



FOUNDATION YEAR

EPISODE 8: WELCOME



Synopsis: Little J and Big Cuz compete to create the 'best welcome ever' for a surprise guest.

This episode is about Ms Chen organising a surprise guest to visit the school. The children decide amongst themselves who will do a Welcome (which is an important thing to do) but not without some tension. Levi and Little J want to do a dance, with traditional moves that Levi's granddad taught him. Sissy and Big Cuz want to do a poem, but worry that Ms Chen will decide the boy's welcome dance is more exciting. All of the kids get to participate in the Welcome, and the surprise guest ends up being Nanna!

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

Links to the Australian Curriculum (Version 9)

English	Health & Physical Education	The Arts	
AC9EFLE01	AC9HPFP01	AC9AMAFD01	AC9AMUFC01
AC9EFLE03	AC9HPFP02	AC9AMAFD01	AC9AMUFP01
	AC9HPFP03	AC9AMAFP01	AC9ADAFD01
		AC9AMUFD01	AC9ADAFD01
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English

This episode explores an appreciation for Elders, and the processes of a Welcome. Whether that's welcoming someone to your school, or a Welcome to Country (which is practised in some parts of the continent). It also looks at working together to make an inclusive space for everyone.

Below are some **prompting questions** to encourage student's digital/screen literacies and comprehension. These questions aim to engage children in discussions about the story, characters, and themes.

- *"Who is teaching Little J a special dance in the episode?"*
 - (Answer: Levi is teaching Little J a special dance).
- *"What has Dee made, and who showed her how to make it?"*
 - (Answer: Dee made a basket. It is called a "tirina" in palawa kani (a language from lutruwita/Tasmania) and the Aunties showed her how to make it).
- *"What gifts are included in Dee's basket?"*
 - (Answer: Dee's basket is filled with homemade goodies).
- *"Who does Sissy nominate to welcome the special guest?"*
 - (Answer: Sissy nominates herself and Big Cuz to welcome the special guest).
- *"Why is Big Cuz nervous about the Welcome?"*
 - (Answer: Big Cuz is nervous because she doesn't like being in the spotlight and it's a special event where they have to perform a Welcome for the guest).
- *"What special animal moves does Levi show Little J?"*
 - (Answer: Levi shows Little J animal moves, including the kangaroo).
- *"What does Little J impersonate while practising the dance?"*
 - (Answer: Little J impersonates Old Dog and also a magpie).
- *"Why do Big Cuz and Little J stay awake at night?"*
 - (Answer: They stay awake because they are worried about their Welcome performance).
- *"What does Big Cuz think is better: the dance or the poem?"*
 - (Answer: Big Cuz thinks Ms Chen will think the dance looks more fun than the poem).
- *"How does Levi make his warrior headband?"*
 - (Answer: Levi uses his grandpa's old undies to make the warrior headband. Isn't that great to recycle old material!).
- *"Who is the special guest at the assembly?"*
 - (Answer: Nanna is the special guest at the assembly).
- *"What advice does Nanna give about arguing?"*
 - (Answer: Nanna says that arguing doesn't make people feel very welcome).
- *"What do Big Cuz and Sissy do for the Welcome?"*
 - (Answer: Big Cuz and Sissy write a poem for the Welcome, and it rhymes).
- *"What does Big Cuz use to keep the beat during the welcome performance?"*
 - (Answer: Big Cuz uses clapsticks to keep the beat during the welcome performance).

Connect to the local context:

It could be beneficial to ask students if they've experienced any sort of Welcome ceremony (whether that's a traditional one done by an Elder or person from the Country you're teaching on, or if it's a general welcome in another setting such as starting the school year). If you are aware that students

have seen one, getting them to reflect on the similarities and differences between ones they've seen and the welcome in the episode would be a good way to connect students' experiences to the episode content.

Links to the Australian Curriculum

Code	Students learn to:
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 Australians, and wide-ranging Australian and world authors and illustrators
AC9EFLE03	recognise different types of literary texts and identify features including events, characters, and beginnings and endings



Health & Physical Education

In this episode, Little J and Big Cuz have some arguments on the weekend about the Welcome that's happening for the special guest on Monday. Nanna points out that arguing isn't very welcoming behaviour. You may choose to use the following ***prompting questions***, to start a conversation based on helping people feel welcome and included.

- *“What can you do to make someone new feel welcome in your class or group?”*
 - (Answer: You can smile, introduce yourself, ask them if they need any help, and invite them to join in activities or games).
- *“Why is it nice to greet someone when they arrive?”*
 - (Answer: Greeting someone makes them feel noticed and included. It shows that you are happy they are there and that you care about them).
- *“How can you help someone who is feeling shy or nervous?”*
 - (Answer: You can be friendly, talk to them gently, include them in conversations or games, and make sure they feel part of the group).
- *“What is a kind way to ask someone if they need help?”*
 - (Answer: You can say something like, “Hi! Do you need any help with anything?” or “Is there anything I can do to help you feel more comfortable?”)
- *“Why is it important to listen when someone is talking to you?”*
 - (Answer: Listening shows that you are interested in what they have to say and that you care about their feelings. It helps them feel valued and understood).
- *“How can you make sure everyone feels included in a game or activity?”*
 - (Answer: You can invite everyone to join, make sure everyone gets a turn, and be encouraging and supportive, so no one feels left out).
- *“What should you do if you see someone sitting alone?”*
 - (Answer: You can go over to them, say hello, and invite them to join you and your friends. This helps them feel included and less alone, even if they decide they're happy sitting alone, it's nice to check in with them).
- *“How can sharing something you like with others help them feel welcome?”*
 - (Answer: Sharing something you like, like a game or a story, shows that you want to include them and enjoy spending time with them).
- *“Why is it important to use kind words when talking to others?”*
 - (Answer: Using kind words helps people feel good about themselves and makes them feel comfortable and happy in the group).
- *“How can you help someone feel more comfortable if they are different from you?”*
 - (Answer: You can be respectful, ask questions to learn more about them, share some things about yourself, and include them in activities. Being kind and open-minded helps everyone feel accepted).

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

Because this episode focuses on students performing or presenting different items for a special event, there are opportunities for you to create a similar scenario for your class. This would be a wonderful way to honour a local Elder or First Nations community member who may already be involved in your school.

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:

If your school doesn't already have First Nations dancing, you could connect with local community to see if they are able to teach some dances. If this isn't an option, be sure not to appropriate any sort of cultural practices. Instead, get students to decide collectively what kind of performance or presentation they might like to do. Like Sissy and Big Cuz, some students might like to write poems, or songs, some might like to choreograph a contemporary dance, some might like to write a small skit, or some might just like to help organise.

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
AC9AM AFC01, AC9AMUFC01, AC9AD AFC01	create arts works that communicate ideas
AC9AMAFP01,AC9 AMUFP01, AC9ADAFP01	share their arts works with audiences