



## FOUNDATION YEAR

### 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).

There are opportunities to use this episode and activities in the Key Learning Areas of English, 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.*

# FOUNDATION YEAR

## EPISODE 4: BROTHER COUNTRY

*Links to the Australian Curriculum (Version 9)*

English	Science	Health & Physical Education	The Arts
<a href="#">AC9EFLA01</a> <a href="#">AC9EFLA02</a> <a href="#">AC9EFLA08</a> <a href="#">AC9EFLE01</a>	<a href="#">AC9SFU01</a> <a href="#">AC9SFU03</a> <a href="#">AC9SFH01</a>	<a href="#">AC9HPFP01</a> <a href="#">AC9HPFP02</a> <a href="#">AC9HPFP03</a>	<a href="#">AC9AMAFD01</a> <a href="#">AC9AM AFC01</a> <a href="#">AC9AMAFP01</a> <a href="#">AC9AMUFD01</a> <a href="#">AC9AMUFC01</a> <a href="#">AC9AMUFP01</a> <a href="#">AC9ADAFD01</a> <a href="#">AC9ADAF C01</a> <a href="#">AC9ADAFP01</a>



## English

This episode includes Little J learning some things from Uncle Mick, whilst out bush, and Big Cuz and Ally learn that rapping is 'just like speaking a song'. There are opportunities to develop activities based on writing raps or poems, inspired by everyday scenarios, just like Big Cuz and Ally wrote their rap about Old Dog having a prickle in his foot. Along with this, there are opportunities to learn about Indigenous Knowledges, and potentially connect with your local teaching context.

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

- *"In this episode, the boys use the word 'Budda' to refer to their relationships with each other. Can you remember what budda means?"*
  - (Answer: Budda means brother. In this episode, George, Little J, and B Boy find out that in their culture, they are brothers)
- *"What about the word Tidda? Can anyone tell me what that means?"*
  - (Answer: Tidda means sister. Just like the boys, Ally and Big Cuz realise that they are tiddas)
- *"Isn't that special, that in their culture, even if they're not related by blood, they can be considered brothers and sisters? Do any of you have similar relationships or words in your families?"*

### Learning from Elders:

- *"What did the boys learn about when they were out bush with Uncle Mick?"*
  - (Answer: They learned about fire, and about making clapsticks)
- *"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 ended up with one clapstick each, rather than a pair 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)

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

There is opportunity to connect to the local through relationships you may have already made with local First Nations peoples. You may find there’s a First Nations poet who lives in the local community, or there might be someone who makes tools like clapsticks. This could be a moment where you would like to consult with and invite someone in the local community into the classroom to share about their practice.

### **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
AC9EFLA08	recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school
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

## Science

This episode features Indigenous Knowledges related to fire and tools. Uncle Mick takes Little J, B Boy, and George out bush to camp. He teaches them about making fire, and making clapsticks. We have provided a *worksheet* to grow students' understandings of the differences between dry wood, and young/green/wet wood, like Uncle Mick teaches about. We encourage you to bring sticks in for students to handle and observe.

You may choose to use the following **prompting questions**, to start a conversation based on

- *“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)
- *“What happens to the sound of clapsticks if they are made from different types of trees?”*
  - (Answer: The sound can change because of the density).

### **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
AC9SFU03	recognise that objects can be composed of different materials and describe the observable properties of those materials
AC9SFH01	explore the ways people make and use observations and questions to learn about the natural world

## SCIENCE WORKSHEET

Draw a circle around the stick that is better for making a fire



Draw a circle around the stick that is better for making smoke



Why are old sticks better for making a fire than green sticks?  
(Circle the correct answer)

Because old sticks are... **pretty**                      **dry**                      **still growing**                      **wet**

## Health and Physical Education

This episode features themes of identity, relatedness, social skills, and collaboration. Little J has some feelings that seem a bit complex, where he's displaying some dominating behaviours tied to his ego, bossing B Boy around when they are out bush with Uncle Mick and George. If you believe the students in your class are able to interpret that behaviour from the episode, we encourage you to have conversations around it, but otherwise you may choose to use the following **prompting questions**, to start a conversation:

- *"In this episode, the boys use the word 'Budda' to refer to their relationships with each other. Can you remember what budda means?"*
  - (Answer: Budda means brother. In this episode, George, Little J, and B Boy find out that in their culture, they are brothers)
- *"What about the word Tidda? Can anyone tell me what that means?"*
  - (Answer: Tidda means sister. Just like the boys, Ally and Big Cuz realise that they are tiddas)
- *"Isn't that special, that in their culture, even if they're not related by blood, they can be considered brothers and sisters? Do any of you have similar relationships or words in your families?"*

### 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)
- *"How can we help someone or an animal who is hurt?"*

### 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 ended up with one clapstick each, rather than a pair 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)

## Health and Physical Education

### *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 on Ally and Big Cuz choreographing a dance, and writing a rap about Old Dog to perform for the boys when they return from camping out bush with Uncle Mick.

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:

Write a rap for other parts of the story, much like Big Cuz and Ally's song about the prickle in Old Dog's paw, students could write a rap about different parts of the episode (like being out bush, learning about fire, clapsticks etc). Students could begin this process by acting out or imagining they're sitting by a campfire. You could also encourage them to choreograph a dance and make a beat to go along with their raps.

There are opportunities to build on these activities across KLAs such as English where students may also write their own poems.

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

Code	Students learn to:
AC9AMAFD01, AC9AMUFD01, AC9ADAFD01	use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas
AC9AMAFD01, AC9AMUFD01, AC9ADAFD01	create arts works that communicate ideas
AC9AMAFP01, AC9AMUFP01, AC9ADAFP01	share their arts works with audiences

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

You may already be connected to some First Nations peoples who work in the media or creative arts, and this would be a good opportunity to build opportunities for students to learn more about First Nations peoples who are excelling in their fields. You could Google some First Nations rap artists (or musicians in general), dancers (or dance companies), and actors (or major movies or other tv shows).