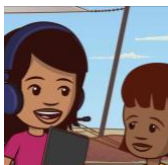




FOUNDATION YEAR

EPISODE 3: RADIO SHOW



Synopsis: Big Cuz fears she's bitten off more than she can chew when she offers to organise the school's radio broadcast.

In this episode, Nanna has organised for the local radio station to do a live broadcast from the school after the weekend. The students are each asked to present something, and to use the weekend to plan what they will present on. Ms Chen asks who wants the important job or making sure everyone is ready, and Sissy nominates Big Cuz. Big Cuz offers for people to come over to their house on the weekend if they have any questions, and she spends the time making a running order, supporting everyone with their own ideas, and recording a story that Nanna shares from the Yawuru (*pronounced yah-roo*) people. The story that Nanna shares has a theme of working together to solve problems, to reach goals, and to make others feel welcome. Big Cuz has to utilise the lesson in the story when her tablet runs out of battery during the live radio broadcast and has to tell the story herself. Little J and Levi help her out by doing sound effects of the birds and ocean.

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

FOUNDATION YEAR

EPISODE 3: RADIO SHOW

Links to the Australian Curriculum (Version 9)

English	Mathematics	Health & Physical Education	History & Social Sciences
AC9EFLA08	AC9MFN01	AC9HPFP01	AC9HSFS01
AC9EFLE01	AC9MFN02	AC9HPFP02	AC9HSFS02
AC9EFLE02	AC9MFN03	AC9HPFP03	AC9HSFS03



English

This episode includes Big Cuz learning a thing or two from the Yawuru story that Nanna shares. Being given the responsibility of organising the running of the live radio show, Big Cuz finds herself feeling a bit overwhelmed or stressed, and remembers the lesson from the story being that if everyone works together, goals are more likely to be achieved. She uses this information to inform how she manages and guides her schoolmates in their presentations for the radio show. The *worksheet* provided prompts students to articulate their understanding of radios being something you can hear and not see.

You may choose to guide group discussions with your class by asking **prompting questions** about working together, learning from story, thinking about poems, or connecting the concept of radio shows to students' lived experiences.

- "Has anyone heard the radio before? What is a radio?"
 - (Answer: a radio is a machine that can play music, talk shows, and other sounds transmitted through the air. It's like a magic box that lets you listen to people and music from far away! You can also listen to radio stations on the internet on a phone or a computer)
- "What is live radio?"
 - (Answer: Live radio means it is happening when you are hearing it. The person on the radio talks into the microphone and people hear them straight away through their radios)
- "Has anyone heard a story like the one Nanna shared?"
- "What can we learn from Nanna's story? What did the night birds and sea creatures do?"
 - (Answer: they listened to each other and worked together. And the outcome meant that the mermaids felt safe and welcome).

Connect to the local context:

There is opportunity to connect to the local community through relationships you may have already made with local First Nations peoples. You may want to find out if there's a similar story connected to the Country you're teaching on. It might be a story involving mermaids, or it might be a story involving collaboration.

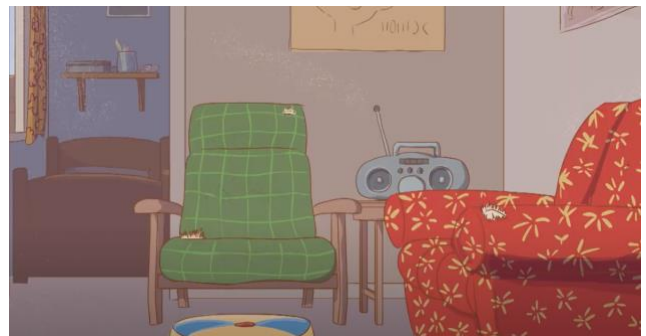
Links to the Australian Curriculum

Code	Students learn to:
AC9EFLA08	recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school
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 Australian, and wide-ranging Australian and world authors and illustrators
AC9EFLE02	respond to stories and share feelings and thoughts about their events and characters

ENGLISH WORKSHEET



Why won't Little J and Levi's joke with the banana work on the radio?



Why is Old Dog confused when he can hear Little J and Big Cuz's voices coming from inside the house?

FOUNDATION YEAR
Episode 3: Radio Show

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](#)



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 shells for similar counting activities.

You could pose this ***prompting question*** to your class:

- “Do you think there are enough fingers on your hands to count the number of crabs in that picture?”

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.

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



How many crabs are in the picture? _____

How many crabs have no shell? _____

How many crabs have a white, pointy shell? _____

How many crabs have a beige, round shell? _____

Draw the correct number of crabs with no shells.	Draw the correct number of crabs with beige, round shells.	Draw the correct number of crabs with white, pointy shells.

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Health and Physical Education

This episode features emotions such as *stress* or *overwhelm* when Big Cuz is given the responsibility to organise her classmates and run the radio show. 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.

You may choose to use the following **prompting questions**, to start a conversation based on *responsibility*, *stress*, and the importance of working together. This could mean creating space for children to share their own experiences of emotions:

- *“In this episode, who does the important job of making sure everyone is ready?”*
 - (Answer: Big Cuz).

- *“Do you think the responsibility that Big Cuz had would’ve been stressful?”*

- *“Why do you think it would be stressful for Big Cuz?”*
 - (Answer: Big Cuz has to organise everyone to make sure the radio show goes smoothly. She has to help everyone with their ideas, she has to help her classmates come to an agreement, and she also has to think of her own idea!)

- *“Have any of you ever felt stressed before? What did that feel like?”*
 - It could be beneficial to give an example of times or situations that you have felt stressed (or make one up). This will help students understand that it’s normal to have these feelings, and it will also help them understand what stress might feel like for them.

- *“What did you do to feel less stressed?”*
 - Again, give examples of how to de-stress (ie. taking some deep breaths, having some quiet time etc).

- *“Do any of you ever talk about your feelings? Why is it important to talk to someone you trust about how you’re feeling?”*
 - (Answer: sometimes we have big feelings that we don’t know how to name, and talking to someone about what we’re feeling can help us feel okay again).

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

With this episode focussing on a live radio show, there are opportunities for enquiry into historical forms of music and sound transmission. Students can learn that radios have not been around for a very long time, and that there have been multiple inventions for playing recorded music and sound throughout history.

You may choose to use the following **prompting questions**, to start a conversation linked to the episode and based on recorded sound:

- *“Do any of you, or the people you live with listen to music at home?”*
- *“What machine is the music played on?”*
- *“When do you think the radio was invented? Do you think it is older or younger than me?”*
- *“Did you know that music can be listened to on lots of different machines with music recorded in different ways? This includes a record, a cassette tape, a radio, a computer, and a smartphone?”*
- *“Did you know that recorded music is only a new invention, and that before music was able to be recorded, people would play live music (like sitting around listening to someone play guitar)”*

A *worksheet* is provided with images and names of machines that play recorded music, as well as the year they were invented or the era they were most commonly used. You are encouraged to print out the worksheet and guide students to organise the machines into a pictorial timeline.

Links to the Australian Curriculum:

Code	Students learn to:
AC9HSFS01	pose questions about familiar objects, people, places and events
AC9HSFS02	sort and record information including pictorial timelines and locations on pictorial maps or models
AC9HSFS03	share a perspective on information, such as stories about significant events and special places

HISTORY & SOCIAL SCIENCES WORKSHEET



Gramophone (1887)



Walkman (1979)



CD Player (1982)



Vinyl Record Player (1920s)



Jukebox (1889)



Smartphone (2000s)



MP3 Player (1990s)



Cassette Player (1960s)

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