



## FOUNDATION YEAR

### EPISODE 5: NANNA'S AWAY



*Synopsis: Nanna's away for a few days and Little J is worried - why does everything have to change?*

This episode is about Nanna being away for a few nights, helping an Auntie move house. Uncle Mick is staying at Nanna's, to take care of Little J and Big Cuz, and Ally is staying with them too. There is a lot of change to adjust to, even though it's just a few nights, and Little J and Old Dogs are the ones who are the most impacted.

There are opportunities to use this episode and activities in the Key Learning Areas of English, Mathematics, Science, Health & Physical Education, and The Arts in order to meet the Cross Curriculum Priorities of Aboriginal and Torres Strait Islander Histories and Cultures (*Version 8.4*).

In this Teacher Pack, there is an overview of how this episode can be utilised for each of the above KLAs, including **prompting questions**, with an outline of some activities that build towards outcomes from the Australian Curriculum. There are also printable worksheets to be used in class, or to be adjusted to meet your specific teaching context.

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 KLAs 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 Australian Curriculum (Version 9)**

English	Mathematics	Science	Health & Physical Education	The Arts
<a href="#">AC9EFLA01</a>	<a href="#">AC9MFN01</a>	<a href="#">AC9SFU01</a>	<a href="#">AC9HPFP01</a>	<a href="#">AC9AMAFD01</a>
<a href="#">AC9EFLA02</a>	<a href="#">AC9MFN02</a>	<a href="#">AC9SFH01</a>	<a href="#">AC9HPFP02</a>	<a href="#">AC9AMAFD02</a>
<a href="#">AC9EFLA05</a>	<a href="#">AC9MFN03</a>		<a href="#">AC9HPFP03</a>	<a href="#">AC9AMAFD03</a>
<a href="#">AC9EFLE01</a>				<a href="#">AC9AMAFD04</a>

## English

This episode includes Uncle Mick and Ally making up a story together at bedtime. Little J and Big Cuz haven't heard stories told in this way, and Ally and Big Cuz end up making up some stories together. They make up one of the stories when all four of them are having a picnic at the river.

You may choose to guide group discussions with your class by asking the following ***prompting questions***:

- *“Where did Uncle Mick take the kids instead of having movie night at home?”*
  - (Answer: A picnic down by the river)
- *“What two activities were they going to do down the river?”*
  - (Answer: They were going to fish, and Big Cuz and Ally were going to make a story up).
- *“What animal did they see taking care of its chicks down by the river?”*
  - (Answer: An emu)
- *“Was it the mum or dad emu looking after its chicks by the river?”*
  - (Answer: It was the dad. Dad emus take care of the babies)
- *“How is the Emu in Big Cuz and Ally’s story different from the emus we know now?”*
  - (Answer: The Emu in the story could fly - Did you know that emus can't fly? There are a lot of birds that can't fly - for example: ostriches, cassowaries, and rheas - which are kind of like emus - penguins, kiwis, kakapo, takahe, and the Galapagos cormorant).
- *“Why do you think Big Cuz and Ally made the emu in their story fly?”*
  - (Answer: Sometimes stories can be made more interesting by changing some facts to be more exciting).

### ***Suggested activity:***

We encourage you to guide a storytelling activity in the form of a 'story chain' or 'round robin' style, where students are in the circle and everybody contributes one sentence. Teachers should pick the topic, and ensure the storytelling goes smoothly, using prompts or sentence starters, depending on the capabilities of the students.

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

There is an opportunity to connect this episode to the local context as Uncle Mick takes the kids to the river for a picnic, a fish, and story time. At the river, they spot a dad emu caring for his young. Emus don't live in all environments across the continent, and are dependent on specific ecosystems. You could connect this lesson to lessons in Geography, History, and Science, looking at the needs of emus, as well as the different Countries where emus might live. You can also look at where they would have lived prior to colonisation and the destruction of many healthy ecosystems under settler colonialism. You may be able to connect with a First Nations Ranger from the local community, or some non-Indigenous people working to care for the environment, including the re-introduction and rehabilitation of species like the emu into their natural habitats.

**Links to the Australian Curriculum:**

Code	Students learn to:
AC9EFLA01	explore how language is used differently at home and school depending on the relationships between people
AC9EFLA02	explore different ways of using language to express preferences, likes and dislikes
AC9EFLA05	recognise that sentences are key units for expressing ideas
AC9EFLE01	share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators

## Mathematics

This episode does not clearly convey any mathematical concepts that are easily utilised in a classroom, so we have chosen to use an image of the emu from their time spent by the river. Provided is one *worksheet* with a foundation level counting activity and encouraging the use of comparative language.

You could pose these ***prompting question*** to your class:

- *“Do you think there are enough fingers on your hands to count the number of emus in that picture?”*

We also encourage you to find moments of connection between the students and the content, beyond this simple maths activity, as finding ways for students to see themselves reflected in the stories presenting is best practice pedagogy. This could be done with more ***prompting question*** such as:

- *“Have any of you ever seen an emu in real life?”*
- *“Have you had a picnic by a river?”*
- *“Have you ever gone fishing? Was that in a river, in the ocean, or in a lake?”*

### ***Links to the Australian Curriculum:***

Code	Students learn to:
AC9MFN01	name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals
AC9MFN02	recognise and name the number of objects within a collection up to 5 using subitising
AC9MFN03	quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning

## MATHEMATICS WORKSHEET



How many emus are in the picture? \_\_\_\_\_

How many adult emus are there? \_\_\_\_\_

How many emu chicks are there? \_\_\_\_\_

Is the dad emu bigger or smaller than the chicks? \_\_\_\_\_

Can all the emus be put into equal groups? Yes / No

Can the emu chicks be put into equal groups? Yes / No

## Science

This episode features a dad emu caring for three chicks down by the river. Big Cuz and Ally make up a story involving emus who fly away at the end of the story. Little J says “I didn’t know emus could fly!”. This is a good opportunity to teach about different flightless birds. We have provided a *worksheet* for students to engage with to begin to differentiate observable external features of flightless birds and those in flight.

You may choose to use the following **prompting questions**, to start a conversation around birds:

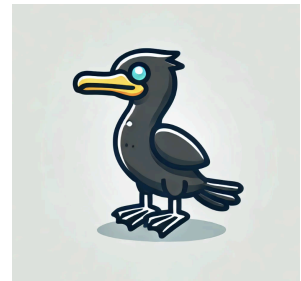
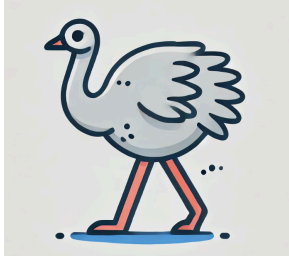
- *“When Uncle Mick, Ally, Little J, Big Cuz and Old Dog went to the river for a picnic, what animal did they see taking care of its chicks?”*
  - (Answer: An emu)
- *“Was it the mum or dad emu looking after its chicks by the river?”*
  - (Answer: It was the dad. Dad emus take care of the babies, isn’t that cool!)
- *“How is the Emu in Big Cuz and Ally’s story different from the emus we know now?”*
  - (Answer: The Emu in the story could fly.
- *“Did you know that emus can’t fly? There are a lot of birds that can’t fly - for example: ostriches, cassowaries, and rheas - which are kind of like emus - penguins, kiwis, kakapo, takahe, and the Galapagos cormorant”.*
- *“Can you think of any birds that CAN fly?”*

### **Links to the Australian Curriculum:**

Code	Students learn to:
AC9SFU01	observe external features of plants and animals and describe ways they can be grouped based on these features
AC9SFH01	explore the ways people make and use observations and questions to learn about the natural world

## SCIENCE WORKSHEET

Draw a circle around each bird that is flying.



How can we tell when a bird is flying?  
(Circle the correct answers)

We can tell when a bird might be flying when it is...

**up in the sky**

**standing on the ground**

**has its wings spread out**

**swimming in water**

## Health and Physical Education

This episode features themes of discomfort and adapting to change. Little J has some big feelings around Nanna being away, because of all the change that happens when she's not around. This episode supports conversations for students to understand how to deal with change, by first understanding the characters, and then reflecting on themselves. We encourage you to start conversations using the following **prompting questions**:

- *"Why did Nanna have to go away?"*
  - (Answer: Nanna was helping an Aunty move house).
- *"Who took care of Lil J and Big Cuz while Nanna was away?"*
  - (Answer: Uncle Mick)
- *"Who is staying with Lil J and Big Cuz besides Uncle Mick?"*
  - (Answer: Ally stayed over too)
- *"How do you think Little J was feeling with all the changes happening?"*
  - (Answer: He wasn't very comfortable because he doesn't like change.
- *"Who else was sad that Nanna was away?"*
  - (Answer: Old Dog)
- *"How can we tell that Old Dog was sad?"*
  - (Answer: He wasn't eating, and he was looking around for Nanna a lot. He also couldn't sleep... Until Little J let him sleep on his bed!)
- *"Have any of you ever felt sad when someone has to go away for a while?"*
- *"Do any of you have some big feelings when things change? Sometimes it can be hard to adjust to changes"*
- *"What were some of the changes that Little J didn't like?"*
  - (Answer: Uncle Mick cut carrots differently to Nanna, and Big Cuz also started telling Little J the rules. Little J didn't like feeling bossed around.)
- *"What are some changes you've experienced in your life?"*
- *"What sort of emotions did you feel when the changes were happening?"*
  - (Examples: going to school, changing year at school, plans having to change last-minute).
- *"What did you do to help you feel better about the changes?"*

### Links to the Australian Curriculum:

Code	Students learn to:
AC9HPFP01	investigate who they are and the people in their world
AC9HPFP02	practise personal and social skills to interact respectfully with others
AC9HPFP03	express and describe emotions they experience



## The Arts

Part of this episode focuses first on Ally and Uncle Mick making up a story using ‘story chain’ style (where they take turns adding a sentence or part of the story to what the previous person had shared). Later, Ally and Big Cuz also tell a story using this style, while everyone is having their picnic by the river.

There are many ways you can incorporate this episode into your teaching, aligning with the Cross Curriculum Priorities of Aboriginal and Torres Strait Islander Histories and Cultures (*Version 8.4*). We encourage you to design **activities** that can branch off this episode as the foundation in the following ways:

Guide a storytelling activity in the form of a ‘story chain’ or ‘round robin’ style, where students are in the circle and everybody contributes one sentence. Teachers should pick the topic, and ensure the storytelling goes smoothly, using prompts or sentence starters, depending on the capabilities of the students.

You might like to put students into pairs for a similar activity, guiding them to write a story together, and then bringing the class back together for everyone to share.

### **Links to the Australian Curriculum:**

Code	Students learn to:
AC9AMAFD01	use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas
AC9AMAFD01	create arts works that communicate ideas
AC9AMAFP01	share their arts works with audiences