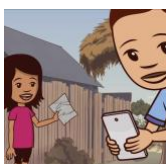




## YEAR 1

### EPISODE 6: UPS & DOWNS



*Synopsis: Little J is obsessed with the playground craze of "Knucks" while Big Cuz frets Sissy is choosing to play with a new phone instead of her.*

In this episode, George lends Little J his 'knucks' so that he can practise for the knucks competition over the weekend. Knucks are made of old bones, and Old Dog ends up stealing some. Little J thinks that Levi lost them, but they figure out in the end that it was Old Dog all along. Nanna has to drop some supplies off to her friend Old Man who lives out of town in his own camp. Little J, Big Cuz, Levi and Sissy all go with Nanna. Big Cuz hopes to find some new bones to replace the ones that went missing from George's knuck set, Levi hopes to find some more animal poo for his 'rare poo collection', Big Cuz has activities planned for her and Sissy, but Sissy is more interested her mum's old phone which has heaps of games on it. Big Cuz feels left out and sad, and Little J learns that it's important to keep practising to improve at knucks.

There are opportunities to use this episode and activities in the Key Learning Areas of English, Mathematics, Science, and Health & Physical Education 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   |
|---|--|--|---|
| <a href="#">AC9E1LA07</a><br><a href="#">AC9E1LA09</a><br><a href="#">AC9E1LE01</a><br><a href="#">AC9E1LE02</a><br><a href="#">AC9E1LE03</a> | <a href="#">AC9M1N03</a><br><a href="#">AC9M1N04</a><br><a href="#">AC9M1N05</a> | <a href="#">AC9S1U02</a><br><a href="#">AC9S1H01</a> | <a href="#">AC9HP2P01</a><br><a href="#">AC9HP2P02</a><br><a href="#">AC9HP2P03</a> |



## English

This episode features different emotional experiences for each kid. You may choose to guide group discussions with your class asking **prompting questions** about the storyline, to encourage students' screen literacy such as:

- *"What game were Little J and Levi playing?"*
  - (Answer: A game called 'knucks' like 'knuckles')
- *"What items did they need to be able to play knucks?"*
  - (Answer: They needed sheep knuckle bones)
- *"Who lent their knucks to Little J so he could practise on the weekend?"*
  - (Answer: George)
- *"Did Levi actually lose the knucks or did someone cheeky steal them?"*
  - (Answer: Old Dog took the knuck and buried it!)
- *"Why did Nanna have to go out bush?"*
  - (Answer: To drop off some food and supplies to Old Man's camp)
- *"What did the kids do when they all went out bush?"*
  - (Answer: Little J was looking for more bones to replace the knucks that went missing. Levi was looking for different animal poos for his rare poo collection. Big Cuz wanted to paint pictures, and Sissy was taking photos with her phone)
- *"What kind of things can Sissy do with her phone?"*
  - (Answer: Play games, take photos, make a video).
- *"What CAN'T Sissy do with her phone when everyone is at Old Man's camp out bush?"*
  - (Answer: She can't call her mum because there is no reception for mobile phones when they are out bush).
- *"Is Old Man at his camp when Nanna and the kids visit with supplies?"*
  - (Answer: No).
- *"How does Nanna communicate with Old Man to let him know the supplies are at his camp? Does she use a phone to call him?"*
  - (Answer: She doesn't use a phone, she uses a smoke signal instead! Smoke signals have been used by Aboriginal people since the beginning of time, way before phones were invented - they're a really good way to communicate with someone who's far away).
- *"What colour leaves does Nanna say you have to use to send a smoke signal?"*
  - (Answer: Green leaves. Young, green leaves create smoke, but old, dried leaves just burn)



- *“How did the kids discover that Old Dog was the one who had been stealing the knucks?”*
  - (Answer: Sissy had a video she filmed on her phone and Old Dog could be seen stealing the knuckles in the background of one of the videos).
- *“What else did the kids see in the videos on Sissy’s phone?”*
  - (Answer: They saw Big Cuz looking really sad).
- *“Why was Big Cuz sad?”*
  - (Answer: Because she wanted to play with Sissy but Sissy was too busy playing on her phone all day. This made Big Cuz feel left out)
- *“Have you ever felt left out before?” “Does it make you feel sad when your friends don’t play with you?” “What does that mean we have to be aware of? Do you think it’s important to make sure everyone feels included?”*

We encourage you to invite students into intentional conversations to explore 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 help friends be included, or how to spot when someone is being left out
- different kinds of games similar to knucks
- different kinds of animal poos (like Levi’s rare poo collection)

**Links to the Australian Curriculum:**

| Code      | Students learn to:   |
|-----------|--|
| AC9E1LA07 | understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) |
| AC9E1LA09 | recognise the vocabulary of learning area topics   |
| AC9E1LE01 | discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators       |
| AC9E1LE02 | discuss literary texts and share responses by making connections with students’ own experiences  |
| AC9E1LE03 | discuss plot, character and setting, which are features of stories   |



## Mathematics

This episode includes visual imagery that can be used to encourage students' general capabilities in counting, subitising, and organising materials or visual objects. On the following page, there is a *worksheet* for students to complete, but you may also like to find different kinds of materials for similar counting activities.

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.

**Potential activity:** You may choose to make a lot of knucks out of paper, clay, or another material and utilise them for *partitioning* collection activities.

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

| Code     | Students learn to:  |
|----------|---|
| AC9M1N03 | quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting   |
| AC9M1N04 | add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies   |
| AC9M1N05 | use mathematical modelling to solve practical problems involving additive situations including simple money transactions; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem |

## MATHEMATICS WORKSHEET



How many knucks can you see in the picture?

\_\_\_\_\_

How many knucks are on the ground?

\_\_\_\_\_

How many knucks are in the hand?

\_\_\_\_\_

$$5 - 4 = \underline{\hspace{2cm}}$$

$$4 + 1 = \underline{\hspace{2cm}}$$



How many ants can you see in the picture?

\_\_\_\_\_

How many ants are in Sissy's photo?

\_\_\_\_\_

How many ants can you see in the grass?

\_\_\_\_\_

$$3 + 1 = \underline{\hspace{2cm}}$$

$$4 - 1 = \underline{\hspace{2cm}}$$

## Science

This episode features Indigenous Knowledges related to fire and smoke. Nanna and the kids drop supplies to Old Man's camp out bush. Old Man isn't there. Nanna tests the heat of the coals in the firepit to tell how long it had been since Old Man had been at his camp, and then uses green leaves to send a smoke signal to him (and he sends one back from another camp further away).

**Potential activity:** We encourage you to bring different leaves in for students to handle and observe, and lead a discussion around seasonal change. You could choose to walk around the school grounds to observe what Country is currently doing, including which trees or shrubs have green leaves/new growth, and which ones have dropped or dying leaves.

You may choose to use the following **prompting questions**, to start a conversation based on observations and actions made by Nanna in the episode:

- *“What did Nanna do to see how long it had been since Old Man was at his camp?”*
  - (Answer: Nanna held her hands over the coals in the firepit to see if they were still warm.)
- *“Were the coals still warm?”*
  - (Answer: Yes, the coals were still warm, so Nanna reminded everyone to be careful because they could still burn themselves)
- *“Why were the coals still warm?”*
  - (Answer: Because there was a fire there not too long ago)
- *“What would it mean if the coals were cold?”*
  - (Answer: It would mean there hasn't been a fire there recently)
- *“Was Old Man at his camp?”*
  - (Answer: No, that's why there were only coals in the firepit, not actual fire)
- *“How did Nanna let Old Man know that they had dropped supplies to his camp?”*
  - (Answer: Nanna sent a smoke signal)
- *“What kind of leaves did Nanna use to make the smoke?”*
  - (Answer: She used young, green leaves.)
- *“How do we know that Old Man got the message in the smoke signal?”*
  - (Answer: He sent a smoke signal back)

### Links to the Australian Curriculum:

| Code     | Students learn to:  |
|----------|---|
| AC9S1U02 | describe daily and seasonal changes in the environment and explore how these changes affect everyday life     |
| AC9S1H01 | describe how people use science in their daily lives, including using patterns to make scientific predictions |

## Health & Physical Education

This episode features a low level conflict between Big Cuz and Sissy. Big Cuz invites Sissy over to her house on the weekend, and Sissy brings her 'new' phone along. Big Cuz has lots of fun activities planned, but Sissy would rather spend time playing the games on her phone, and taking photos with it. This makes Big Cuz experience feelings of sadness and exclusion.

You may choose to use the following **prompting questions**, to start a conversation based on this conflict, and create space for children to share their own experiences of exclusion:

- *"How do you think Big Cuz was feeling when Sissy didn't want to do the activities she had planned for them?"*
  - (Answer: Big Cuz might have been feeling a bit sad)
- *"How can we tell Big Cuz might have been feeling sad?"*
  - (Answer: Big Cuz seemed sad because she was frowning and she was sitting alone)
- *"How did Sissy end up finding out that Big Cuz felt sad?"*
  - (Answer: Sissy was looking at videos and photos she's taken on her phone and there was footage of Big Cuz in the background looking very sad)
- *"It can be a bit sad and lonely if your friends don't include you in their games. What do you think Big Cuz could have done to be included?"*
  - (Answer: Big Cuz could have told Sissy she was feeling sad that Sissy didn't want to do the activities she had planned for them).
- *"What do you think Sissy could have done to be more inclusive?"*
  - (Answer: Sissy could have asked Big Cuz if she wanted a turn of her phone. Or she could have negotiated and they could have done a few of Big Cuz's activities, and also played on the phone a little bit)
- *"How can we tell when someone is feeling left out or excluded?"*
  - (Answer: They might be sitting alone when everyone else is playing in another area)
- *"What can we do to make sure someone isn't feeling left out?"*
  - (Answer: We can check-in with someone who is sitting alone and ask them if they want to join in, or if they're happy having some alone time).

There is an opportunity to teach students how to play knucks, and you could make some with paper, clay, or some other resources you may have readily available. If you haven't learned how to play knucks before, you may like to research it with students. For fully able-bodied children, knucks is a great game to improve hand-eye coordination and dexterity.

### Links to the Australian Curriculum

| Code      | Students learn to:  |
|-----------|---|
| AC9HP2P01 | describe their personal qualities and those of others, and explain how they contribute to developing identities |
| AC9HP2P02 | identify and explore skills and strategies to develop respectful relationships                                  |
| AC9HP2P03 | identify how different situations influence emotional responses   |

