



FOUNDATION YEAR

EPISODE 7: GRINDING STONE



Synopsis: Little J and Big Cuz vow to protect the old grinding stone they find out bush.

In this episode, Little J learns about what kind of things are okay to collect from Country, and what things need to stay. He and Big Cuz find a grinding stone while looking for things to add to his 'nature collection', and Nanna shows them what grinding stones are used for. Nanna teaches them that they have to keep the grinding stone safe at the riverbed for other people to be able to use. She tells the kids not to go blabbing about it.

There are opportunities to use this episode and activities in the Key Learning Areas of English, Mathematics, Science, Health & Physical Education, and History & Social Sciences 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	History & Social Sciences
AC9EFLE01 AC9EFLE03	AC9MFM01 AC9MFSP01	AC9SFU01 AC9SFU03	AC9HPFP01 AC9HPFP02 AC9HPFP03	AC9HSFK04

English

This episode explores the need to protect a grinding stone that Little J and Big Cuz found out bush. Throughout the episode, Nanna teaches the kids lots of facts about Country, including information about grinding stones, turtle shells, echidnas, murray cod, and yams. Below are some **prompting questions** to encourage children’s digital/screen literacies and comprehension. These questions aim to engage children in discussions about the story, characters, and themes such as nature, responsibility, and cultural values:

- *“Why did George lend his footy to Big Cuz?”*
 - (Answer: He noticed Big Cuz’s footy was old and wanted to help her practise).
- *“How did Big Cuz and Little J find the grinding stone?”*
 - (Answer: Big Cuz tried to kick her footy between two gumtrees and it landed on the grinding stone)
- *“What are some things Little J collected for his nature collection?”*
 - (Answer: Acacia seeds, river rocks, turtle eggshell, Murray cod skeleton, yam flowers)
- *“Why did Nanna say the grinding stone is very special?”*
 - (Answer: It's used for grinding seeds, which is important for making bread and medicine. It has been used for a long time by First Nations people, it is super special and important, and should be kept safe)
- *“Why was Little J upset after presenting to the class about their weekend?”*
 - (Answer: He accidentally told the class about finding the precious grinding stone, which they were not supposed to share)
- *“Why did Nanna tell the kids to keep the grinding stone secret?”*
 - (Answer: Because it’s very special, and some people have been known to steal special artefacts, so its location should only be shared with people who will respect it. And, if it stays by the river, other First Nations people will be able to use it).
- *“How did Big Cuz help Little J after he accidentally told the class about the grinding stone?”*
 - (Answer: She comforted him and said she would help fix the mistake).
- *“When Little J and Big Cuz went back to the river to check that the grinding stone hadn’t been taken, they realised it had moved. What moved the grinding stone?”*
 - (Answer: There was a big rain the night before and the river flooded, carrying the grinding stone further downstream)
- *“What else had been moved by the flooding water?”*
 - (Answer: the river rocks and the acacia seeds)
- *“What do you think Nanna meant when she said, “Country changes”?”*
 - (Answer: She meant that if you pay attention, you can see what changes are happening in the land and environment.)

Connect to the local context:

Because this episode features a grinding stone, we encourage you to contact local First Nations community members or Rangers at a local National Park to find out if there are any grinding stones in the Country you’re working on. You may choose to organise an excursion, or invite a First Nations person in as an incursion, and ask them to model grinding as an activity. Please keep in mind that using grinding stones is not knowledge everybody holds, and is not everybody’s cultural responsibility or place. So it’s important to find out if any local community members are able to model the use of grinding stones (whether they are grinding seeds like in the episode, or using it to crush and grind



something else like ochre). Be sure never to make the assumption that every First Nations person can do this, or to prescribe an activity or expectations on local community without proper consultation.

You might also like to consult with the local First Nations community to have a deeper understanding of local places of cultural significance, and how these have changed, or remained the same in response to colonisation. As well as this, it's important to teach young children about responsibilities to care for these places, so you might find partnerships between local community, National Parks and other environmental protection organisations to model to the children how these places are being protected (in alignment with the Cross Curriculum Priorities of Aboriginal and Torres Strait Islander Histories and Cultures *Version 8.4.*)

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



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 encourage you to build a nature collection for the class - you may choose to do this by asking students to collect one (or a collection of the same) thing over their weekend to bring in to add to the collection.

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.

Connect to the local context:

Because this episode features a grinding stone, we encourage you to contact local First Nations community members or Rangers at a local National Park to find out if there are any grinding stones in the Country you're working on. You may choose to organise an excursion, or invite a First Nations person in as an incursion, and ask them to model grinding as an activity. Please keep in mind that using grinding stones is not knowledge everybody holds, and is not everybody's cultural responsibility or place. So it's important to find out if any local community members are able to model the use of grinding stones (whether they are grinding seeds like in the episode, or using it to crush and grind something else like ochre). Be sure never to make the assumption that every First Nations person can do this, or to prescribe an activity or expectations on local community without proper consultation.

You might also like to consult with the local First Nations community to have a deeper understanding of local places of cultural significance, and how these have changed, or remained the same in response to colonisation. As well as this, it's important to teach young children about responsibilities to care for these places, so you might find partnerships between local community, National Parks and other environmental protection organisations to model to the children how these places are being protected (in alignment with the Cross Curriculum Priorities of Aboriginal and Torres Strait Islander Histories and Cultures *Version 8.4.*)

Links to the Australian Curriculum:

Code	Students learn to:
AC9MFN01	name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals
AC9MFN02	recognise and name the number of objects within a collection up to 5 using subitising
AC9MFN03	quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning

MATHEMATICS WORKSHEET



Little J's Nature Collection has a lot of cool things in it.

How many bird feathers can you see in the picture? _____

How many pink yam flowers can you see? _____

How many fish skeletons are there? _____

How many red berries can you see? _____

Are there *more* or *less* feathers than fish skeletons in the collection? _____

Are there *more* or *less* feathers than pink yam flowers that you can see?

Science

This episode features Indigenous Knowledges related to grinding stones, murray cod, echidnas, turtle shells, caring for and protecting Country, and overall sustainability. Whilst exploring the riverbed for items to add to Little J's nature collection, Nanna teaches the kids lots of different things.

We have provided a *worksheet* to grow students' understandings of observable features of different animals and objects. We encourage you to bring in a feather, a rock, and some seeds (or dried beans or lentils) for students to handle as part of observation.

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

- "What special kind of stone did Big Cuz and Little J find by the dry river bed?"
 - (Answer: Big Cuz tried to kick her footy between two gumtrees and it landed on the grinding stone)
- "What are some things Little J collected for his nature collection?"
 - (Answer: Acacia seeds, river rocks, turtle eggshell, Murray cod skeleton, yam flowers)
- "Why did Nanna say the grinding stone is very special?"
 - (Answer: It's used for grinding seeds, which is important for making bread and medicine. It has been used for a long time by First Nations people, it is super special and important, and should be kept safe)
- "Why was Little J upset after presenting to the class about their weekend?"
 - (Answer: He accidentally told the class about finding the precious grinding stone, which they were supposed to keep secret)
- "Why did Nanna tell the kids to keep the grinding stone secret?"
 - (Answer: Because it's very special, and some people have been known to steal special artefacts, so its location should only be shared with people who will respect it. And, if it stays by the river, other First Nations people will be able to use it).
- "How did Big Cuz help Little J after he accidentally told the class about the grinding stone?"
 - (Answer: She comforted him and said she would help fix the mistake).
- "When Little J and Big Cuz went back to the river to check that the grinding stone hadn't been taken, they realised it had moved. What moved the grinding stone?"
 - (Answer: There was a big rain the night before and the river flooded, carrying the grinding stone further downstream)
- "What else had been moved by the flooding water?"
 - (Answer: the river rocks and the acacia seeds)
- "What do you think Nanna meant when she said, 'Country changes'?"
 - (Answer: She meant that if you pay attention, you can see what changes are happening in the land and environment.)

Prompting questions for use whilst handling/observing materials you provide:

- "What do we notice about this feather? Is it soft, kind of like hair, or is it hard like a rock? It is all soft or are there hard bits in it? What kind of animals have feathers?" (Answers: It's soft apart from the spine. Birds have feathers)

- *“What do we notice about this rock? Is it soft like a feather, or is it hard and smooth? Is it hot or cool? Does it warm up in our hands?”*
- *“What do we notice about this stick? Did you know it’s a bit like an echidna quill? Do you think it’s smooth like a rock? Or is it pointy and a little bit sharp?”*

Connect to the local context:

Because this episode features echidnas, murray cod, and turtle eggs, there is opportunity to connect this to the local Country in order to educate students on the differences of ecosystems. Do these animals exist in the place that you are teaching? Have they ever lived here, and has this been changed because of colonisation? You may like to connect with local First Nations community members to learn stories of the local animals, including inviting them in to share about those animals, to teach students a deeper understanding of place and their responsibility to care for Country (in alignment with the Cross Curriculum Priorities of Aboriginal and Torres Strait Islander Histories and Cultures *Version 8.4*).

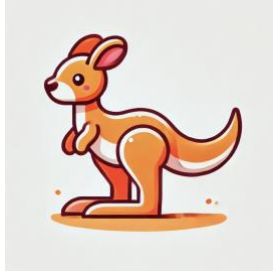
Links to the Australian Curriculum:

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



SCIENCE WORKSHEET

Draw a circle around the animals that have feathers



(Circle the correct answer)

Animals with feathers are called:

Dogs

Birds

Fish

River stones are:

Fluffy

Hard

Soft

Echidna quills are:

Spiky

Soft

Floppy

Health & Physical Education

This episode features Big Cuz learning to get better at kicking the footy. George is known to be the best footy player at the school, and he has lots of medals for it. He'll be leaving the school next year to go to High School, and he tells his schoolmates that he showed off his medals at the Orientation Day. Big Cuz is concerned that she won't get better at footy since George is leaving.

You may choose to use the following **prompting questions**, to start a conversation based on acquiring new skills, and the need to practise something to get good at it:

- *“Why is it okay to feel like you're not good at something when you first start, like playing footy?”*
 - (Answer: When you start something new, you're learning, and it's normal to take time to get better. Practice helps you improve over time).
- *“How can practising footy help you get better at the game?”*
 - (Answer: Practising helps you learn the rules, improve your kicking, marking, and running skills, and understand how to play as part of a team).
- *“What are some ways you can practise footy to improve your skills?”*
 - (Answer: You can practise kicking with a friend, running drills, practising catching the ball, or playing games with your family).
- *“What can you do if you find footy challenging or hard to understand at first?”*
 - (Answer: You can ask for help from a coach, a friend who knows the game well, or watch videos to learn more about how to play).
- *“Why do you think professional footy players practise so much?”*
 - (Answer: They practise to become stronger, faster, and better at the game. It helps them perform well during matches and work together as a team).
- *“How can practising footy teach you about perseverance and not giving up?”*
 - (Answer: When you practise regularly, even if you make mistakes, you learn to keep trying and improve. It shows that with effort, you can get better at anything).
- *“What are some things you can say to yourself when you feel frustrated or like you're not getting better at footy?”*
 - (Answer: You can say, "I'm learning," "I'll keep trying," or "It's okay to make mistakes because that's how I'll learn").
- *“Why is it important to have fun while practising footy, even if you're not perfect at it yet?”*
 - (Answer: Having fun makes practising enjoyable, and it helps you stay motivated to keep learning and improving your skills).

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

History & Social Sciences

Whilst exploring the riverbed for items to add to Little J's nature collection, Nanna teaches the kids about caring for Country. You may choose to use the following **prompting questions**, to start a conversation linked to the episode and based on families, relationships, place, and the importance of Country:

- *"What kind of rock did Little J and Big Cuz find near the dry river bed?"*
 - (Answer: A grinding stone)
- *"How did Big Cuz and Little J find the grinding stone?"*
 - (Answer: Big Cuz tried to kick her footy between two gumtrees and it landed on the grinding stone)
- *"What are some things Little J collected for his nature collection?"*
 - (Answer: Acacia seeds, river rocks, turtle eggshell, Murray cod skeleton, yam flowers)
- *"Why did Nanna say the grinding stone is very special?"*
 - (Answer: It's used for grinding seeds, which is important for making bread and medicine. It has been used for a long time by First Nations people, it is super special and important, and should be kept safe)
- *"Why was Little J upset after presenting to the class about their weekend?"*
 - (Answer: He accidentally told the class about finding the precious grinding stone, which they were supposed to keep secret)
- *"Why did Nanna tell the kids to keep the grinding stone secret?"*
 - (Answer: Because it's very special, and some people have been known to steal special artefacts, so its location should only be shared with people who will respect it. And, if it stays by the river, other First Nations people will be able to use it).
- *"How did Big Cuz help Little J after he accidentally told the class about the grinding stone?"*
 - (Answer: She comforted him and said she would help fix the mistake).
- *"When Little J and Big Cuz went back to the river to check that the grinding stone hadn't been taken, they realised it had moved. What moved the grinding stone?"*
 - (Answer: There was a big rain the night before and the river flooded, carrying the grinding stone further downstream)
- *"What else had been moved by the flooding water?"*
 - (Answer: the river rocks and the acacia seeds)
- *"What do you think Nanna meant when she said, 'Country changes'?"*
 - (Answer: She meant that if you pay attention, you can see what changes are happening in the land and environment.)

Connect to the local context:

Because this episode features a grinding stone, we encourage you to contact local First Nations community members or Rangers at a local National Park to find out if there are any grinding stones in the Country you're working on. You may choose to organise an excursion, or invite a First Nations person in as an incursion, and ask them to model grinding as an activity. Please keep in mind that using grinding stones is not knowledge everybody holds, and is not everybody's cultural responsibility or place. So it's important to find out if any local community members are able to model the use of grinding stones (whether they are grinding seeds like in the episode, or using it to crush and grind something else like ochre). Be sure never to make the assumption that every First Nations person can do this, or to prescribe an activity or expectations on local community without proper consultation.

FOUNDATION YEAR
Episode 7: Grinding Stone

Resources developed by Dakota Jericho Smith with special thanks to Priscilla Reid-Loynes, whose contributions to this and previous seasons have been integral to this work.
For show credits and more info, [click here](#)
For teachers' resources from previous seasons, [click here](#)



You might also like to consult with the local First Nations community to have a deeper understanding of local places of cultural significance, and how these have changed, or remained the same in response to colonisation. As well as this, it's important to teach young children about responsibilities to care for these places, so you might find partnerships between local community, National Parks and other environmental protection organisations to model to the children how these places are being protected (in alignment with the Cross Curriculum Priorities of Aboriginal and Torres Strait Islander Histories and Cultures *Version 8.4.*)

Links to the Australian Curriculum:

Code	Students learn to:
AC9HSFK04	the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located

