

# **Excursions in the Ndjébbana Bilingual Program**



# Planning an Excursion

## Ndjébbana Program

### Before We Go

1. Decide where to go. Think about the tide, weather, condition of the roads and the best place to get the crabs, yams, fish or other things.
2. Book the truck, camera and video equipment.
3. Ask the landowners' permission.
4. Fill in the excursion form and give it to the office.
5. Tell the children where you're going and why you're going.
6. Talk about what you need to take and what the children need to bring. Make a list with the children. Look at the list before you go.
7. Give a note to the children for their parents to sign.
8. Make sure you know where to go and have someone with you who knows.
9. Get food and water to take.

### When We Get There

1. Count the children.
2. For Ndjébbana excursions, the Aboriginal teachers need to stay with the children.
3. Tell the children to be careful where they go.
4. Talk to the children about what you are getting and how you are getting them.
5. Make the fire first, then cook the food like damper, tea, cockles.....
6. Take photos and video if you want.
7. Get something to bring back, e.g. fish, cockles, crabs.
8. Have a good time.



## When We Get Back : Some Ideas

1. Look at the video and photos. Talk about them. Make stories about them.
2. Listen to stories from old people.
3. Aboriginal teachers and parents can talk to the children about some things they know and show the children how to do things.  
e.g. how to make djábbarnma soup; the names for different parts of a turtle.
4. Draw or paint pictures.
5. Do craft lessons.
6. Write stories about what you did - group stories and individual stories.
7. Older children can learn about the words.  
play flashcard games. Write down the words.
8. Any other ideas for things to do that will help the children learn.

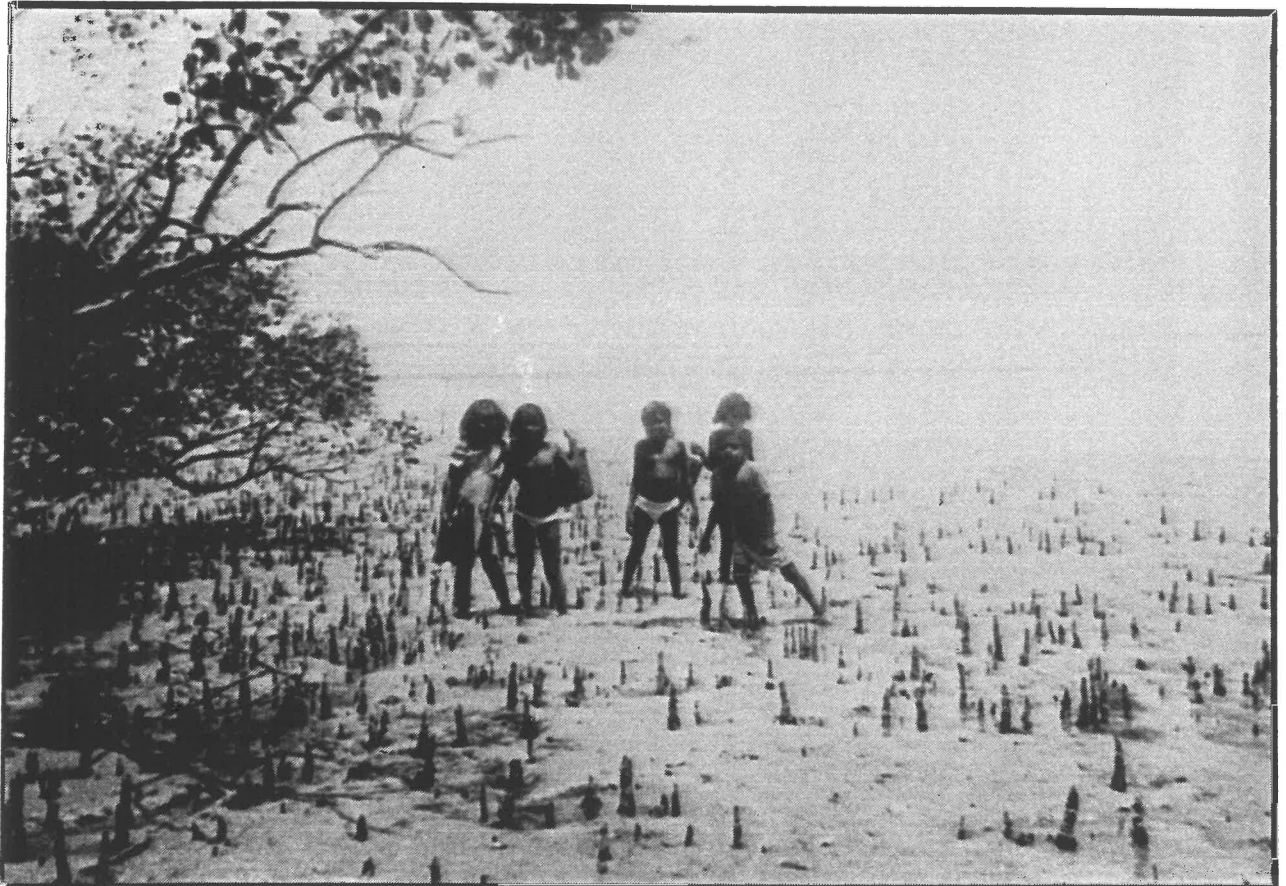
## Evaluation

1. Did we do most of the things we planned?
2. Did the children learn something?
3. Did we have any problems?
4. Did we forget anything?
5. What good things happened?
6. Do you have any ideas for things to do next time?

- . When you have finished the excursion, put samples of the childrens' work, photos, planning sheets etc in the filing cabinet, so you can look at it next time for ideas.
- . Sometimes teachers can make a photo album with stories to help you remember what you did.

Excursions are an important part of our school program and should be well planned.

Learning in the natural environment helps bring the school into the child's world. Excursions help the children learn about things that are important in their own culture at the same time as they are learning about reading and writing.



Children in Pre school , Transition, and Years 1, 2 and 3 should go on an excursion with almost every Theme.

Children in Years 4 to 7 should go on an excursion when the Instant Reader or Shared Book they are learning, is dealing with a topic about some aspect of the bush.

## Why do we go on excursions.

1. To learn more about our community and the country which surrounds it.
2. To provide opportunities for children to learn about their own culture from Aboriginal teachers and other adults in the community.
3. To use what is familiar to the children to help them learn about school things such as Reading and Writing.
4. To make learning more meaningful by putting it in a real situation.
5. To provide experiences to talk and write about.
6. To enjoy an outing together and get to know each other better. (This is especially good for the Balanda teacher )



## **Procedures**

\* For an excursion where the children are walking to a place somewhere in the community, you need only get permission from the Principal.

\* For a day excursion, where the children travel in a vehicle you need to get :-

(a) permission from the traditional landowners.  
( see the list at the back of this booklet)

(b) permission from the principal.  
( see form A )

(c) consent forms from parents.  
( see sample form B )

\* You will need to book the school truck at least a few days ahead with the school secretary.

<p>You can find out administrative procedures by reading the Departmental Policy Statement on Excursions.</p>
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# Planning an Excursion

**Class :** -----

**Language :** -----

**Theme :** -----

**Where :** -----

**When :** -----

## Aims

Why are we going?  
 What will the children learn?

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## **Before We go** (Tick these as you do them)

1. Decide where to go. Think about the tide, weather, condition of the roads and the best place to get the crabs, fish, yams or other things.
2. Book the truck.
3. Ask the landowners' permission.
4. Fill in the excursion form and give it to the office.
5. Tell the children where you're going and why you're going.
6. Talk about what you need to take and what the children need to bring. Make a list with the children. Look at the list before you go.
7. Give a note to the children for their parents to sign.
8. Make sure you know where to go and have someone with you who knows.
9. Get food and water to take.
10. Get the First aid box ready.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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## **When We Get There**

1. Count the children.
2. For Ndjébbana excursions, the Aboriginal teachers need to stay with the children.
3. Tell the children to be careful where they go.
4. Talk to the children about what you are getting and how you get them.
5. Make the fire first, then cook the food like damper, tea, cockles....
6. Take photos and video if you want to.
7. Get something to bring back. e.g. fish, crabs.
8. Have a good time.

## **Things to do for this excursion**

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**When We Get Back : Some Ideas**

1. Look at the video and photos. Talk about them. Make stories about them.
2. Listen to stories from old people.
3. Aboriginal teachers and parents can talk to the children about some things they should know and show the children how to do things. e.g. how to make djábbarnma soup; the names for the different parts of a turtle.
4. Draw or paint pictures.
5. Do craft lessons.
6. Write stories about what you did - group stories and individual stories.
7. Older children can learn about the words.  
Play flashcard games. Write down the words
8. Any other ideas for things to do that will help the children learn.

**Activities for this excursion**

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## Evaluation

1. Did we do most of the things we planned? \_\_\_\_\_
2. Did the children learn something? \_\_\_\_\_
3. Did we have any problems? \_\_\_\_\_  
\_\_\_\_\_
4. Did we forget anything? \_\_\_\_\_
5. What good things happened on this excursion? \_\_\_\_\_  
\_\_\_\_\_
6. Do you have any ideas for things to do next time? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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- When you have finished the excursion, put samples of the children's work, photos, planning djúrra etc in the filing cabinet, so you can look at it next time to get some ideas.
- Sometimes teachers can make a photo album with stories to help you remember what you did on the excursion.

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## **Check List of things to take on an Excursion.**

tarpaulin

cups and plates

billy can and pot

cordial

flour, baking powder and mixing bowl

tea, sugar and milk

oranges, apples, biscuits, baked beans and butter

matches

water

knives and spoons

first aid box

vinegar

fishing lines

throw net

axe

buckets

shovel

gabage bags

old people to show the children things

things for the children to play with e.g. balls, frisbee





## APPLICATION FOR LOCAL EDUCATION ACTIVITY

(To be submitted three(3) <sup>days</sup> prior to date of LEA)  
EXCURSION ☒ Category A ☐ Category B

A TEACHER-IN-CHARGE:

Form A

PURPOSE:

LOCATION/DESTINATION/ROUTE:

DATE:

TRANSPORT REQUIRED: (TICK ONE)

NUMBER REQUIRED:

☐

PLANE

☐

BOAT

☐

TRUCK

NUMBER OF STUDENTS:

FEMALE

MALE

TOTAL

NAMES AND POSITIONS OF ADULTS ACCOMPANYING STUDENTS:

EQUIPMENT REQUIRED: *first aid kit, transceiver,*

PROPOSED ITINERARY:

DEPARTURE TIME:  AM/PMRETURN TIME:  AM/PM

FUNDING

(TICK ONE):

☐

YES

☐

NO

IF YES, AMOUNT

\$ :

PROPOSED BUDGET 

I CERTIFY THAT THE ABOVE LOCAL EDUCATION ACTIVITY WILL BE CONDUCTED IN  
ACCORDANCE WITH THE RELEVANT CIRCULARS AND SECTION 2:17 of NTED  
HANDBOOK..... (TIC-LEA) / /

☐ APPROVED☐

NOT APPROVED.....

PRINCIPAL / /

Dear parents,

Peter Haines, Carol and my class are going on an excursion to Ndjudda Point for bíbbo. We are leaving here at about 12 pm. and coming back at 4 pm.

I hereby give permission for my child to go :

signed-----.

Rita Djidmu  
co-ordinator of Ndjébbana Bilingual unit.

Place	What to Get	Who To Ask
Rocky Piont	cockles, crabs, bush plums, mussels, medicine bush,	Charlie Yirrawala Mavis Mawaridja Roly Madjara Michael Gunjawuyi Milarkk
Navy Landing	fish, crabs,	same people as above
Namalárdja	oysters, fish, turtle, yams, magpie geese lilly roots	Jonny Naleba Jocky Bundabunda
Ngarawúnja	barramandi, crabs mangrove worms mangrove gaonna sugarbag mussels	Rita Djidmu Peter Maralwonga George Mulumbukk Rose Ngardinj
Nangak	long necked turtle barramandi kangaroo, buffalo, catfish	Peter Bundabunda Jimmy Jiminmula Dean Yibarbuk Joe Inyumul
11 Mile	long necked turtle mussels	Daisy Nadjundanga George Namanabil Peter Bundabunda
Caladonna	swimming,	David Yirrindilly Nancy Gununwanga
Kardjarráma	crabs kangaroos	Micky Wungkulba Agnes Djúngawarna

Place	What to Get	Who To Ask
Gochan Jiny-Jirra	Swimming and visiting	England Bangala at Gochan Jinny-Jirra or Nym
Nganjuwa	Magpie geese, water chestnuts, kangaroo, longnecked turtle	Mark Mirrkal
Ji-bena	prawns, water chestnuts,	Larry Weipa David Mirrawana
Gorong Gorrong	long necked turtle, water chestnuts	Frank Malkorda
Ana-mundala	fishing, shell fish	Willie Jorlpa
Gupanga	fishing	Mary Wangarripa
		It is not necessary to ask everyone on this list - one person is enough.

Place	What to Get	Who To Ask
Kabalko (First Island or Entrance Island)	oysters, fish, crabs	Billy Yirikin Helen Williams Robert Williams Graham James
Ngarraku (2nd Island)	seagull eggs, fish	same people as above
Ndjudda	fish, cockles, crabs, yams	same people as above
Crab Creek	crabs, fish, stingray, mangrove worms mangrove goanna	Margaret Waykuma



## References

1. Excursions - Policy Statement, Administrative procedures and guidelines for schools.

Circular No : 84/36

Maningrida School File NO E,1,1

2. White, Leon. - "Excursions - planned learning or just picnics?"

In Bilingual Newsletter No 85/1 & 2

3. A Guide for Early Childhood Education : Pre school Aboriginal Schools Version. N.T. Education Department 1988.

