is on. Ask them to look and listen for clues about what Country is telling them today.

Encourage them to observe plants, flowers, trees, birds, insects and other animals. How does the wind feel, clouds, sunlight and temperature? Feel the soil. Can they see or feel water, and are there any changes they have noticed since earlier in the year?

Students can sketch or write down their observations.

Our walk through Country - Collaborative artwork

Look together again at the final double-page illustration and discuss how one artwork can represent Country changing over time.

Create one large collaborative class artwork on paper or create a mural on a school wall.

Rather than dividing the artwork into the four European seasons, encourage students to represent the changes and signs they have actually observed on the Country their school is on.

Students could use painting, drawing, collage and different textures to represent plants, animals, weather, water and other changes they have noticed.

Where appropriate, invite a local Elder, Traditional Owner or respected Community member to share local seasonal knowledge. Local First Nations language should only be included where it has been shared or approved by the appropriate language holders.

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ADDITIONAL EXTENSION ACTIVITIES

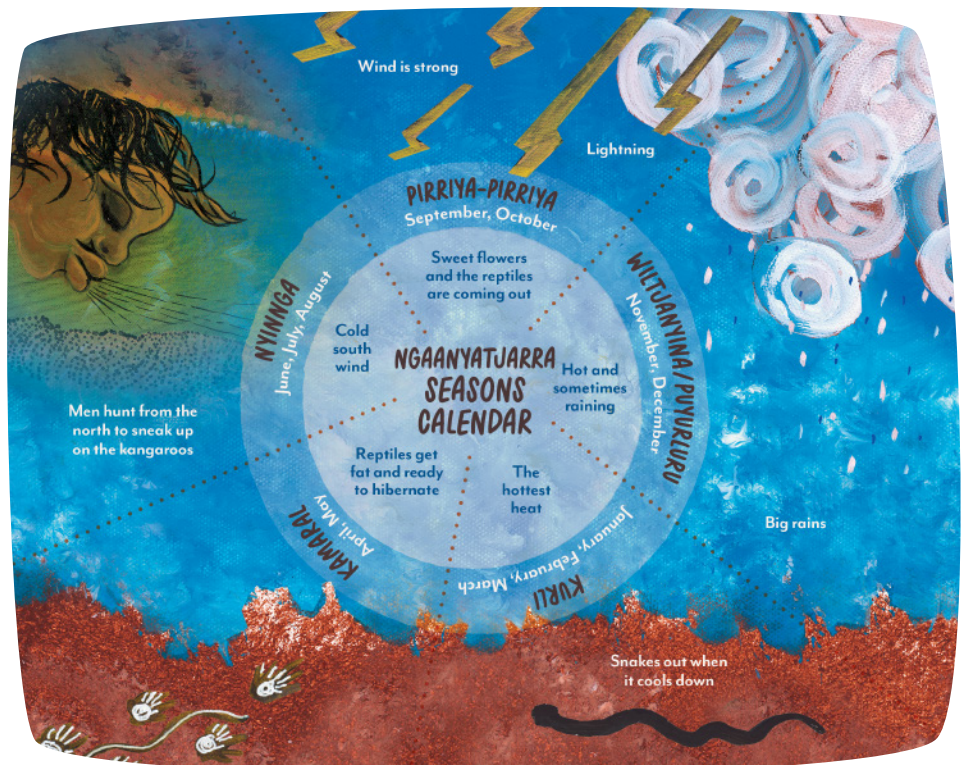
Seasonal Calendar

The Ngaanyatjarra seasons calendar at the back of the book beautifully shows how these signs and changes in and on Country help identify different times of the year. Your class could create their own local First Nations seasons calendar for the Country their school is on from their observations and local First Nations knowledge holders.

Watch Country Change

Return to the same place as a class at different times of the year or encourage students to share what changes they notice anytime. Students can record what has changed and add new observations to the class artwork.

This encourages students to understand one of the central messages of Daisy's story: learning about seasons comes from knowledge passed on from Elders and continuing to watch, listen to and learn from Country.



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A vibrant Indigenous Australian landscape painting featuring a blue sky with white clouds, a yellow-orange sun, and a foreground with various Indigenous symbols like a boomerang, a spear, and a campfire. The text 'INDIGENOUS LITERACY FOUNDATION' is written in white capital letters at the top center.

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Australia Post is proud to partner with the Indigenous Literacy Foundation to celebrate Indigenous Literacy Day 2026 and this year's theme, Country is our Teacher. We recognise the vital role that Country plays in sharing knowledge, culture and identity, and we are committed to supporting opportunities for children to learn through Aboriginal and Torres Strait Islander stories, perspectives and ways of knowing.

Since 2020, together with ILF, we have delivered more than 800,000 books to over 500 remote Communities across Australia, helping ensure children can access books that reflect and celebrate Aboriginal and Torres Strait Islander cultures, languages and stories.

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