



TEACHER GUIDE Y2 ENGLISH & HASS

Exploring texts by Indigenous authors

Warning – Aboriginal and Torres Strait Islander teachers and students are advised that this curriculum resource may contain images, voices or names of deceased people.

Y2 ENGLISH & HASS

Exploring texts by Indigenous authors

Australian Curriculum Link

English/Year 2/Language/Language variation and change/[ACELA1460](#)

English/Year 2/Literature/Examining literature/[ACELT1591](#)

HASS/Year 2/Inquiry and Skills/Researching/[ACHASSI035](#)

HASS/Year 2/Inquiry and Skills/Evaluating and reflecting/[ACHASSI041](#)

HASS/Year 2/Knowledge and Understanding/Geography/[ACHASSK048](#)

Australian Curriculum Content Description

ACELA1460: Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background.

ACELT1591: Discuss the characters and settings of different texts and explore how language is used to present these features in different ways.

ACHASSI035: Collect data and information from observations and identify information and data from sources provided.

ACHASSI041: Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps.

ACHASSK048: The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales.

Australian Curriculum Elaboration

ACELA1460: Identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities.

ACELT1591: Investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used.

ACHASSI035: Exploring Aboriginal and Torres Strait Islander Peoples' connections to Country/Place through oral histories Dreaming and Creation stories, dance, art and cultural representations.

ACHASSI041: Discussing the history or value of places in the local community from an exploration of placenames (for example, placenames that are linked to Aboriginal and Torres Strait Islander Peoples, historical events, early settlers, and political, religious and social figures).

ACHASSK048: Investigating the names and meanings given to local features and places by the local Aboriginal or Torres Strait Islander Peoples.

Essential question

What does Indigenous literature tell us about the geography and histories of the Australian mainland and the Torres Strait Islands through the stories of connection to the landscape?

Australians Together Learning Framework

Tells Australia's narrative through the lens of 5 Key Ideas that inform teachers and students about Aboriginal and Torres Strait Islander perspectives.



The Wound

Injustice from the impact of colonisation

Students will recognise the pain and disadvantage many First Nations people experience, that started at colonisation and continues today.



Our History

A past that shapes our story as a nation

Students will critically engage with Australia's stories and understand the impact our history continues to have on Aboriginal and Torres Strait Islander people and all who call Australia home.



Why Me?

What's it got to do with me?

Students will explore why Aboriginal and Torres Strait Islander histories and cultures are relevant to them today.



Our Cultures

Everyone has culture. Know about your culture and value the cultures of others

Students will learn more about their own culture and identity, and gain a better understanding of, and respect for, Aboriginal and Torres Strait Islander cultures.



My Response

Steps we can take to build a brighter future

Students will gain an understanding that a brighter future is possible for all Australians, but to get there we each need to play our part.

Glossary

Terms that may need to be introduced to students prior to teaching the resource:

Country: the land, sky and waters to which Aboriginal and Torres Strait Islander Peoples belong and have a spiritual connection.

Dreaming stories: creation narratives that form the basis of Indigenous spiritual beliefs. The stories retell the creation of Country and people, through the ancestral spirits, who shaped the land and gave each nation their hunting tools, land, totems and Dreaming.

First Nations people: Aboriginal and/or Torres Strait Islander People.

initiation: ceremonies and rituals that celebrate and welcome young people as adult members of the community.

onomatopoeia: the creation of a word based on the sound it makes, such as, *boom*, *zap* or *pop*; a word formed in this way.


simile: a figure of speech that describes one object resembling another, for example, 'as cold as ice'.


songlines: a series of songs that serve as a way to remember information for travel, ceremony and customs.

yarning: a form of conversation, usually done sitting in a circle around the speaker (sometimes called a yarning circle). Yarning can be telling a story, talking about something or providing and receiving information.

| | Teacher guidance | Ideas for student activities |
|---------------------|--|--|
| Introduction | <p><i>Before beginning the study, it's important to ask students to access their prior knowledge about the topic with an introductory question or activity.</i></p> <p>This unit uses picture books written by Indigenous authors to explore understandings of Country and the connections First Nations Peoples have to Country.</p> <p>Storytelling and yarning are used by Aboriginal and Torres Strait Islander people to pass down knowledge to future generations and are important ways of learning from the collective group, showing respect to the storytellers, and preserving and passing on cultural knowledge.</p> <p>Students explore language features of texts by:</p> <ul style="list-style-type: none"> • Comparing and contrasting similar texts for characters, settings and events. • Reading texts with different language structures. • Using images in the text to support understanding of the text. • Using prior knowledge to predict and make connections. • Finding rhyming and sound patterns. • Reading high frequency and unfamiliar words, and using language knowledge to decode texts. • Exploring oral texts through listening, roleplaying and reading texts out loud. <p>Through exploring texts in both English and Indigenous languages, students appreciate the importance of preserving and promoting Indigenous languages and cultures through stories and songs.</p> <p>The texts suggested in this resource can be found in many school and community libraries. The activities are designed to be interchangeable depending on the texts available. Teachers are encouraged to seek out other formats of texts, such as songs, digital stories and stories told in Indigenous languages. See 'Stories and songs in Indigenous languages' in the 'Useful resources' section.</p> <p>Oral storytelling</p> <p>Oral storytelling is different to reading aloud – it relies on the storyteller to organise the details of the story and to recount the story in an engaging way for the audience. Oral storytelling creates a relationship between the audience as they share the stories, and allows the listeners to visualise the story as it takes place.</p> <p>Storytellers engage the audience in the story through both verbal and non-verbal communication:</p> <ul style="list-style-type: none"> • <i>Verbal</i>: the tone of voice, changing speech for different characters, volume, pauses, rhythms, lyrics and songs. • <i>Non-verbal</i>: gestures, use of space, facial expressions and props. <p>Histories of Australian placenames</p> <p>Australian placenames are commonly drawn from words that describe the features of the landscape: many places have always used the Indigenous names (or variations of these). Some places use both the Indigenous and English names together, and other places are moving to using the Indigenous name as the preferred name.</p> | <p>What do we already know about storytelling?</p> <p>As a class, reflect on what students know about oral storytelling and picture books.</p> <p>Guide the discussion with questions, such as:</p> <ul style="list-style-type: none"> • Do they know someone who's a good storyteller? How does that storyteller use words to create a picture in their mind? • Have they sat and listened to someone older than them (e.g. grandparents) telling a story from when they were young? • What are some ways stories are shared (oral storytelling, written in books, songs, dance, digital formats, music)? • Why do people write down stories (suggested responses might include preserving family stories, to keep traditions alive, to teach a lesson)? • What are some stories with a lesson that they are familiar with? What are the features of morals/fables/creation narratives? |


| | Teacher guidance | |
|--|--|--|
| | <p>Using landscapes found in the literature, students explore key landmarks and features they encounter to explore the histories of the placenames in the texts, as well as the meanings of placenames in their own community. Through exploring Indigenous placenames in their local area, students may find out more about local sites, places and landscapes and their meaning and connections to First Nations Peoples.</p> <p>Useful resources</p> <p>This 2010 article by Dawn Bessarab and Bridget Ng'andu is about storytelling and different types of yarning, how they can be used and the credibility and rigor of yarning as a data gathering tool. 'Yarning about yarning as a legitimate method in Indigenous research', <i>International Journal of Critical Indigenous Studies</i>, vol. 3, no. 1, pp. 37–50: http://hdl.handle.net/20.500.11937/37083</p> <p>The Queensland Curriculum and Assessment Authority (QCAA) have a list of resources to learn more about <i>Storytelling in Aboriginal and Torres Strait Islander cultures</i>, which includes digital, animation, dance and artworks: https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/storytelling</p> <p>The State Government of Victoria's <i>Literacy teaching toolkit – storytelling</i> breaks down the components of oral storytelling with useful tips and teaching strategies: https://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/interactingwithothers/Pages/storytelling.aspx</p> <p>Also from the State Government of Victoria, <i>Literacy teaching toolkit – megawombat storytelling</i> includes a demonstration, teaching points and ideas for structuring oral storytelling lessons (05:31): https://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/videos/Pages/megawombatstorytell.aspx</p> <p>The art of oral storytelling is explained in this downloadable PDF, <i>Tales</i>, which includes a section on 'Narrative thinking': http://www.storiesforlearning.eu/assets/hardcopy_news1.pdf</p> <p>This interview with Pauline McLeod describes why different places have different stories, the histories of oral storytelling for First Nations people, and the importance of preserving stories through retelling: https://australianstorytelling.org.au/interviews/pauline-mcleod-nsw-aboriginal-perspective</p> <p>This ABC Education's video shows a series of children and Elders moving through three places in regional Victoria explaining the stories and significance of each place and the meaning of the Indigenous names – <i>Place names in Wathaurung Country</i> (03:20): https://education.abc.net.au/home?sf212319813=1#!/media/3475817/place-names-in-wadawurrung-country</p> <p>Teachers are encouraged to find local Indigenous placenames and the meanings behind those names. The 2018 book, <i>Welcome to Country</i> by Marcia Langton has a directory of Indigenous placenames and the Indigenous histories of many Australian landmarks and regions.</p> <p>Stories and songs in Indigenous languages</p> <p>The resources over the page provide an introduction to Indigenous languages through stories and songs. They can be used in the introductory activities, as a listening station in literacy activities, or for students to explore in quiet time:</p> | |

| | Teacher guidance | Ideas for student activities |
|---|--|--|
| | <ul style="list-style-type: none"> • ABC Kids listen <i>Little yarns</i> podcasts (02:40–08:34): https://www.abc.net.au/kidslisten/little-yarns/ • <i>The very hungry caterpillar</i> read in Yuibera and Yuwibara languages (Indigenous languages from the Mackay, Queensland region) (04:09): https://www.abc.net.au/news/2019-06-03/very-hungry-caterpillar-translated-into-yuwi-language/10924188 • ABC Education's <i>Dust echoes</i> is a series of animated stories from central Arnhem Land (04:05–04:50 per chapter): https://education.abc.net.au/home#!/digibook/2570774/dust-echoes • <i>Learn to count in Kurna!</i> (Indigenous languages and dialects from Adelaide and Adelaide Plains) (02:45): https://education.abc.net.au/home#!/media/2007357/learn-to-count-in-kurna • The Indigenous Literacy Foundation produces books and animations in Indigenous languages (01:15–04:39): https://www.youtube.com/playlist?list=PLcZCEkQrOgz3PYr0syUVLY675q2sE3ow • <i>The Dreamtime story of the creation of the Murray River</i> (note: embedded video at the bottom of the page) (00:49): https://www.bountyparents.com.au/expert-advice/indigenous-australian-picture-books/?jwsourc=cl | |
|  <p>The Wound</p> | <p><i>The story of our nation's past is hard to face but it's important; it's left a wound that can be seen in the inequality between Aboriginal and Torres Strait Islander people and non-Indigenous Australians. Help students understand how this wound continues to have an impact today.</i></p> <p>For many thousands of years, the landforms and landscapes of Australia have been cared for, mapped and managed by First Nations people. Indigenous names for locations and sites describe features of the landscapes, how Country is used, or how it was created in the Dreaming.</p> <p>When Europeans arrived in 1788, First Nations people were forced off Country and landscapes were changed with buildings, roads, mining and farming. This meant Aboriginal and Torres Strait Islander people weren't able to care for Country as they once had, and many sacred sites were destroyed.</p> <p>Colonisers named places after famous European people, places from their homelands in Britain, and places that were significant to them. Because of this many Indigenous placenames are no longer used.</p> <p>Renaming the landscape was also a deliberate action to erase Indigenous languages, cultures, communities, and connection to Country. It perpetuated the myth of terra nullius, that Australia belonged to no-one prior to colonisation.</p> <p>Useful resources</p> <p>Bancroft, B 2020, <i>Coming home to Country</i>, Hardie Grant Egmont, Richmond.</p> <p><i>Note:</i> if you're unable to obtain a copy of <i>Coming home to Country</i> by Bronwyn Bancroft, there's a comprehensive list of similar texts by Indigenous authors in Our History's 'Useful resources' that could be used instead.</p> | <p>Read: <i>Coming home to Country</i> by Bronwyn Bancroft</p> <p>Before reading the text, prompt students to predict what this book might be about:</p> <ul style="list-style-type: none"> • What's the title of the book? • What do you think the book is about? • What predictions can we make about the text from the pictures? <p>Ask students to identify the parts of the book (title, author, blurb).</p> <p>Explain to students that this text uses words and pictures to describe the feelings of going home to Country.</p> <p>Read the text <i>Coming home to Country</i> to the class.</p> <p>After reading the text, identify and define any new terms.</p> <p>As a class, create a poster of adjectives (descriptions) used in the text.</p> <p>Describing familiar places</p> <p>Ask students to respond to the text by creating a list of words they could use to describe their home, school or favourite place.</p> |





| | Teacher guidance | Ideas for student activities |
|---|---|---|
| | | <p>As a class, model using the list of adjectives to describe a familiar place for students.</p> <p>Using similes In <i>Coming home to Country</i>, the author uses similes to make the text more interesting and add descriptions of places and feelings.</p> <p>Similes often use the terms <i>like</i> and <i>as</i> to add deeper meaning.</p> <p>Provide some examples of familiar similes and structure, such as:</p> <ul style="list-style-type: none"> • As light as a feather. • As tall as a gum tree. • As deep as the ocean. • As cold as the snowy mountains. • As hot as the desert. <p>As a class, revisit the text and find the similes used.</p> <p>Place: similes brainstorm Students work in pairs to create a list of similes to describe familiar places. You may wish to provide students with images of landscapes to inspire their thinking as well.</p> <p>The tree was as tall as _____.</p> <p>He was as _____ as a _____.</p> <p>The mountain sat there like a _____.</p> <p>The river flowed _____ like a _____.</p> |
|  <p>Our History</p> | <p><i>There are many stories that make up Australia's history. It's important to use resources that include perspectives and voices of First Nations people, such as those contained in this resource.</i></p> <p>Dreaming stories For thousands of years and to this day, Dreaming stories have been told by First Nations people to share and pass down the collective wisdom and understandings of Country, people, animals and plants; the stories are woven with the values, responsibilities and spiritual beliefs of First Nations people (SNAICC 2005). Dreaming stories are not one homogenous story but a collection of stories that intertwine.</p> | <p>Dreaming stories comparison chart Familiarise students with the concept of cultures and Dreaming/creation stories by asking what they know about Indigenous Dreaming stories and cultures.</p> <p>Create a class poster to display what students already know, and any questions they may have.</p> |

| | Teacher guidance | Ideas for student activities |
|--|--|---|
| | <p>In <i>Dreaming stories: a springboard for learning</i>, the author explains:</p> <p>It is important for educators to understand that Dreaming Stories are not fairytales; they are not fictions made up to entertain children. One original purpose for Aboriginal and Torres Strait Islander traditional stories was to lay down rules for living. Dreaming Stories also carry knowledge from one generation to another, about the world, the Law, society, and the life and death of people. They are serious pieces of communication, with a serious purpose. Accordingly, educators have a responsibility to treat the stories with the same respect that they receive in Indigenous communities. Because they are complex vehicles for conveying important messages, the stories can be interpreted at a number of levels (Connor 2007, p. 4).</p> <p>First Nation Peoples have many unique stories. The stories in the 'Useful resources' section and the activities are some of the more well-known and accessible stories, however, teachers are encouraged to seek out lesser-known stories from local First Nations communities.</p> <p>Dreaming stories have been passed down through storytelling (sometimes called yarning), in song, dance, music, and through art works, including rock and bark painting and wood carvings. Through exploring texts, students begin to understand the role of sacred stories, what culture is and how it can be shared.</p> <p>Dreaming stories also tell how the ancestor spirits created Country and the features of the landscape, and explain the reasons for giving landmarks and places their names. First Nations Country and waters have many interconnected and complex meanings and values and are central to all aspects of people's lives. The English term 'Dreaming' is used to describe the combination of the importance of Country with mythology, law and histories.</p> <p>Useful resources</p> <p>This 2014 article by Christine Nicholls, <i>'Dreamtime' and 'the Dreaming' – an introduction</i>, provides an in-depth explanation of Dreaming and its significance: https://theconversation.com/dreamtime-and-the-dreaming-an-introduction-20833</p> <p>Read about Dreaming stories through art: https://japingkaaboriginalart.com/info/stories/</p> <p>The Kullillaart website has an extensive online library of Dreaming stories and connection to Country: http://www.kullillaart.com.au/dreamtime-stories/</p> <p>ABC Education's <i>Meet Uluru's traditional owners</i> presents a sensitive view of Uluru and its histories since colonisation. <i>Note:</i> the information about climbing Uluru is out-of-date, and from 2020, people are no longer allowed to climb (03:30): https://education.abc.net.au/home#!/media/2182479/meet-uluru-s-traditional-owners. The video may suit more mature students: teachers should consider the dynamics of their class before sharing.</p> <p>The Queensland Curricular and Assessment Authority (QCAA) provide a detailed description of the connection of First Nations people to Country/place: https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/relationships-place</p> <p>Picture books of Dreaming stories</p> <p>There are many versions of Dreaming stories both online and in hardcopy books. Where possible, stories</p> | <p>Read or watch a selection of Dreaming stories to students over consecutive days (see 'Useful resources' for ideas).</p> <p>After reading these stories, as a class complete a table to compare and contrast the texts.</p> <p>Suggested columns for the table include:</p> <ul style="list-style-type: none"> • Title of the story. • Author. • Illustrator. • Setting. • Illustration style (use of colour, realistic or abstract, use of perspective). • Main characters. • Main idea/moral. • Was there a problem/solution? • Place names. • Landscape features. • Adjectives used. • Similes used. <p>Encourage students to make connections between different texts.</p> <p>Alternatively, teachers could introduce Venn diagrams as a way of presenting information and comparing two texts.</p> |

| | Teacher guidance | |
|--|--|--|
| | <p>written by Indigenous authors should be used. Teachers should ensure that students know that the stories are Indigenous stories that are being 'retold' by the authors.</p> <ul style="list-style-type: none"> • <i>Tiddalick the very thirsty frog.</i> • <i>The rainbow serpent.</i> • <i>How the kangaroo got its pouch.</i> • <i>How the birds got their colours.</i> <p>Other suggested picture books from Indigenous authors include:</p> <ul style="list-style-type: none"> • <i>Moli det bigibigi</i> (Molly the pig) written by Karen Manbullo, illustrated by the Binjari Buk Mob, Indigenous Literacy Foundation, 2019. • <i>Silly birds</i> written and illustrated by Gregg Dreise, Magabala Books, 2014. • <i>No way Yirrikipayi!</i> written and illustrated by children from Milikapiti School on Melville Island with Alison Lester, Indigenous Literacy Foundation, 2015. • <i>Myths and legends of Torres Strait</i>, collected and translated by Margaret Lawrie is a collection of downloadable stories: https://espace.library.uq.edu.au/view/UQ:241727 • <i>ReTold</i> is a collection of online stories gathered by Torres Strait Islander communities for a project by the State Library of Queensland, which retell the stories from <i>Myths and legends of Torres Strait</i> that were collected and translated by Margaret Lawrie (02:46–19:47): https://www.slq.qld.gov.au/discover/aboriginal-and-torres-strait-islander-cultures-and-stories/contemporary-stories/retold <p>Podcasts</p> <p>ABC Kids listen <i>Little yarns</i> podcast <i>Rainbow and rainbow serpent in Tiwi</i> would be best listened to in quiet time. Encourage students to listen for adjectives (i.e. 'the squishy squelchy mud between my toes'). <i>Note:</i> this episode does make a brief mention of the Stolen Generations at 03:44 (07:13): https://www.abc.net.au/kidslisten/little-yarns/rainbow-in-tiwi/12010300</p> <p>Songs</p> <p><i>Yaama Ghubhii: Indigenous connect song</i> is a welcome song in the Gamilaroi language by students of Moree East Public School. The song covers the themes of connection to Country through rap and lyrics (03:47): https://education.abc.net.au/home#!/media/2394462/yaama-ghubhii-indigenous-connect-song</p> <p>Digital stories and animations</p> <p>ABC Education's <i>The Dreamings from the saltwater Country</i> tells Dreaming stories of the Yanyuwa people of Manakurra, near the Wearyan River on the gulf coast of the Northern Territory. It contains animations of the waters of the Gulf of Carpentaria with the story told in the Manakurra language (03:48): https://education.abc.net.au/home#!/media/1814189/the-dreamings-from-the-saltwater-country</p> <p>ABC Education's <i>Guulaangga, the green tree frog</i> is written and read by Aunty Glorai Whalan. This story reflects on the experience of children going to visit their grandmother's farm, and finding a green tree frog. The video shows the pages of the story as the author reads, and includes words in the author's languages of the Wiradjuri nation (02:51): https://education.abc.net.au/home#!/media/1976308/guulaangga-the-green-tree-frog</p> | |

| | Teacher guidance | Ideas for student activities |
|---|---|--|
| | <p><i>Dreamtime stories – Girawu the goanna</i> is an animation of a Dreaming story of the Murrumbidgee River (04:00): https://www.youtube.com/watch?v=tWvoTZxvEs8</p> <p>Creately has a free online Venn diagram maker that students could use to create their own Venn diagram: https://creately.com/lp/venn-diagram-maker/</p> | |
|  <p>Why Me?</p> | <p><i>Help students understand that because they call Australia home this relates to them. Explore what's happening, or has happened, around your local area that's relevant to this topic.</i></p> <p>Indigenous placenames</p> <p>Many places use an Indigenous name, and these are sometimes used alongside their English name. Many organisations and communities are working to learn the Indigenous names given to local landmarks and places, and encouraging the use of the Indigenous names.</p> <p>Teachers are encouraged to connect with members of Indigenous communities in the local area to learn about local stories, placenames and languages. If inviting Indigenous community members to share their time and expertise, be mindful of remunerating people appropriately.</p> <p>Investigating Australian placenames</p> <p>Names of places in Australia are commonly drawn from words that describe the features of the landscape.</p> <p>Using the landscapes found in the literature, students explore key landmarks and features they encounter to explore the histories of the placenames in the texts, as well as the meanings of placenames in their own community.</p> <p>Through exploring Indigenous placenames in their local area, students may find out more about their local sites, places and landscapes and their meaning and connections to the First Nations Peoples in their area.</p> <p>Useful resources</p> <p>Placenames in Wathaurung Country</p> <p>This ABC Education video shows a series of children and an Elder moving through three places in regional Victoria and explaining the significance of each place and the meaning of the placename (03:20): https://education.abc.net.au/home#!/media/3475817/place-names-in-wadawurrung-country</p> <p><i>This place – the story behind Aboriginal and Torres Strait Islander placenames</i> is a series of short videos telling the background of various placenames. Teachers may be able to find clips from their local area but are advised to view the clips before sharing with the class for suitable themes and content: https://www.youtube.com/playlist?list=PLmWe-V9tacwEPDUHggQgzE8YPRMalnQyA</p> <p>Suggested clips suited to Year 2 include:</p> <ul style="list-style-type: none"> • <i>This place – Barrulin, the big stones of Bundaberg</i> (03:23): https://www.youtube.com/watch?v=Pz3RqT4WxVo&list=PLmWe-V9tacwEPDUHggQgzE8YPRMalnQyA&index=43 • <i>This place – places of Wadawurrung Dreaming</i> (01:23): https://www.youtube.com/watch?v=APds2gM-Ud8&list=PLmWe-V9tacwEPDUHggQgzE8YPRMalnQyA&index=46 | <p>Tuning in to what we know about placenames</p> <p>As a class, or in literacy circles, watch the ABC video, <i>Placenames in Wathaurung Country</i> (03.20).</p> <p>If necessary, define the new terms from the video:</p> <ul style="list-style-type: none"> • Initiation. • Ferns. • Plain. • Creation being. • Granite. • Granite outcrop. • Songlines. <p>As a follow-up to the video, students work in small groups or pairs to answer:</p> <p>A. What are the meanings of these placenames?</p> <ul style="list-style-type: none"> • Warranheip – place of ferns. • Ballarat – bended elbow. • Wurdi Youang (the You Yangs) – big hill in the middle of the plain. <p>B. Why are these places significant to the First Nations people?</p> <p>Where do we live?</p> <p>Introduce students to maps of your state and help them to locate your local area. On the map, find landmarks and landscape features of the local area, such as, mountains, waterways, oceans and rock features.</p> <p>Students may work in small groups or pairs to brainstorm a list of local features, which can be used to create a class poster. Suggested areas include the location, geographical landmarks, native plants and animals, and placenames.</p> |

| | Teacher guidance | Ideas for student activities |
|--|---|---|
| | <ul style="list-style-type: none"> • <i>This place – Baga Baga the bend in the Nambucca River</i> (02:20): https://www.youtube.com/watch?v=OIBllbwymtA&list=PLmWe-V9tacwEPDUHggQgzE8YPRMalnQyA&index=47 • <i>This place – Gununa, Mornington Island</i> (04:12): https://www.youtube.com/watch?v=GkYTjRLFNx8&list=PLmWe-V9tacwEPDUHggQgzE8YPRMalnQyA&index=3 <p>The Australian Institute of Aboriginal and Torres Strait Islander Studies' (AIATSIS) <i>Map of Indigenous Australia</i> is a good way for students to explore Indigenous nations in Australia: https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia</p> <p>Geoscience Australia has many maps and short videos on Australian geography: https://www.ga.gov.au/education/classroom-resources/australia</p> <p>This video, <i>Introduction to the geography of Australia</i>, may be too advanced for some students, but contains a useful visual walkthrough of the different regions of Australia (04:21): https://youtu.be/nz4mPJyERLA</p> <p>This short video from ABC's Behind the news talks about how places get their names and why some places are adopting Indigenous names (02:42): https://www.abc.net.au/btn/classroom/indigenous-place-names/11164046</p> | <p>Local Indigenous names</p> <p>Using resources from your local Indigenous community, as well as your local council and online resources, students can create a list of placenames and their meanings in the local Indigenous languages.</p> <p>Mapping Indigenous nations</p> <p>Introduce students to the AIATSIS <i>Map of Indigenous Australia</i>, which shows Indigenous nations.</p> <p>Ask students what they already know about Indigenous nations and Indigenous languages.</p> <p>Explain to students that this map shows the Traditional Custodians of each area, and it represents different languages and kinship groups. The Traditional Custodians of each area are still living, working and managing these areas.</p> <p>Learning the stories behind Indigenous placenames</p> <p>In small groups, students watch clips from the <i>This place</i> series.</p> <p>As they watch, students complete a table to answer:</p> <ul style="list-style-type: none"> • What's the name of the place? • What does the name mean? • Where's the place (they may need to use a map to find it)? • What landmark features do they see in the clip (sea, mountains, plains, rivers)? • Why is that place important to the people of that place? <p>Adopting Indigenous placenames</p> <p>ABC's Behind the news' <i>Indigenous placenames</i> (02:34) talks about how places get their names and why some places are adopting Indigenous names.</p> <p>Students watch the video and add any new names/meanings to the class poster.</p> |

| | Teacher guidance | Ideas for student activities |
|--|---|--|
| | | <p>Students could work in small groups after watching the video and consider how using the Indigenous names for places is important for the First Nations people, and how this shows respect for Indigenous places and languages.</p> |
|  <p>Our Cultures</p> | <p><i>Help students connect with and acknowledge the importance of culture and examine the living cultures of First Nations Peoples, which have adapted and survived since colonisation.</i></p> <p>Understanding and respecting the diversity of Indigenous cultures, stories and traditions is important for all Australians. For students at Year 2 level, this can be approached by examining their own stories and cultural traditions, using this as a springboard to learning more about the cultures that make up the Australian population, including First Nations people.</p> <p>Stories, cultures and place are connected</p> <p>For many First Nations people, stories, cultures and place are inseparable. Each part cannot exist without the other, and it's the stories and connections that shape the language, laws and relationships of First Nations people to Country and each other.</p> <p>Preserving Indigenous languages and stories passes on the Indigenous knowledge of geography, histories, cultural markers, time, ceremonies, Country and spirituality.</p> <div> <p>Student handout content</p> <p>Illustrating sound</p> <p>Illustrating onomatopoeia shows how each word might sound. For example:</p> <div> <div> <p>ZAP</p>  </div> <div> <p>SPLAT</p>  </div> <div> <p>POP</p>  </div> </div> <p>Now it's your turn:</p> <div> <p>ROAR</p> <p>BOOM</p> <p>CRACK</p> </div> </div> | <p>Read <i>Crabbing with dad</i> by Paul Seden</p> <p>Before reading the text, ask students to predict what they think the story might be about.</p> <p>The title, <i>Crabbing with dad</i>, lets students know that the setting of the book is at the seaside.</p> <p>Read the text, drawing students' attention to the use of onomatopoeia and the way the illustrations use body language and convey the feelings of the characters.</p> <p>After reading the story, encourage students to make connections to their experiences of the beach.</p> <p>Acting out the story</p> <p>Students work in pairs or small groups to retell a page of the story. Encourage students to consider what they know about each character, how they might talk/move/interact with each other.</p> <p>Invite students to present their retelling of each page in sequence to retell the story.</p> <p>Mapping – where do crabs live?</p> <p>Using a map of Australia, find the area of north Queensland where the story <i>Crabbing with dad</i> is set.</p> <p>Students can work in small groups to:</p> <ul style="list-style-type: none"> • Research the geography of north Queensland and the First Nations people of the area. • Find their own location on a map. • Find out about the waterways in their local area. |

| | Teacher guidance | Ideas for student activities |
|--|---|---|
| | <p>Now try one more of your own. Think of an onomatopoeic word and draw how it sounds. Here's some ideas to get you started:</p> <p style="text-align: center;">BOINK , WOOF, BAM, AGGGHHH, HISS, CLUCK, ZOOM</p> <p>Useful resources</p> <p>Picture books about Australia/animals</p> <p>The activities included are based on Magabala Books' 2006 text <i>Crabbing with dad</i>, which is written and illustrated by Paul Seden.</p> <p>Under Our History 'Useful resources' is a list of stories from the Torres Strait and far north Queensland that contain stories with the themes of the ocean and sea creatures.</p> <p>If you're unable to obtain a copy of this text, some other texts from Indigenous authors that use similar language features, and explore the connection to place and describe landscape features include:</p> <ul style="list-style-type: none"> • <i>Brother moon</i> written by Maree McCarthy Yoelu, illustrated by Samantha Fry, 2020, Magabala Books. • <i>Bubbay's desert adventure</i> written by Josie Wowolla Boyle, illustrated by Fern Martins, 2020, Magabala Books. • <i>Little bird's day</i> written by Sally Morgan, illustrated by Johnny Warrkatja Malibirr, 2019, Magabala Books. • <i>Mad magpie</i> written and illustrated by Gregg Dreise, 2016, Magabala Books. • <i>Mrs White and the red desert</i> written by Josie Wowolla Boyle, illustrated by Maggie Prewett, 2017, Magabala Books. • <i>My Country</i> written by Ezekiel Kwaymullina, illustrated by Sally Morgan, 2011, Fremantle Press. • <i>The little corroboree frog</i> written by Tracey Holton-Ramirez, illustrated by Angela Ramirez, 2013, Magabala Books. • <i>Welcome to Country</i> written by Auntie Joy Murphy, illustrated by Lisa Kennedy, 2016, Black Dog Books. <p>Your Dictionary has lists of onomatopoeia for kids, including a list of animal sounds, people sounds and sounds things make: https://examples.yourdictionary.com/examples-of-onomatopoeia-for-kids.html</p> <p>Jack Hartman's <i>The onomatopoeia alphabet</i> is an alphabetical song that teaches the concept of onomatopoeia with visual prompts (03:47): https://www.youtube.com/watch?v=FBQCgjo1QTU</p> | <p>Onomatopoeia – the sound of words brainstorm</p> <p>Introduce students to the concept of onomatopoeia, forming words with associated sounds (i.e. <i>sizzle, snap, cuckoo</i>) by watching Jack Hartman's video The onomatopoeia alphabet (03:46) as a class.</p> <p>In the book, <i>Crabbing with dad</i>, 'sound words' are highlighted by the author (<i>zoom, shimmy, splash, slimy, nipped</i>).</p> <p>Students brainstorm a list of onomatopoeic words (see 'Useful resources') that they could use in their writing.</p> <p>Student handout – Illustrating sound</p> <p>Students illustrate a selection of onomatopoeia words using the student handout.</p> |



My Response

Teacher guidance

Help students critically and creatively process and demonstrate their learning on this topic by exploring meaningful ways to respond. Ask students to come up with their own ideas about what they can do.

Telling our collective stories

As students have processed the stories throughout the lessons, they'll have developed an understanding and respect for the connection to Country found in Indigenous literature. At the same time, they've had opportunities to explore their own stories and connection to place and share this through literature, song or storytelling.

Additional responses might include:

- Finding texts by other Indigenous authors to read, view or listen to, especially authors from the local area.
- Encouraging students to interview their grandparents, or Elders in their communities to record and retell their stories. A structure of interview questions might include questions like: tell me about your favourite place in the world, or tell me a story about a lesson you learnt when you were young.
- Paying an Indigenous author to come and do an 'author in residence' with the school, and students could respond by publishing a collection of stories.

Encourage your school to purchase books from Indigenous book publishers, such as:

- Aboriginal Studies Press <https://aiatsis.gov.au/aboriginal-studies-press>
- Black Ink Press <http://blackinkpress.wixsite.com/blackinkpress>
- Budburra Books <http://www.budburrabooks.com.au/>
- IAD Press <http://iadpress.com/>
- JB Books <http://www.jbbooks.com.au/>
- Keeaira Press <http://kpress.com.au/>
- Koori Curriculum <https://kooricurriculum.com/>
- Magabala Books <https://www.magabala.com/>
- Riley Carrie Resources <https://www.rileycallieresources.com.au/>

Ideas for student activities

Writing my 'place' story

Invite students to create a story about a place they like to visit with their family. Encourage students to use the language features they've learnt about in their writing (adjectives, similes, stories told from the perspective of animal storytellers, onomatopoeia, etc).

As an extension to their story, students could find out if there's an Indigenous name for the place and what the meaning behind the name is. If they're unable to find out the Indigenous names for the places, teachers may assist with research on why there may not be an Indigenous name recorded for a place.

If there are any Indigenous stories behind the name, students are encouraged to include this as a connection between the past and present for their place.

Sharing my story

Once students have written the text of their stories, they can publish it so it can be shared with an audience (a younger class, parents/carers, the school or local community).

Encourage students to incorporate the features of the illustrations and digital media seen in the texts (use of colour, bright and bold colours, symbols, use of animals as a storyteller).

Some ideas for presenting their stories:

- Create a picture book.
- Paint or draw the story as an artwork.
- Turn the story into a short play.
- Turn the story into a song or poem.
- Use oral storytelling skills to perform a reading of the story to a group (including character voices, body language, pauses and emphasis to engage the audience).
- Create a PowerPoint that can be read as an eBook.

| | Teacher guidance | Ideas for student activities |
|------------------------|--|------------------------------|
| Other resources | <p>If teachers are able to obtain a copy of <i>Patterns of Australia</i>, it has detailed illustrations showing Australian landscapes and habitats (including the rainforest, desert, waterhole, coastal/ocean, bush, river, sky, wetlands, night-time and wildflowers). Each page invites students to find items from that region hidden in the images.</p> <p>Bancroft, B 2018 <i>Patterns of Australia</i>, Little Hare Books, Prahran.</p> | |
| References | <p>Connor, J 2007, 'Dreaming stories: a springboard for learning', <i>Research in practice series</i>, vol. 14, no. 2, p. 4, Early Childhood Australia, Watson, Australian Capital Territory, viewed 7 December 2020, https://files.eric.ed.gov/fulltext/ED497531.pdf. © Early Childhood Australia & SNAICC, 2007. Used with permission.</p> <p>Secretariat of National Aboriginal and Islander Child Care (SNAICC) 2005, <i>Footprints to where we are: a resource manual for Aboriginal and Torres Strait Islander children's services</i>, vol. 110, Fitzroy North, Victoria, viewed 7 December 2020, https://www.snaicc.org.au/footprints-resource-manual-aboriginal-torres-strait-islander-childrens-services-2005-snaicc/</p> | |

For the Australian Curriculum content descriptions and elaborations, © Australian Curriculum, Assessment and Reporting Authority (ACARA) 2010 to present, unless otherwise indicated. The Australian Curriculum material was downloaded (accessed 28/01/20) and was not modified. The material is licensed under CC BY 4.0 (<https://creativecommons.org/licenses/by/4.0>). For further information, see our terms of use here <https://australianstogether.org.au/terms-and-conditions>.