



YEAR 1

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, and Health & Physical Education, in order to meet the Cross Curriculum Priorities of Aboriginal and Torres Strait Islander Histories and Cultures (*Version 8.4*). You could also choose to use this episode as a starting point to delve into rap, poetry and dance, and explore these through research projects in The Arts across multiple subjects (Media Arts, Music, Dance).

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	Health & Physical Education
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<u>AC9E1LA04</u>	<u>AC9HP2P01</u>
<u>AC9E1LA07</u>	<u>AC9HP2P02</u>
<u>AC9E1LE01</u>	<u>AC9HP2P03</u>
<u>AC9E1LA09</u>	<u>AC9HP2P04</u>
<u>AC9E1LE02</u>	
<u>AC9E1LE03</u>	
<u>AC9E1LE04</u>	



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:
AC9E1LA04	explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs
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)
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
AC9E1LA09	recognise the vocabulary of learning area topics
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
AC9E1LE04	listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme

ENGLISH WORKSHEET

“Budda” means _____ and “Tidda” means _____

Draw a circle around the Tiddas



Can you underline the rhyming words in Big Cuz and Ally’s rap?

“Old dog had a prickle.
He said it didn’t tickle.
He’s got a sore paw.
Not anymore.
Coz he likes us Tidda’s rapping
With the budda’s clapping”

Connect the words that rhyme

Cat
Dog
Sun
Fish
Boat
Tree
Star
Mouse
Duck
Cake

Bee
Truck
Coat
Bake
Fun
Car
Dish
Hat
Frog
House

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.

The ***prompting questions*** supplied for English also link to Health and Physical Education outcomes for Year 1. Some additional questions could be related more specifically do those behaviours that Little J displays, such as:

- *“Did anyone notice how Little J was speaking to B Boy when they were out bush?”*
 - (Answer: He was speaking in a way that was a bit rude, putting B Boy down when he made some mistakes).
- *“Can you think of a different way to tell someone they’ve made a mistake?”*
 - (eg. speaking more kindly, asking them if they would like some help, offering to show them how to do something correctly, or working together to find a solution).

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
AC9HP2P04	practise strategies they can use when they need to seek, give or deny permission respectfully