

*ADDING AN  
ABORIGINAL  
PERSPECTIVE  
ACROSS THE  
KEY LEARNING AREAS*

*Compiled By  
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# *PROVIDING AN ABORIGINAL PERSPECTIVE*

## *INTRODUCTION*

As educational professionals, we are trained and required to have certain levels of expertise when teaching our students. However a knowledge and understanding of Aboriginal culture requires a different approach.

It is essential that the content of a subject contain an Aboriginal perspective.

Aboriginal perspectives are not in themselves a unit of work but rather the way in which curriculum is developed. It is *not* an additional item to be dealt with separately but an *integral* part of what a school is already doing. It is the Aboriginal view taken toward a particular matter that is of concern to Aboriginal people, their society and their culture.

“A perspective is a way of viewing the world, the people in it and their relationship with each other and the environment in which they live. The ability to recognise our own perspective and the perspectives of others extends our views and increases our understanding of the world.”

An Aboriginal perspective will:

- Recognise and value Aboriginal culture and identity.
- Add balance by including the Aboriginal views relevant and appropriate to the particular subject being taught.
- Should be inclusive and be incorporated where it retains cultural validity and integrity.
- Develop a respect and appreciation of the diversity and integrity of Aboriginal culture.
- Broaden the learning experiences of all students and develop an appreciation of and sensitivity to Aboriginal societies and culture.

By providing an Aboriginal perspective, you will explore the cultures, languages, lifestyles and identity of Aboriginal peoples. Such exploration will also provide an understanding of issues central to Aboriginal societies and the relevance of these to the entire Australian community.

For Aboriginal students, this will increase their self esteem and raise pride in their cultural heritage and identity. For all students, this will allow an appreciation of a culture rich in heritage and tradition since the beginning of the Dreaming.

The success in providing an Aboriginal perspective across the curriculum is best defined through the process of consultation with Aboriginal people. It involves utilising the knowledge and expertise of local Aboriginal people. They are the people who best know the local culture, history and significant events. They will be able to advise on particular issues which are sensitive and those with implications for local Aboriginal people. Consultation needs to be an ongoing process between the teacher, school and local Aboriginal community. This can be best achieved through the local

AECG, role of the Aboriginal Community Liaison Office (ACLO) and Regional Aboriginal Education Consultant.

When implementing an Aboriginal perspective:

- Do not include an Aboriginal perspective if it is not relevant. Don't force the integration of a perspective into a program.
- Do not include an Aboriginal perspective that may stereotype Aboriginal peoples. It must be remembered that as there is a great deal of diversity within the dominant Australian culture, there is also a great deal of diversity within Aboriginal society.

The following perspectives have been selected as a guide only. They are descriptive in nature in providing a selective range of suggestions, strategies and resources. For the purposes of programming a unit of work, they can be a useful reference.

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**KEY LEARNING AREA : HSIE**

TOPIC	STRATEGIES / SUGGESTIONS	RESOURCES
Local Area Study	Knowledge of local Aboriginal language Construct list of Aboriginal suburb & street names Visit Local Aboriginal Organisations	Local Aboriginal Land Council Aboriginal Community Liaison Officer (ACLO) Field Studies Centre - DET
Heritage	Knowledge of local Aboriginal language gp. and place names Visit to an Aboriginal site (permission required) Case Study : Lake Mungo Case Study : Uluru	National Parks & Wildlife Service Kit – “Aboriginal Heritage” Enc. Of Aboriginal Australia (also on CD ROM) Text : Understanding Aust. History (Stage 4) Text : Images of Aust. History Text : Focus on Australian History VHS : Uluru-An Anangu Story (Stage 4) <a href="http://www.teachingheritage.nsw.edu.au/sitemap/index_sitemap.html">www.teachingheritage.nsw.edu.au/sitemap/index_sitemap.html</a>
Resistance	Discuss reasons for conflict Write a diary account of an Aboriginal resistance fighter. What were the responses of Aboriginal and non-Aboriginal people to each other suggest reasons why there are no plaques to remember conflict/massacre sites Cast Study Pemulwuy Case Study Mosquito Case Study The Tent Embassy	Pemulwuy The Rainbow Warrior by Eric Wilmont Text : Understanding Aust. History Blood on The Wattle by B Elder VHS : The Rainbow Serpent-Warriors Waterloo Creek by R. Millis VHS : The Secret Country The Other Side of the Frontier by H. Reynolds  The Myth of Terra Nullius (Invasion & Resistance) Burgess, Myers et. al (Mc Graw Hill)

TOPIC	STRATEGIES / SUGGESTIONS	RESOURCES
Mapping	Use of Aboriginal signs and symbols Visit an Art Gallery to view Aboriginal art and appreciate the use to signs and symbols. Investigate tracks & imprints in the playground. Work out their identity.	VHS : The Rainbow Serpent Dreamings by P. Sutton Art Gallery of NSW School playground <a href="http://www.decs.sa.gov.au/corporate/pages/default/aboriginal_australia/">www.decs.sa.gov.au/corporate/pages/default/aboriginal_australia/</a>
Shelter	List resources needed by shelters used by Aborigines. E.g. bark, twigs, leaves, caves. Sketch pictures from books. Consider such things as insulation from heat, cold, size, position. Compare climatic conditions in a variety of areas in which Aborigines lived. e.g. coast, desert, Tasmania	Survival by N Parbury Aboriginal Australia Kit-ATSIC Aboriginal Dreaming by J. Issacs Local Library <a href="http://www.margate.tased.edu.au/channel_chronicles/journal/shelter.htm">www.margate.tased.edu.au/channel_chronicles/journal/shelter.htm</a>
Weather & Climate	Discuss the basic needs of the traditional Aboriginal people-food, water, clothing, shelter. Discuss how changes in the weather would have affected these needs. Compare & contrast contemporary ways of coping with seasonal changes. Identify areas in the school yard where students could go to find shelter, food and water.	Survival by N. Parbury Aboriginal Australia Kit-ATSIC Field Studies Centre - DET
Celebrations	Discuss reasons for events which are significant to Aboriginal people. e.g. NATSI Week, Aboriginal Football Knockout Carnival. Meaning and significance of the Aboriginal and TSI Flag. Why Aboriginal & TSI people identify with it.	Consultation with local Aboriginal community ACLO Aboriginal Education and Training Unit AECG <a href="http://www.aboriginalartshop.com/aboriginal-art-aboriginal-ceremonies.html">www.aboriginalartshop.com/aboriginal-art-aboriginal-ceremonies.html</a> <a href="http://www.abc.net.au/messageclub/duknow/stories/S1380220/htm">www.abc.net.au/messageclub/duknow/stories/S1380220/htm</a> <a href="http://www.abst.mq.edu.au/auburn.htm">www.abst.mq.edu.au/auburn.htm</a>

TOPIC	STRATEGIES / SUGGESTIONS	RESOURCES
Communities	Identify rights and responsibilities of traditional Aboriginal communities. What lifestyles and relationships with the land exist. Describe & give examples of contemporary Aboriginal & TSI communities. Locate and label on a map.	DEET Video- "Aboriginal Australia" Text : Aust. A Core Geography Wreck Bay by B.J. Egloff Through a Geographer's Eyes Bk 1 & 3. Edited by N. Gallagher Text : Living Aust. Geography
Environment	Recognise Aboriginal peoples strong views about rights & responsibilities associated with the env't. In what ways have Aboriginal people managed their env't. How do non Aboriginal land use practices differ from Aboriginal land use practices. How relevant are Aboriginal land use & management practices to contemporary environment. What have been the effects of European land and water use practices on Aboriginal lifestyles in the local area. Design a plan for the management and preservation of a local Aboriginal site. Research what a totem is and its importance to traditional Aboriginal people. Adopt a totem for the school and devise a way to care for it. Note any improvements to the school environment.	Aborigines in Aust Society by Berndt & Berndt Before The Invasion by Bourke & White Survival by N. Parbury – including 2 <sup>nd</sup> edition Aboriginal Heritage – Aboriginal Fisheries of The Darling Barwon River Kakadu Man by Bill Neidjie Australian Dreaming by j Issacs VHS : Places We Want To Keep-Aust Heritage Commission Local Aboriginal Land Council <a href="http://www.nationalparks.nsw.gov.au/npws.nsf/Content/Biodiversity">www.nationalparks.nsw.gov.au/npws.nsf/Content/Biodiversity</a>
Law	How did traditional Aboriginal political structures and legal systems operate. What was customary law. Discuss the effects of Terra Nullius. What effects has government policies and legislation had on Aboriginal people. Why was 1967 an important year. Outline Aboriginal representation in the political equality. What is the role of ATSIC Case Study – Aboriginal Legal Service Case Study – Charles Perkins	Before The Invasion by Bourke and others Aborigines in Aust. Soc. Berndt & Berndt Survival by N. Parbury Rights and Wrongs – Book 1 & 2 Contact by Poad Text : A Question of Justice Text : Legal Studies for Year 11 and 12 NSW Aborigines in Aust. Society by Berndt VHS : Cop it Sweet (preview first) Stage 5/6

TOPIC	STRATEGIES / SUGGESTIONS	RESOURCES
	Case Study – Deaths in Custody	<a href="http://www.aija.org.au/ac03/papers/CheriHarathunian.rtf">www.aija.org.au/ac03/papers/CheriHarathunian.rtf</a> <i>(teacher reference)</i> ABC TV : Message Stick (Program) Koori Mail (\$70.00 per year sub\pub. Each fortnight – Phone 66 222666

## KEY LEARNING AREA : SCIENCE

TOPIC	STRATEGIES / SUGGESTIONS	RESOURCES
<p>Use of local flora and fauna and concept of seasonal change</p>	<p>Discuss how Aboriginal people were dependent upon the natural environment for all requirements. Change of seasons observed through animal behaviours, changes in plants &amp; animals before and after climatic events (flood, fire, rain, drought). Change in season affected needs. How? Why were observation skills so important to Aboriginal people? Construct a seasonal calendar. Coping with seasonal change.</p>	<p>VHS : Bush Foods            Bush Foods. Aboriginal Food and Herbal Medicines by J. Isaacs            Field Studies Centres – DSE            Royal Botanic Gardens            Met. North Book            VHS : Nature of Australia (Land of Flood and Fire)            Survival by N. Parbury</p>
<p>Use of Bush Foods</p>	<p>Look at the traditional Aboriginal food in the local area. Compare the diets of traditional Aborigines and Europeans (nb high fibre/low fat diet of traditional bush tucker). Discuss role of men and women in food gathering and hunting. Use of firestick farming. Examine techniques for food preservation – smoking, drying, leaching in water, using moss to retain moisture and to keep alive living specimens. Cooking techniques – hot ashes, steaming in ground oven, roasting on coals. Plant a bush tucker garden (record growth, build up a data base on plants used). Design a poster promoting healthy bush food. Discuss the scientific finds being made about Aboriginal Bush foods including commercialism and marketing.</p>	<p>Field Studies Centres – DSE            Wild Food in Aust. By J. Cribb            Wild Plants in Aust. By J. Cribb            Bush Food by J. Isaacs            Bush Tucker Supply Co.            (Phone (02) 9554 9477            Local Nursery            Aboriginal Australia Kit – ATSIC            Local butcher e.g. kangaroo meat            Local Aboriginal community            The Bush Food Handbook by V. Cherikoff  <a href="http://www.roebourne.wa.edu.au/culture/bush.htm">www.roebourne.wa.edu.au/culture/bush.htm</a>  <a href="http://indigenoustralia.frogandtoad.com.au/bushtucker.html">http://indigenoustralia.frogandtoad.com.au/bushtucker.html</a></p>



TOPIC	STRATEGIES / SUGGESTIONS	RESOURCES
Understanding medicinal use of plants	Knowledge of medicinal powers of various plants. Natural resins and gum from trees. Use of these substances-separation, extraction, prep & application techniques. Treatment of wounds and disease.	Aboriginal Australia Kit – ATSIC Bush Foods, Aboriginal Food and Herbal Medicine by J. Isaacs Before the Invasion by Bourke and White <a href="http://www.aboriginal.artonline.com/culture/medicine.php">www.aboriginal.artonline.com/culture/medicine.php</a>
Use of naturally occurring substances	Investigate the use of resources used by Aboriginal people to meet their needs – tools, artefacts, weapons, utensils, ochre mixes. Research and describe range of materials used (e.g. clay, grasses, stems, sticks, stone, fibres).	Aboriginal Australia Kit – ATSIC Australia's Living Heritage by J. Isaacs End. Of Aboriginal Australia Vols. 1 & 2 <a href="http://www.anbg.gov.au/education/pdfs/aboriginal_plant_use_and_technology.pdf">www.anbg.gov.au/education/pdfs/aboriginal_plant_use_and_technology.pdf</a>

## KEY LEARNING AREA : CREATIVE ARTS

TOPIC	STRATEGIES / SUGGESTIONS	RESOURCES
Decorative artwork	<p>Use of ochre colours-reds, browns, yellows, black, white to decorate drawings of native Australians animals (might be done as a school mural). *When decorating artwork, students should use their own ideas rather than copying from existing texts. Understand the meaning of Aboriginal art symbols. Provide a knowledge of the diversity of art forms and their relationship to spirituality and the Dreaming. Laminate photos or pictures of Aboriginals and TSI personalities for classroom collage. Research a particular artist.</p>	<p>Blackline stencils  VHS : A Matter of Identity-Four Aboriginal Artists  VHS : Dreamings – The Art of Aboriginal Australia  Visit Art Gallery of NSW  Survival by N. Parbury  Text : Their Ghosts May Be Heard by S. Coupe &amp; M. Andrews (very general)  Austs. Living Heritage by J Isaacs  Koori Mail Newspaper  Tiwi by H Smith  Enc. Of Aboriginal Aust. Vols. 1 &amp; 2  Rock Paintings of Aboriginal Australia by E Godden &amp; J. Mainic  After 200 years  <a href="http://www.aboriginalartonline.com/art/rock.php">www.aboriginalartonline.com/art/rock.php</a>  <a href="http://www.aboriginalartonline.com/art/desert.php">www.aboriginalartonline.com/art/desert.php</a>  <a href="http://www.aboriginalart.com.au/gallery/">www.aboriginalart.com.au/gallery/</a></p>
Music	<p>Use of local resources to make instruments e.g. clapsticks, rattles, shell drums. Listen to traditional and contemporary Aboriginal music. Discuss the style of music and the types of sounds heard. Have students create their own dances using music and instruments as added background. Play “Simon says” using content from stories. E.g. walk like an emu. Research the roles of males and females.</p>	<p>Local resources  Consult local Aboriginal community  Contemporary music includes – Warumpi Band, Coloured Stone, Yothu Yindi, Dev Carmody  Enc. Of Aboriginal Aust. (see CD ROM also available)  <a href="http://www.aboriginalart.com.au/didgeridoo">www.aboriginalart.com.au/didgeridoo</a>  <a href="http://www.scu.edu.au/schools/sass/music/musicarchive/AustGeneral.html">www.scu.edu.au/schools/sass/music/musicarchive/AustGeneral.html</a></p>

TOPIC	STRATEGIES / SUGGESTIONS	RESOURCES
Drama	<p>Choose a favourite story to dramatise. Video the play for future viewing and learning.</p> <p>Try face painting for use in Aboriginal Dances. Use of local ochres or non-toxic water based paints (care needed in using certain designs). Make own headbands, necklaces, waistbands, tassels.</p> <p>*Consult local community</p> <p>* Remember not to single out Aboriginal or TSI students or to Offend them with your material.</p>	<p>Local Aboriginal community</p> <p>Local resources-seeds, grasses, fishing lines, beads.</p> <p>Plays &amp; Scripts of Jack Davis</p> <p>The Story of The Falling Star by Elise Jones</p>

## KEY LEARNING AREA : MATHS

TOPIC	STRATEGIES / SUGGESTIONS	RESOURCES
Scale	Visit an Aboriginal engraving site (permit required). Estimate size of engravings. Construct scale map of the site. Set map reading exercises on a wall map showing traditional Aboriginal boundaries.	Visit Kuring-gai National Park – engraving sites Phone: 9472 8949 Consultation with local Aboriginal community. National Parks and Wildlife Kit - “Aboriginal Heritage”.
Measurement and Statistics	Use examples such as percentage of Aboriginal people in sport, local census data, health and education statistics. Measurement using boomerang and spear throwing. Construct column graphs from results.	Australian Bureau of Statistics School playground Maths in Indigenous Contexts (Stage 2) <a href="http://ab.ed.boardofstudies.nsw.edu.au/files/enviro_maths.pdf">http://ab.ed.boardofstudies.nsw.edu.au/files/enviro_maths.pdf</a>

## KEY LEARNING AREA : ENGLISH

TOPIC	STRATEGIES / SUGGESTIONS	RESOURCES
<p>Aboriginal authors, story tellers, actors, musicians, filmmakers</p>	<p>Research the lives and works of various authors, actors Students could attempt the writing of short pieces based on their research. Respond to or express in their own words the intent of a poem or song by an Aboriginal author.</p> <p>Some of these works could be read out and used as a speaking and listening exercise. Comparison of different types of literature could be made.</p> <p>Produce a newsletter or radio program on the theme of Reconciliation. Roles could include that a member of editorial panel, journalist/interviewer, scriptwriter, photographer, layout designer.</p>	<p>Enc. Of Aboriginal Australia Vols 1 &amp; 2 VHS Documentaries Publication of individual authors.</p>
<p>Stories/Bibliographies</p>	<p>Reading stories, plays and poems by Aboriginal authors e.g. Jack Davis, Kath Walker. Students to identify cultural references, cultural differences in texts, recognition of Aboriginal expression and Aboriginal English.</p> <p>Discuss awareness of the way language shapes our perception of ourselves and others.</p> <p>What are the themes or messages expressed by various Aboriginal authors?</p>	<p>Includes: Living Black by K. Gilbert Kakadu Man by Neidjie Bill My Place by Sally Morgan Wildcat Falling by C. Johnson Black Life by Jack Davis My People by Kath Walker DEET Publications - Langwij Comes To School <a href="http://www.dreamtime.net.au/dreaming/storylist.htm">www.dreamtime.net.au/dreaming/storylist.htm</a></p>

## KEY LEARNING AREA : PD/PE/HEALTH

TOPIC	STRATEGIES / SUGGESTIONS	RESOURCES
Activity Based	Javelin (skill with spears/boomerangs) Traditional games. Skill development in hand – eye coordination (skills development in hand – eye coordination (skills involved in hunting and tracking). Using Aboriginal music or dance (traditional or contemporary) for creative dance.	PE/Sports equipment Enc. Of Aboriginal Australia Vols. 1 & 2 Before The Invasion by Bourke and White <a href="http://ink.news.com.au/mercury/resources/indigenous/html">http://ink.news.com.au/mercury/resources/indigenous/html</a>
Personal awareness	Recognise and appreciate Aboriginal cultural beliefs and values. Accept the right of others to be different. Analyse past stereotypes, prejudice and discrimination. What effects have these had on Aboriginal people (e.g. removal of children under Protection Policies). What is the role of Link Up?	Media Aboriginal guest speaker ACLO The Stolen Generations by P. Read
Promoting Health	What impacts have European diet and disease had up Aboriginal communities? Identify current Aboriginal health issues (Otitis media, HIV/Aids, trachoma, Deaths in Custody). In what ways are Aboriginal communities addressing these issues? Compare and analyse statistics (e.g. birth and mortality rates.). Do Aboriginal people have the same access to Health and Hospital facilities? What effects did Reserves and Missions have on Aboriginal lifestyles?	Aboriginal Medical Service VHS : Aboriginal Health Today\ VHS : Bush Tucker, Healing Plants Enc. Of Aboriginal Australia Vols 1 & 2 VHS : State of Shock (preview first) Aust. Bureau of Statistics Royal Comm. Into Deaths in Custody The Health of Aboriginal Australia by J. Reid & P Trompf (1991) VHS : The Rainbow Serpent Series The Stolen Generations by P. Read

## **Suggestions of Appropriate Language within HSIE in Relation to Aboriginal Perspectives**

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<b>Dreamtime</b>	Specific period, that is finite period of time, of Creation
<b>Dreaming</b>	The spiritual belief system of Aboriginal peoples. It establishes the rules governing relationships between the people, land and all things. There is no one Aboriginal word for Dreaming – it varied with each group as did the Dreaming stories.
<b>Myths/Legends</b>	These convey impression that information from the Dreaming is not true or is trivial, thus casting doubt on another's set of beliefs.
<b>Aboriginal</b>	Adopted as a word to describe indigenous Australians in a generic sense, without acknowledging grouping differences. Is now used with Capital "A" to recognise indigenous Australians as a collective group of race.  Koori are Aboriginal peoples from SE Australia, Koorie (Vic.), Murri are Aboriginal peoples from Qld, NW NSW, Nyoonjah (WA), Nunga (SA) Yolgnu (Arnhem Land), Anangu (Central Australia)  These groups contain groups withnames specific to the language group e.g. Gamilaroi, Guringai, Darkinjung.  Offensive terms and scientific racism that derive from Eurocentric world view. Identity is determined by aspects of culture, not physical attributes  Culturally centred term; suggest Aboriginal history, pre-invasion, pre-contact.  Seasonal occupation.  Reflect Eurocentric view, inaccurate. For comparative work. suggest pre-industrial.  Inaccurate and Eurocentric. Suggest Elders
<b>Part Aborigine Full blood Half-caste</b>	
<b>Prehistory</b>	
<b>Nomadic</b>	
<b>Primitive, simple, Native</b>	
<b>Chiefs, Kings Queens</b>	
<b>POSTSCRIPT:</b>	Beware of terms which deny Aboriginal existence before white settlement e.g. discovered, first settlement. For some remember to use qualifiers e.g. European exploration.
	Beware of placing definite time frame on Aboriginal presence e.g. for 40,000 years. Try "since the beginning of the Dreaming" (note Geography syllabus).
	This is not an extensive list. When in doubt, think would I like my cultural group or its beliefs referred to in those terms.

## SOME FREQUENTLY ASKED QUESTIONS

How many Indigenous cultures are there in Australia?

There are two Indigenous cultures. Aboriginal people are from the mainland and Tasmania, and Torres Strait Islanders are people whose islands are off the coast of Queensland.

How many different Indigenous languages are there in Australia?

There are about 250 separate Indigenous languages as well as about 500 dialects.

What do the colours represent on the Aboriginal and Torres Strait Island flags?

Aboriginal flag:

Red represents the earth

Yellow represents sun

Black represents the people

Torres Strait Islander Flag:

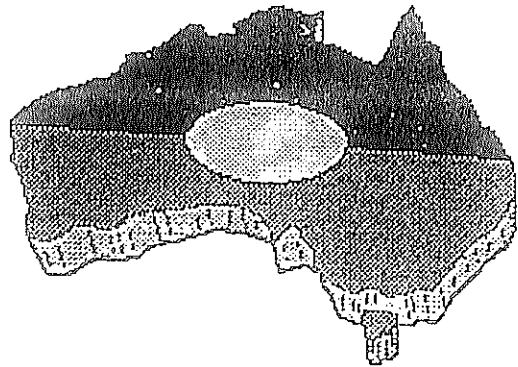
Green represents the islands

Blue represents the water

Black represents the people

Durri represents the headrest that unites the people

The Star's five points the regions of the Torres Strait.



Are all Aboriginal people Kooris?

No, in different areas of Australia there are different names for Aboriginal people. For example-

Murri south east Queensland and northern NSW

Koori south east NSW and northern Victoria

Nyungar Western Australia

Nunga South Australia

Yolgnu north eastern Arnhem land

Why don't you look Aboriginal?

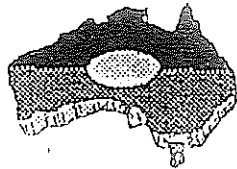
*Aboriginality is not just a physical manifestation of Aboriginal identity, but includes a combination of cultural heritage, spirituality and an intrinsic link with the Land.*

Years 7-10 Aboriginal Studies syllabus



# Terminology of Aboriginal Australia

Upper case  
Always use:  
Aboriginal  
Dreaming  
In context  
Land  
Elder



## Grammar

Use present tense for contemporary issues

## Identity

A person is Aboriginal or not Aboriginal.  
Do not use terms such as *part Aboriginal*  
or *half-caste* or *full blooded*

## Categorising

~ Tribes are now referred  
to as peoples OR nations  
OR languages groups OR  
mobs (Aboriginal English)

~ Do not use

Primitive, native, prehistoric  
USE  
complex and diverse societies  
OR Indigenous (Australian)  
society

FIRST? Reinforcing correct knowledge

History since 1788 has been Eurocentric.

eg. Blaxland et al were the first people to  
cross the Blue Mountains?

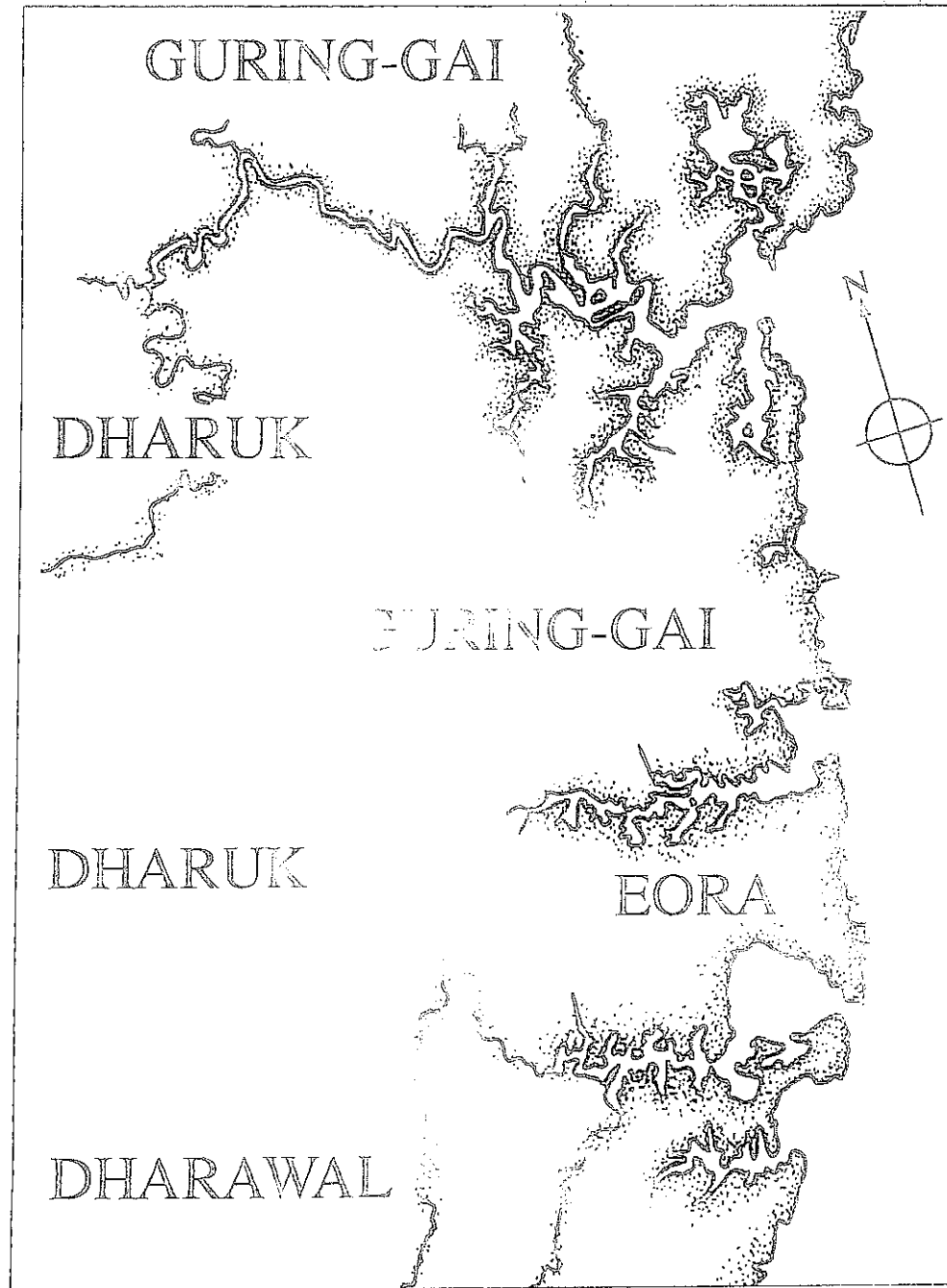
Blaxland et al were the first Europeans to  
cross the Blue Mountains

Captain Cook discovered Australia?

Captain Cook was the first Englishman to  
sail the east coast of Australia

Source 2: Willmot, E  
(1987), *Pemulwuy*,  
Weldons (adapted)

(Map of Gamay and  
country around it)



*Handout : Table of Aboriginal place names*

Original Aboriginal Name prior to 1770's	Name now in use
Woo-la-ra; Willarra; Wallara	
Boondi	
Cramaramma	
Coojee; Coogee; Kudjee	
Mooroobra	
Yarra	
Kuring-gai	
Tharawal	
Waringah	
Parriwi	
Kiarabil; Kiarabily	
Parramatta, Paramatin	
Toon-gab-be	
Walla-mool; Wallamoula; Wooloomooloo	