



## EARLY CHILDHOOD

### EPISODE 4: BROTHER COUNTRY



*Synopsis: Little J longs to join "budda" George on Country, while Ally looks up to "tidda" Big Cuz.*

This episode is about Little J going bush with Uncle Mick, George, and B Boy, while Ally stays over with Big Cuz and Nanna. Little J learns a lot of things from Uncle Mick and George, whilst also navigating his place in those relationships. Big Cuz and Ally work together to write a song and dance to perform for the boys when they are back from camping, and Nanna points out that they can use rap because it's just like speaking a song, so you don't need a tune. The song they write is about Old Dog having a prickle in his paw (which happens at the start of the episode).

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.

*\*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

Below are some ***prompting questions*** to encourage children’s digital/screen literacies and comprehension:

- “What does “Budda” and “Tidda” mean?”
  - (Answer: Budda means brother, and tidda means sister).

### Empathy and Understanding:

- “How do you think Old Dog felt when he had the prickle in his paw?”
  - (Answer: It might have been painful)
- “Why do you think Uncle Mick helped Old Dog?”
  - (Answer: Because he respects all creatures, he carefully removed the prickle from Old Dog’s paw.)
- “How can we help someone or an animal who is hurt?”

### Learning from Elders:

- “What did Uncle Mick teach the boys about making clap sticks?”
  - (Answer: You should only use old branches, not the young ones. Different kinds of trees make different sounding clapsticks. Uncle Mick reckons that desert mulga makes a real special sound)
- “Why did Uncle Mick say they should use old branches instead of young ones for the clapsticks?”
  - (Answer: Because young ones are still growing)
- “What did Uncle Mick say about green branches or sticks going in the fire? What happens?”
  - (Answer: young branches that are still green will produce a lot of smoke, so it’s better to collect old, dry wood for a fire).
- “How can we learn from older people in our families or communities?”
  - (Answer: By being respectful, asking good questions, and most importantly: listening).

### Responsibility and Mistakes:

- “What happened when the boys accidentally threw the clapstick wood into the fire?”
  - (Answer: Uncle Mick took responsibility for it, because the boys felt bad, but really it was just an accident).
- “How did they fix their mistake?”
  - (Answer: They took just one clapstick each.)
- “Why is it important to be careful with things like fire and tools?”
  - (Answer: Because if you are not careful you can hurt yourself or someone else. You always need to listen to an adult if you’re using fire or tools).

### Creativity and Teamwork:

- “How did Ally and Big Cuz use creativity to make up their song and dance?”
  - (Answer: they worked together to write a rhyming song/rap and they practised a lot).
- “What helped Ally dance in time when her and Big Cuz were performing for everyone?”
  - (Answer: The boys used their clapsticks to keep a beat)
- “How did the boys keep a beat with their clapsticks if they only had one stick each?”
  - (Answer: they worked together and made the beat holding one clapstick each)