



YEAR 1

EPISODE 2: BRAVE J



Synopsis: Little J and Big Cuz discover that super heroes come in all sizes.

This episode is about Little J having to process his feelings when Levi isn't able to sleepover at his house on the weekend. Levi has to go bush with his Grandpa, but Little J had plans that they would dress up as superheroes and play pretend. Little J feels sad and feels like he's missing out. Compounding these feelings is the fact that Big Cuz also isn't around, because she's gone to the city with Sissy and Sissy's mum. They had planned to go on a Ferris wheel, and to go ice skating the next day, but Big Cuz gets homesick so returns home early. Nanna explains to Big Cuz that she's brave for voicing her feelings of wanting to come home.

There are opportunities to use this episode and activities in the Key Learning Areas of English, Health & Physical Education, and History and Social Sciences (combined with) The Arts 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 'AIATSI 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	History and Social Sciences	The Arts
AC9E1LA07	AC9HP2P01	AC9HS1S01	AC9AMA2C01
AC9E1LE01	AC9HP2P02	AC9HS1S03	AC9AMA2P01
AC9E1LE03	AC9HP2P03	AC9HS1S04	

English

This episode features feelings and themes of sadness, jealousy, feeling like you're missing out, and bravery. It also has a focus on the children playing superheroes. This is a good opportunity to deliver an English lesson focussed on superheroes. We have developed a *worksheet* to get students to design their own superhero, and below are some ***prompting questions*** to encourage children's digital literacies:

- *"There are lots of different superheroes in this episode, aren't there! That seems like some fun characters to pretend to be! Have any of you ever played superheroes before?"*
- *"Do we know of any other superheroes that you might have seen on tv or in the movies?"*
- *"What sort of names do superheroes have? Do they have regular names, or special names?"* (Answer: Most superheroes have special names, and the superheroes that the kids made up also had special names).
- *"Can you remember the superhero names from this episode?"*
- *"What was Little J's superhero name?"* (Answer: Brave J)
- *"What was B Boy's superhero name?"* (Answer: Brave Boy)
- *"What was Big Cuz's superhero name?"* (Answer: Super Cuz)
- *"What was Grizzly Gut's (the teddy bear's) superhero name?"* (Answer: Great Guts)
- *"What was Levi's superhero name?"* (Answer: Levi the Legend)

There are opportunities to expand on these questions, to evaluate students' understandings of the plot, including questions around where Big Cuz went (to the city with Sissy and her mum) and why Levi couldn't sleep over anymore.

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)
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
AC9E1LE03	discuss plot, character and setting, which are features of stories

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For show credits and more info, [click here](#)
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ENGLISH WORKSHEET

My superhero's name is _____

Circle which adjectives are qualities that your superhero has:

Brave (not scared)

Smart (knows a lot)

Funny (makes people laugh)

Strong (very powerful)

Tough (very strong)

Honest (tells the truth)

Kind (nice to everyone)

Helpful (always helps)

Caring (helps others)

Fast (runs quickly)

Friendly (makes friends)

Cool (impressive)

Draw your superhero. Draw them doing something brave!

What colours will their costume be? Will they have a mask? Will they have a cape?

Health & Physical Education

This episode features feelings and themes of sadness, jealousy, feeling like you're missing out, and bravery. Below are some ***prompting questions*** to encourage children's emotional intelligence and awareness, empathy, and self reflection, as well as build on their screen literacy.

This episode gives opportunity for teachers to have holistic conversations with students to help them build their sense of identity and understanding of self. Along with this, students can be guided to explore, understand, and communicate their emotions.

Bravery:

- *"There are lots of examples of people being brave in this episode! Can you remember who was brave?"*
 - (Answer: Nanna said Big Cuz was brave for saying to Sissy that she was feeling homesick and wanted to go home early from the trip to the city)

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- Can you tell me about a time when you felt brave?
- What does being brave mean to you?
- How do you feel when you try something new that seems a bit scary?
- Who is someone brave that you look up to? Why?
- What can we do to help each other be brave?

Sadness:

- *“Why couldn’t Levi sleepover at Little J’s house anymore?”*
 - (Answer: Levi had to go camp in the bush with his grandpa instead)
- *“How was Little J feeling after Levi had to change plans and wasn’t able to sleep over anymore?”*
 - (Answer: Little J was feeling sad)
- *“How can we tell that he was feeling sad?”*
 - (Answer: He looked sad and he also told ‘Grizzle Guts’ the teddy bear that he was sad when he was going to sleep).
- How do you know when someone is feeling sad?
- What makes you feel better when you're feeling sad?
- Can you think of a time when you helped someone who was feeling sad?
- How can we help our friends feel better when they are sad?
- What do you think we can do when we feel sad?



Jealousy:

- *“Little J seemed like he might have been jealous of Big Cuz going to the city with Sissy”*
 - How do you feel when someone has something you wish you had?
 - What can we do when we feel jealous of someone else?
 - Can you think of a time when you felt jealous? What happened?
 - How can we be happy for our friends even when we feel jealous?
 - What are some things that help us appreciate what we have?

Feeling like you're missing out:

- *“Little J seemed disappointed and like he felt like he was missing out on a fun adventure when Levi was spending the night camping in the bush with his grandpa”*
 - How do you feel when you can't do something that others are doing?
 - What can we do when we feel like we're missing out on something fun?
 - Can you think of a time when you felt left out? What did you do?
 - How can we include others who might be feeling left out?
 - What are some things we can do to enjoy our own special moments?
- *“How was Little J feeling at the end of the episode?”*
 - (Answer: Little J was feeling happy)
- *“How do we know Little J was feeling happy?”*
 - (Answer: We could tell Little J was feeling happy because he wasn't sitting alone anymore, and he was playing and laughing with his friends and family).

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



History and Social Science - The Arts

This episode has a focus on the children playing superheroes. This is a good opportunity to deliver a History and Social Sciences lesson focussed on heroes, meeting the Cross Curriculum Priorities of Aboriginal and Torres Strait Islander Histories and Cultures (*Version 8.4*), by celebrating the diversity, strength and resilience of First Nations peoples and communities. To strengthen this, you can also utilise outcomes from The Arts (specifically the Media Arts curriculum) of 'making and creating'.

We encourage you to utilise this episode to explore the idea of heroes. What makes someone heroic? There are opportunities to link this episode to research projects where students explore First Nations heroes, create PowerPoint Presentations, and present them to the class.

Additional resources:

We encourage you to engage with books by First Nations peoples that highlight the achievements of community. Two resources which cover this are "*The Children Came Back*" by Adam Briggs (which is a song, video clip, and children's book) and "*This Book Thinks Ya Deadly*" by Corey Tutt. These resources could be utilised in your classroom for students to present data on individuals in history, aligning with the Cross Curriculum Priorities.

Connect to the local context:

Are there First Nations heroes from the local community? You may want to explore the history of the area, looking at resistance, resilience, and activism. Highlight some important First Nations peoples who have made change for their communities, and perhaps even get a local community member in to share about an important moment in time for the community.

Links to the Australian Curriculum

HASS:

Code	Students learn to:
AC9HS1S01	develop questions about objects, people, places and events in the past and present
AC9HS1S03	interpret information and data from observations and provided sources, including the comparison of objects from the past and present
AC9HS1S04	discuss perspectives related to objects, people, places and events

The Arts:

Code	Students learn to:
AC9AMA2C01	use media languages and media technologies to construct representations

AC9AMA2P01	share media arts works with audiences in informal settings
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