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| Billabong Boys Wugularr IHHP | Beswick Dance contemporary | B2M, Tiwi, skinnyfish |
| Rosebery Middle | Who do you like? | V Competition, Epenarra, photo |
| Word puzzle cloze | Sadadeen Art | Barunga road safety film comp |
| Ampilatwatja Girls song | Desert Culture VAMPCAMP | Amazing, Numbulwar, Garma |

**EP58** - [http://web.ntschools.net/w/NTMS/Pages/Episodes.aspx?pbs=59&pid=5](http://web.ntschools.net/w/NTMS/Pages/Episodes.aspx?pbs=56&pid=5)

**Note to teachers:**

As always, we are looking for feedback from teachers to ensure that these notes are providing genuine learning opportunities for students. We would also love input from teachers. If you have any suggestions for activities, or activities you have come up with for your class, please get in touch with us.

VAMPtv – Production team.

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**Series 5 Episode 59**

**Warning: Aboriginal and Torres Strait Islander readers should be aware that this document may contain images or names of people who have since passed away. Teachers should use discretion and sensitivity when using this content with their students.**

The **Billabong Boys** are here – Make Some Noise!



The Billabong Boys have just completed a series of performances in Victoria, they played at the St Kilda Festival and Between the Bays – they have turned their passion for Dance into a career and life adventure!

Here are some words associated with modern dance. Words that relate to a particular thing are called ‘terminology’. See if you can find the words in the puzzle and see if you can use [www.contemporary-dance.org/dance-terms.html](http://www.contemporary-dance.org/dance-terms.html) to find out what they mean.



**RL 3.1** Communication

**WL3.3** Language structures and features

**L3.1** Text and Context

**Activities to do on your own (or with a friend!)**

**Missing Words**

Fantastic, driving, passed, Singing, good, would, change, music, everybody, Thought, future, walking, share, moment

**RL 3.1** Communication

**WL3.3** Language structures and features

**L3.1** Text and Context

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**Parlingarri**

*Tiwi introduction*

In the old times, there were \_\_\_\_\_\_ times

Now we wonder, of the \_\_\_\_\_\_\_

It’s been \_\_\_\_\_\_\_\_\_ down, so let us stand now

And make a stronger, better future

*Tiwi chorus*

Come on everybody, move your hips to the clapsticks

Singing with the \_\_\_\_\_\_\_ , makes you feel \_\_\_\_\_\_\_\_\_\_

Keep our culture alive

Come on \_\_\_\_\_\_\_\_\_\_ , move your hips to the clapsticks

\_\_\_\_\_\_\_\_\_ with the music, makes you feel fantastic

This \_\_\_\_\_\_\_\_\_ feels so right

We’ve been living this long, we’ve come so far, \_\_\_\_\_\_\_\_\_ this land

Now we’re \_\_\_\_\_\_\_\_ in cars

\_\_\_\_\_\_\_\_\_ about it then, like I think about it now

If I could you know I definitely \_\_\_\_\_\_\_

If I had the power I’d \_\_\_\_\_\_\_ the world

I would take you off the list, like my name’s Earl

Let ‘em know that I \_\_\_\_\_\_\_ the pain

Coz I’m a Tiwi boy, and I’ll never change

*Tiwi chorus*

**Activities to do on your own or with a friend**

**VAMPtv News**

There was no VAMPtv news in this episode of VAMPtv – WE NEED YOUR NEWS STORY!!

We need the written story, which you can produce.

What is it?

There are a few things we need to know, so we can understand the story.

**What** happened? **Where** was it? **Who** was involved? **What** was the **Outcome**? There is also the question of **When?** and **Why?** and **How?**

Look at the script for a VAMPtv news item that was in EP58

**Note**: Is there a “Why” in this story? Fixing up the garden could be a “why” - It needed fixing *because* of the cyclone.

Outcome

How

When

GREG: Two cyclones went through Northern Arnhem land this season,

and the school garden at Shepherdson College took a beating.

LILLY-ANNE Students at the Galiwinku school have been working hard, fixing up their Garden.

GREG: First it was damaged by strong winds, then flooded with rain.

It rained all day for 3 days!

LILLY-ANNE The banana leaves had been ripped so students chopped them

off and made a new banana circle.

GREG: The good news is the chickens are ok and the lemon grass is still

growing strong!

LILLY-ANNE Thanks to our reporters Vannesa, Elijah, Gerrad and Tiyrel from Shepherdson College!

Who

What

Where

**Activities to do on your with your teacher**

**RL 3.1** Communication

**WL3.3** Language structures and features

**What was the OUTCOME?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Why and/or How?**

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**When?**

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**Where?**

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**What?**

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**Who?**

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**VAMPtv News (continued)**

You could plan the story, collect the points, like this;

As well as help the animals and plants survive, by reducing the number of very hot, late dry season fires, and by there being longer gaps between the fires, slower, cooler burning also reduces the amount of smoke that goes into the air. This smoke is a major GREENHOUSE gas!

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Improved fire management across northern Australia could

reduce greenhouse gas emissions by more than 2.25 million

tonnes of carbon dioxide equivalent each year. Credit: CSIRO

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[**CSIRO modeling**](http://www.csiro.au/en/Outcomes/Climate/Understanding/SavannaCarbonDynamics.aspx) experiments indicate that improved fire management across northern Australia has the potential to reduce greenhouse gas emissions by more than 2.25 million tonnes of carbon dioxide equivalent each year.**1**

This is likely to be a very conservative estimate. Currently, only the methane and nitrous oxide released during savanna burning is included in Australia’s greenhouse gas accounts. Much more carbon dioxide is released than methane or nitrous oxide, but the national accounts assume that all the carbon dioxide is taken up by plant growth over the following wet season.

Scientists are working on an improved understanding of the effects of fire on carbon storage, in support of the development of a robust accounting methodology that can accommodate the enormous spatial and temporal variability that is inherent in ecosystems. With such a methodology in place, this would mean more greenhouse gas reductions, and more economic opportunity, through improved savanna burning.

[***Dr Alan Andersen***](http://www.csiro.au/Organisation-Structure/Divisions/Ecosystem-Sciences/AlanAndersen/Publishing-History.aspx) *is a Chief Research Scientist with CSIRO's Ecosystem Sciences and leads the tropical savanna research team at CSIRO in Darwin, Northern Territory. He is also an Adjunct Professor at Charles Darwin University.*

1 Carbon dioxide equivalent is a measure used to compare the emissions from various greenhouse gases based upon their global warming potential. For example, the global warming potential for methane over 100 years is 21. This means that emissions of one million metric tons of methane is equivalent to emissions of 21 million metric tons of carbon dioxide. See [**OECD Glossary of Statistical Terms**](http://stats.oecd.org/glossary/detail.asp?ID=285)

**Activities to do with YOUR TEACHER**

**VAMPtv News (continued)**

Now you have the points, you can either write it into a script – for two people – or into a story. If you write it as a story, you will need an *introduction, a middle*, and a *conclusion.*

* *introduction* ‘sets the scene’ – let’s us know the main points like where and who and what
* *middle (or body)* has more information about the ‘what’ and possibly some ‘why’ and ‘how’ too!
* *conclusion* or end of the story will have the OUTCOME, or what the end result was

Remember to make sure you send in PHOTOGRAPHS too. Make it someone’s job to take the photos that go with the story.



Good luck with this - send your news report to us and you’ll win a mini sports camera\* for your class to use!



*\*something like this – maybe not exactly!*

Not only that, but you’ll help to spread the news!

[mail@vamptv.com.au](mailto:mail@vamptv.com.au)

**Activities to do WITH YOUR TEACHER**

**WL3.1** Communication

**WL4.2** Socio-cultural understandings

**WL3.3** Language structures and features

**WL3.4** Learning-how-to-learn

**RL 3.1** Communication

**W3.1** Communication

**W3.2** Socio-cultural understandings

**Ampilatwatja girls singing strong by AMP girls‬:**

The song by the AMP Girls is a gentle plea.

The girls have seen sadness, but they will grow beyond that, they will break the cycle, they will be strong, and leave behind the madness!

Through music – and all art - people can express their emotions, desires, dreams and hopes. The audience, the people that listen to the song, or look at the art, can ‘feel’ the emotion.

Art communicates the emotion.

This can be a good thing. Sometimes it is hard to say exactly what you feel, sometimes it is hard to deal with how you feel. Listening to music can make your life better! Do you think?

Think of a song that you love.

See if you can write down why you love it. You can talk about the music itself, the rhythm, the beat, the melody, the instruments and the singing. And, you can talk about how the song makes you feel. You could also talk about the image the song presents.

**Song Name and Performer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Why I love it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Activities to do YOUR own (or with a friend) OR With YOUR TEACHER**

# VAMPtv News

There are many ways you can present your news, have you thought of a blog?

Check out this school blog from Galiwinku! <https://letsobtainayield.wordpress.com>

**What makes something a news story?**

Anything you want can be news, but to be ‘good’ it has to be something that people will find interesting or that they should know. It depends on the audience!

Stories are everywhere. It could be from your school, your community, the NT, Australia or even global. It could be new information or explaining something or telling what happened. This is reporting!

Be curious! Something you find interesting will probably be interesting to others!

One way to decide what news to follow is to hold an ‘editorial meeting’. Get together as a class to talk about what you will cover in your news

**Gathering news: key points**

* After you’ve found your story you need to start gathering all the facts to tell the story.
* Remember the 5 Ws – What, Who, Where, When and Why – and don’t forget How.
* Facts are the building blocks of news – gather you own facts and statistics, and check them very carefully.
* Interview people who have been affected by the story or who know a lot about it.
* Get as much background information as well before you set off for an interview so you can ask the right questions.
* Make sure you know the difference between a fact and an opinion. A fact is beyond dispute, whereas an opinion is someone’s view – it’s one person’s view.
* Try to balance different opinions in your report – it’s important to be impartial.

http://www.bbc.co.uk/schoolreport/27696357

Good Luck and please consider getting your news item onto VAMPtv, you can contact us via [mail@vamptv.com.au](mailto:mail@vamptv.com.au)

If you have an idea but are not sure how to go about it, or would like help, get in touch, we might be able to help you!



**Activities to do With YOUR TEACHER**

**RL 3.1** Communication

**W3.1** Communication

**W3.2** Socio-cultural understanding

**W3.3** Language structures and features

**kWL3.3** Language structures and features