

Tracking Loop



Go to a good tracking area.

Walk in a small group, stick together, learn together.



Nati yirdi manta, natirla yimi ngarrika (Don't give the answer away)

'When you find a track, call out 'I've found something'.



Test the learners.

Nyiya nyampuju?' (What's this?)

Ngana-kurlangu nyampuju? (Who's track is this?)

Nyiya kanpa nyanyi? (What can you see?)

After they try, tell them the answer, or give a hint. Look at pictures of the animals



Maya Wangkaya (Talk More)

Nyangurla-warnu? 'When was the track made?'

Nyarrpa-jarrijalpa? 'What was it doing?'

Nyarrpara-purda yanu? 'Which direction did it go?'

Nyiya yaliji(warna)? 'What type of ... is it?'

- Wirijarlu, wita (Big, small)

- Kulinypa, kuyu (Poisonous, edible.)

Ideas for Teachers

- ❖ Set a challenge: ask students to focus on an area where a track is not clear.
- ❖ Ask in an indirect way e.g. Parlu-pungu-rna nyampu. Nyiya-marda? 'I found something. I wonder what is it?'
- ❖ Give a clue e.g. this animal likes to climb up onto anthills (A: Karnari)



Turn over for recount....

Pina-wangkanjaku 'Recounting'

After a tracking session, recounting is a great way to keep the learning alive and learn more from kuyu pungu about the animal.

How to: Sit down together (yurruju) in the bush or back at the ranger office. The tracking teacher (or with help from a facilitator) asks the learners to remember (in order) what they saw...

Teacher tip: Look at pictures of the animals

Start with these questions.

- Nyiyanpa yitaki-manu? 'What did you track?'
- Nyiyanpa parlu-pungu? 'What did you find?'
- Nyiyanpa nyangu? 'What did you see?'
- Jangku-mantaju 'Answer me'

Asking about strong/hard Warlpiri names...

- Nyiya-waja ngulaju yirdi? 'What is its name really?'
- Nyiya yirdiji Warlpirirli? 'What is the Warlpiri name?'

Maya Wangkaya 'Talk More'

- Nyangurla-warnu? 'When was the track made?'
- Nyarrpa-jarrijalpa? 'What was it doing?'
- Nyarrpara-kurra yanu? 'Which direction did it go?'
- Ngana-kurlangu? 'Who does it belong to?' i.e. who is kirda?
- Nyiya yaliji(warna, jurlpu)? 'What type of ...was it?'-Wiri, wita 'Big, small'-Kulinypa, kuyu 'Poisonous, edible'
- Warlpirirli? 'What is the Warlpiri name?'

Facilitator notes

Setting up the tracking loop and recount session

Planning

1. Schedule the session with teachers (kuyu-pungu) and learners
2. Review the key elements on the card with the students and teachers. This is tracking to teach not tracking to hunt. If this point is clear the session will go well.
3. Clarify what country to go to. Any sandy area will do, but teachers may want to look for specific animals too.

In the Bush

1. When the cars arrive, gather everyone and remind them to stick with the kuyu-pungu and not give the answers away.
2. Check if the Kuyu-pungu wants to give any instructions.
3. If required, encourage the teachers to use the mentoring questions on the cards.
4. Have pictures of birds, mammals or reptiles likely to be encountered. (NT app field guide, and BRDU resources are good)
5. Please take some photos (with a scale such as a matchbox) or delegate this to one of the learners. Take one of the track and one of the track pattern/ scenario. If possible get the rangers to label the photos and put in the T drive.

After the tracking session.

1. Organise a space for the recount. Bring chairs out bush or sit in the office.
2. Help the kuyu-pungu get all the learners ready for the recount.
3. Ask for feedback from the learners.

The Jangala Method. Recounting every track in order

- Jerry Jangala starts from the beginning of the tracking session and asks the rangers everything they saw one by one
- If the trackers know straight away and answer with the animal's Warlpiri name, he might then ask who it belongs to, and who is knowledgeable about it.
- If they don't know the answer, he asks questions and gives them clues to help them remember, like
 - In what direction they were walking when they saw it
 - Which way it was heading
 - What it was doing (behaviour)
 - When in the day or night it left the footprint (when it was active),
 - What the footprint looked like (with fingernails etc, size); what the hole looked like etc
 - How the animal compares (in size, shape, other features) to a similar animal
 - What it is used for – e.g. food, resin from spinifex ants.
- Once they know, he asks for the animal's Warlpiri name, and sometimes for another Warlpiri name
- Then he might say who/what it got its name from (in the Jukurrpa), might refer to or tell a Jukurrpa story, might sing the song
- Then he asks for skin its name, and sometimes who is knowledgeable about hunting it
- Might ask/talk about/point out kin relationships – '[that one is] *first one for this one here (pointing at person) – He's grandfather*'
- At the end Jerry asks the rangers to do another quick recap

How to run a comparison lesson

1



Walk in small group, stick together, learn together Don't spread out you are not hunting!

2



When something is found call out 'I've found something' (don't give the answer away, everyone comes over

3



Test the trackers – Use mentoring questions like 'Nyiyanyumpuju?', 'tricking and challenging (Myra?)' Don't give the answer away

4



Explain how to tell this track from similar ones in the family (use animal cards, field guide, drawing tracks in the sand to help

5



PEOPLE SITTING

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Recount. Recount using comparison cards or guessing games

See over for Roles and Recount examples

Ways to recount a comparison Lesson

ROLES:

FACILITATOR Looks for opportunities for comparison lessons based on what tracks are present; evaluate knowledge gaps (e.g. notice that trackers are having difficulty distinguishing hopping mice and small mice); Help KP focus on this

KUYU PUNGU: spend a long time explaining difference between tracks/sign of similar species, explaining gaits and behaviour is possible
T: Looking for tracks; listening to KP & learning & challenging themselves

TRACKERS: : Looking for tracks; listening to KP & learning & challenging themselves

Review the animal comparison card.

Find the animal card that compares the target species with similar species. Ask the trackers questions about how to identify the target animal

Play a guessing game

Get all the animal track cards for the target species , and similar species. Hold them up one at a time and ask the trackers to name the correct tracks/burrow or kuna.

Do a quiz at night time.

Create a quiz of the comparison species.
Play this on the projector with all the camp.



Mentoring Styles

Hiding the answer. Don't give give it away, ask nyiya nyampuju. It will speed up learning.

Tricking; - play little tricks. Eg from willowra carrys a man on his back. Ask which way the cat is going when it is really a dog.

Shadowing: Myra does this???

Task setting

Recount – after tracking do a recount sesion

How to ask good mentoring questions

Mentoring is about challenging the student to hunt for the knowledge themselves. It's different from just telling the students all the answers. Mentoring is a very common Warlpiri way of teaching. Use these ideas when you are in the field tracking with students

.Good Mentoring Questions

1. Which way is this animal going?
2. Who made this track or burrow or ?
3. How old is this tracks?
4. What is this animal doing?
5. Where is it now?
6. What can it be confused with.
7. Is it in the burrow.
8. How many burrows does it have

Yitaki-maninjaku
How to guides

Warlpiri mentoring words

ENGLISH	WARLPIRI	Definition/further info
Tricking	Yimirrinyi	A person asking "What is that? Is it a goanna or is it a snake?"
Recall (recount)	Pina-nyanyi	Looking back at what they have not missed
Asking to recount (recall)	Pina payirnika	Asking the question again
What is it?	Nyiyi-nyampuju?	What animal is it - don't give the answer away
To not give the answer away		
To ask leading questions	Payirninjaku kamparru kurra	What things you want to focus on first
To not say the name of something	Julkurra	Restricted/limited
	Juul-wangkami	To speak in a limited way
First hide the answer this will make them think	Kamparru yimi warruly-yirraka yungulu manngi-nyanyi	
Ask questions so bit by bit the person gets the answer	Payka-jana yungulu waita-kari wita-kari pina-jarrimi	
??	Wangkaya-jana yimi ngalya-kari nyanungurrarlu kupalu warrir ni yimi wiri-ki jalpi-ngki	Teach to them story part them will search story big by themself
Ask a question so they can show what they know	Payikajana yungulu yimi milki wangkami	Testing them
The master tracker asks about these tracks	Kuyu-pungurlu-ka payirni nyampurra wirliya-kurlu	



Strong Teachers – Strong Learners

A strong teacher needs to be....

- | | |
|---|---|
| <ul style="list-style-type: none">• Interested and curious• Knowledgeable and experienced• Confident with what they are teaching• A good and active listener• Respectful of students• Clear about what they are teaching e.g. explain to the students what will be taught• Fun, and try to make teaching fun• Interested in their students, and get to know their students | <ul style="list-style-type: none">• Happy• Enthusiastic• Passionate• Patient• Repeat information• Practical• Encouraging• Enjoy teaching |
|---|---|



Strong Teachers – Strong Learners

A strong learner needs to be...

- | | |
|--|---|
| <ul style="list-style-type: none">• A good listener• Enthusiastic• Respectful of the teacher and follow the teacher's instructions• Curious and ask questions• Excited• Patient• Determined, which means that they don't give up even if it gets hard. | <ul style="list-style-type: none">• Persistent, which means making time for learning as often as possible.• Respectful of other students, which means listening to each other, and helping each other.• Enjoy learning. |
|--|---|

A strong facilitator needs to “set up for success”

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|---|--|
| <ul style="list-style-type: none">• Plan with the Kuyu-pungu• Have all the resources ready• Help call everyone together in the field and help explain the purpose of the session before people start tracking | <ul style="list-style-type: none">• Help get people into tracking groups• Delegate people to photograph tracks• Read the how to guides and work with Trackers and teachers to implement.• Relax, it's all going to be ok. |
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