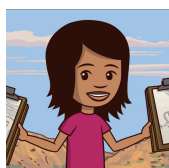




## EARLY CHILDHOOD EPISODE 1: TWO TRUTHS



*Synopsis: Little J is torn between his teacher's and Nanna's knowledge.*

This episode is about Tnorala (Gosse Bluff) which is a sacred site for Western Arrernte people. Scientists believe that a very long time ago a meteor from space crashed to earth, making an impact crater. Western Arrernte people have their own understanding of the creation of the crater, and Nanna shares their story. This episode has a focus on the Western Arrernte story of how Tnorala was created and the Scientists' story of how 'Gosse Bluff' was made, and how these are different but the same.

In this Teacher Pack, there is an overview of how this episode can be utilised for key Learning Outcomes, including **prompting questions**, with an outline of some activities based on the principles and practices outlined in the Early Years Learning Framework (EYLF).

Along with best practice pedagogical approaches, and AITSL Standards relating to Indigenous content, we encourage all teachers to find ways to link the content of each episode to the local community in which they teach. Some Teacher Packs will have activities that you can alter, adjust or build upon in order to **connect to the local context**.

*\*If you're planning on utilising additional resources (such as videos, websites, books etc) touching on themes that are covered in this episode, we recommend you use the 'AIATSIS Guide to selecting and evaluating educational resources' to ensure you're representing Indigenous perspectives accurately.*

### **Links to the Early Years Learning Framework (EYLF)**

#### Learning Outcomes

- Children are connected with and contribute to their world.
- Children are confident and involved learners.
- Children have a strong sense of wellbeing.
- Children are effective communicators.
- Children have a strong sense of identity.
- Children are active and informed members of the community.

## EARLY CHILDHOOD ACTIVITIES

These activities incorporate the key elements of the EYLF, such as play-based learning, cultural responsiveness, and holistic approaches to child development, while also fostering an appreciation for the natural and cultural significance of Tnorala/Gosse Bluff. They also leverage the content from Little J & Big Cuz, Episode 1 of Season 4, to enhance children's screen literacy and engagement.

This episode explores two perspectives of the same phenomenon which caused the crater now referred to as both Tnorala and Gosse Bluff. Below are some **prompting questions** to encourage children's digital/screen literacies and comprehension:

- *“What did Miss Chen say fell from the sky?”*
  - (Answer: A meteor)
- *“What did the meteor do to the ground?”*
  - (Answer: Made a huge crater)
- *“What happened in the Western Arrente creation story that Nanna shared?”*
  - (Answer: In the story women were dancing across the milky way when a mother placed her baby in tarne ‘tar-na’. The baby carrier/tarne fell to earth, creating the circular crater, called Tnorala).
- *“What do you think happened to the baby?”*
  - (Answer: Little J and some of the other kids had some ideas about what happened to the baby, didn't they! **\*\*Be mindful:** In understandings of the Tnorala, the baby is lost and is still being looked for - this is something to be mindful of if children already know this story, as it may be upsetting for young children to learn about.)
- *“How was Little J feeling about the story that Nanna told him?”*
  - (Answer: Embarrassed because he thought the story was wrong and would make him look silly if she told it.)
- *“Was Old Dog really sick?”*
  - (Answer: No, Little J just said Old Dog was sick because he wanted an excuse for Nanna stay home)
- *“What other ways did Little J try to keep Nanna home?”*
  - (Answer: Visitors coming to the house, ‘Brave J’ staying home to scare off space invaders).
- *“Who drew a map of Tnorala (Gosse Bluff)?”*
  - (Answer: Big Cuz)
- *“What special things did the children mark on their maps?”*
  - (Answer: Grass trees and shatter cone rocks)

- *“What did the school kids think about Nanna’s story?”*
  - (Answer: They thought it was interesting and cool, and they respected it).
- *“How is the Tnorala creation story and the Science story the same?”*
  - (Answer: Both stories are about something falling from the sky and making a big dent in the earth.)
- *“How did Little J feel in the end?”* (Answer: Proud of his Nanna and her story, confident, happy and inquisitive about the sky- *Proud of his Nanna for telling the Tnorala story*)

We encourage you to invite children into intentional conversations to explore the key learning experiences or interests arising from the viewing of this episode. Some of these conversations may be extended to become inquiry projects.

For this episode discussions could also be based around:

- strategies to cope with big feelings
- counting to 1 million
- plants we see on Country, and what they need to survive
- how the earth has changed and why

The Early Years Learning Framework (EYLF) for Australia, titled "Belonging, Being & Becoming," aims to support early childhood educators in extending and enriching children’s learning from birth to five years and through the transition to school.

Based on the principles and practices outlined in the Early Years Learning Framework (EYLF) for Australia, here are some suggested activities that align with the document and can teach children about the world around them, encouraging collaboration, and building a sense of belonging:

- Provide open ended materials, selected with and by the children in their play, for creativity and exploration of their current and new understandings of their encounters with the world around them and the stories shared in the Little J and Big Cuz series.
- Create or co-create a small imaginative play space using pebbles, playdough, dirt, sticks and figurines for the children to retell the Science story of the meteor.
- Create or co-create a space with children that shares the key learning experiences or interests arising from the viewing of a particular episode. For this episode it could be about meteors falling from the sky, going on bushwalks, mapping Country or dancing.
- Create maps inspired by the landscape and cultural stories of Tnorala (Gosse Bluff) and the episode. Use natural materials like sand, rocks, and plants to make collages or sculptures. Encourage children to mark special things like grass trees and shatter cone rocks on their maps, as Big Cuz did.
- Create maps of the Centre where you are, mapping the outdoor areas and the buildings/rooms. Use natural materials like sand, rocks, and plants to make collages or sculptures. Encourage children to mark things like trees, bushes, toilets, tables, couches etc. You could prompt children to work together (in pairs) or do this collaboratively, by allocating different areas to pairs of children, and then all coming together to build a bigger map.
- Discuss the importance of caring for Country and why it's important to work together to care for the planet. You could make a list of ways in which the children care for the environment, or even



make a set of 'rules' that you brainstorm together, made into a poster you can display in the Centre.

***Connect to the local context:***

This is an opportunity to find out about local places of cultural significance to First Nations peoples. Find out their original names, and the colonial names, and teach your students about the history of both. You are encouraged to connect with local First Nations community members who may have stories of significance that they would like to share with the children.

You might also like to consult with the local First Nations community to have a deeper understanding of local language names for other things that have also been renamed due to colonisation.