



YEAR 1

EPISODE 9: HONEY ANTS



Synopsis: Little J fears Levi is not his best friend anymore - until he finds out how warumpi (honey ants) work together.

This episode follows Nanna, Big Cuz, Little J and Levi as they head out bush to visit the Aunties. The episode is centred on Little J's feelings of jealousy when his best friend Levi is spending time playing with Monti at school. Little J excludes himself from the others because of his jealousy, rather than working as a team. He ends up learning from warumpi (honey ants) that it's good and important to work together.

There are opportunities to use this episode and activities in the Key Learning Areas of English, Mathematics, Science, and Health & Physical Education 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
AC9E1LE01	AC9M1A02	AC9S1U03	AC9HP2P02
AC9E1LE02	AC9M1M01	AC9S1I01	AC9HP2P03
AC9E1LE03	AC9M1SP01	AC9S1I02	

English

This episode explores feelings of jealousy and self-exclusion, and the importance of working together. You may choose to utilise the following **prompting questions** to initiate conversations about the episode, checking for comprehension. These questions aim to engage children in discussions about the story, characters, and themes such as jealousy, teamwork, and expressing feelings.

- *“Why did Old Dog eat Monti's sandwich?”*
 - (Answer: Old Dog ate Monti's sandwich because he dropped it when he tripped).
- *“How did Levi help Monti when Old Dog ate his sandwich?”*
 - (Answer: Levi gave Monti his apple, and Monti loves green apples).
- *“Why did Little J feel jealous when Levi gave Monti the apple?”*
 - (Answer: Little J felt jealous because he also loves green apples and wondered if Monti was now Levi's new best friend).
- *“What did Little J think when he heard Levi tell Monti that he was funny?”*
 - (Answer: Little J thought that Levi must be Monti's new best friend because Levi used to say Little J was funny).
- *“Why did Little J feel scared and excluded when Levi and Monti climbed the school equipment?”*
 - (Answer: Little J felt scared because he is afraid of heights and felt left out when Levi and Monti were high up and having fun).
- *“Who did Big Cuz invite over to her house on the weekend?”*
 - (Answer: She invited Sissy).
- *“What did Big Cuz and Sissy say they were going to make on the weekend?”*
 - (Answer: They said they were going to make honeycomb toffee)
- *“Why did Big Cuz have to uninvite Sissy?”*
 - (Answer: Big Cuz had to uninvite Sissy because Nanna already had plans - they were all going to drive out bush to see the Aunties, and there wouldn't be enough room in the car for everyone and the groceries).
- *“How did Little J react when Levi arrived at Nanna's house?”*
 - (Answer: Little J ignored Levi because he was still experiencing feelings of jealousy).
- *“Why did Nanna ask Little J to share his sandwich with Levi?”*
 - (Answer: Because Levi's sandwich was covered in ants so he couldn't eat it anymore)
- *“Why did Little J not want to share his sandwiches with Levi?”*
 - (Answer: Little J didn't want to share because he was still having big feelings of jealousy about Levi and Monti being friends).
- *“What reason does Little J give to Nanna about why he wouldn't share his sandwiches with Levi?”*
 - (Answer: He said he thought they might be stuck out there forever and needed all his sandwiches).
- *“Do you think that it's okay to make up excuses? Or should Little J just share his sandwiches anyway?”*
 - (Answer: The best thing to do is to share, to make sure everyone gets to eat).
- *“What did Little J learn from watching the ants?”*
 - (Answer: Little J learned about teamwork because ants work together to carry food back to their colony).
- *“How did Little J's feelings change after learning about teamwork from the ants?”*



- (Answer: Little J decided to ask Levi to dig together with him, showing he wanted to work as a team).
- *“What did Nanna say about finding warumpi (bush ants)?”*
 - (Answer: Nanna said that they never know how long it will take to find warumpi, and that’s part of the fun).
- *“How did Little J feel about sharing the honey ants after trying them?”*
 - (Answer: Little J felt good about sharing the honey ants and let Levi have the first taste).
- *“When Big Cuz did her presentation at school all about honey ants, what did Sissy say about joining next time?”*
 - (Answer: Sissy asked if she could come along next time and said that honey ants sounded even yummiier than honeycomb toffee)

Connect to the local context:

Because this episode features the word warumpi, it’s important to research whether or not these ants exist in the ecosystems in the Country you teach on. Similarly, ‘warumpi’ is a Luritja word, a language which may not belong to the Country you’re teaching on. This is an opportunity to find words from the local language(s) for different kinds of ants, which you may be able to teach the children if you have sought permission from local community members. Be sure never to make the assumption that every First Nations person knows their language, as the impacts of colonisation mean many languages are in their reawakening phase, and therefore not every person will have this knowledge. Language is a very sensitive topic, due to the violence inherent in settler colonialism, so be sure to tread gently when seeking this information.

You might also like to consult with the local First Nations community to have a deeper understanding of ants and 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 creatures, so you might find partnerships between local community, National Parks and other environmental protection organisations to model to the children how ants and other parts of these ecosystems 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:
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
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



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 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:
AC9M1A02	recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens
AC9M1M01	compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning
AC9M1SP01	make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them

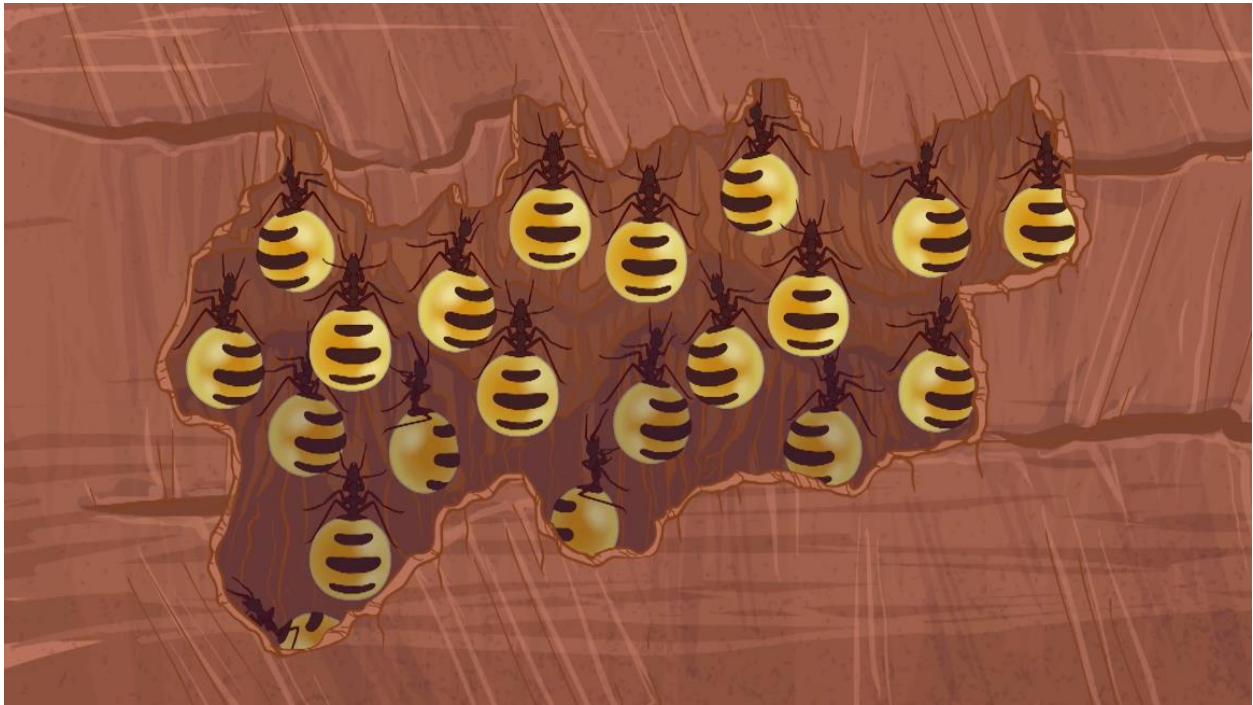
YEAR 1
Episode 9: Honey Ants

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](#)
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MATHEMATICS WORKSHEET 1



How many honey ants can you see in the picture? _____

How many black stripes does a honey ant have on it? _____

Can these honey ants be separated into groups of 5? _____

How many groups of five honey ants are there in this picture? _____
(you might want to circle groups of five)

What shape is the yellow part of a honey ant?
(draw a line under the correct answer)

Triangle

Square

Circle

MATHEMATICS WORKSHEET 2



How many honeyants are there in the **RED** triangle? _____

How many honeyants are there in the **GREEN** shape? _____

How many honeyants are there in the **BLUE** circle? _____

Make a pattern by drawing some honeyants in the box below.

Can you describe the rule for your pattern?

Science

This episode features Indigenous Knowledges related to gathering honey ants, as part of caring for and protecting Country, and overall sustainability.

We have provided a *worksheet* to grow students' understandings of observable features of honey ants.

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

- *“What are honey ants?”*
 - (Answer: Honey ants are special ants that store sweet, sticky liquid in their bellies. This liquid is like honey and is used to feed other ants in their colony).
- *“How do honey ants get their name?”*
 - (Answer: They are called honey ants because the liquid they store in their bellies is sweet and sticky, like honey).
- *“What does Levi say the honey ant syrup tastes like?”*
 - (Answer: Honey ant food tastes sweet and a little sour. It's similar to honey but can have a different flavour).
- *“Where can you find honey ants?”*
 - (Answer: Honey ants are found in some parts of the continent, and some other places with warm climates. They live in the ground and sometimes they live in trees).
- *“How do honey ants help their ant colony survive?”*
 - (Answer: Honey ants help their colony survive by storing extra food. This helps the colony get through times when there is not much food available).
- *“What do honey ants look like?”*
 - (Answer: Honey ants are small, like other ants, but their bellies are bigger because they are full of the sweet liquid they store).
- *“Why do honey ants have such big bellies?”*
 - (Answer: Honey ants have big bellies because they store a lot of sweet liquid inside. This helps them provide food for the colony when needed).
- *“What can you find in the area where honey ants live?”*
 - (Answer: In the area where honey ants live, you might find their nests in the ground or in trees, and sometimes you can see them storing and sharing their sweet liquid).
- *“What did Little J learn from watching the ants?”*
 - (Answer: Little J learned about teamwork because ants work together to carry food back to their colony).
- *“How did Little J's feelings change after learning about teamwork from the ants?”*
 - (Answer: Little J decided to ask Levi to dig together with him, showing he wanted to work as a team).

Connect to the local context:

Because this episode features the word warumpi, it's important to research whether or not these ants exist in the ecosystems in the Country you teach on. Similarly, 'warumpi' is a Luritja word, a language which may not belong to the Country you're teaching on. This is an opportunity to find words from the local language(s) for different kinds of ants, which you may be able to teach the children if you have sought permission from local community members. Be sure never to make the assumption that every

First Nations person knows their language, as the impacts of colonisation mean many languages are in their reawakening phase, and therefore not every person will have this knowledge. Language is a very sensitive topic, due to the violence inherent in settler colonialism, so be sure to tread gently when seeking this information.

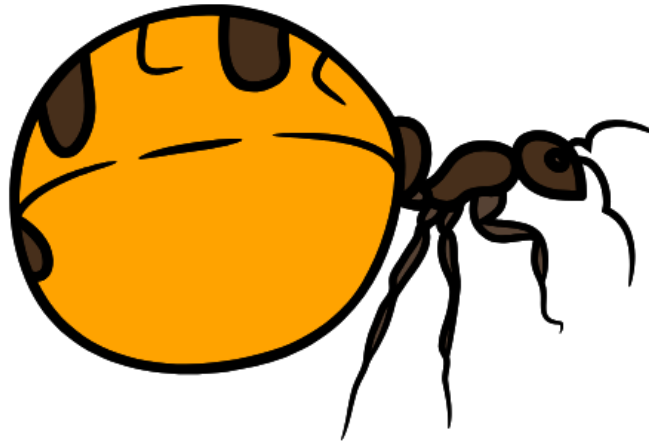
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Links to the Australian Curriculum:

Code	Students learn to:
AC9SFU01	observe external features of plants and animals and describe ways they can be grouped based on these features
AC9SFH01	explore the ways people make and use observations and questions to learn about the natural world



SCIENCE WORKSHEET



Underline the correct answer.

The creature in this picture is called a:

dog

emu

kangaroo

honey ant

They store liquid in their:

head

legs

abdomen

antennae

The syrup from their abdomen tastes:

sweet and sour

salty

spicy

Honey ants live:

in large groups

alone

with one other ant

Underline the correct answers.

A honey ant is similar to:

dog

emu

kangaroo

green ant

Honey ants have six legs, which is the same as:

spiders

monkeys

dogs

flies

Honey ants travel by walking, which is the same as:

birds

fish

dogs

Honey ants live underground, which is the same as:

wombats

birds

gorillas

Health & Physical Education

This episode explores feelings of jealousy and self-exclusion, and the importance of working together. You may choose to utilise the following **prompting questions** to initiate conversations about the episode, checking for comprehension. These questions aim to engage children in discussions about the story, characters, and themes such as jealousy, teamwork, and expressing feelings.

You may choose to use the following **prompting questions**, to start a conversation based on experiencing feelings of jealousy and how to handle them:

- *“What does it mean to feel jealous?”*
 - (Answer: Feeling jealous means you feel unhappy because you want something someone else has or you wish you could be like them).
- *“Can you name a time when you might feel jealous?”*
 - (Answer: You might feel jealous if a friend gets a toy you wanted or if someone gets praised for something you also did well).
- *“How can you tell if you’re feeling jealous?”*
 - (Answer: You might feel upset, envious, or left out. You might also notice that you don’t feel happy when someone else gets something you wanted).
- *“Do you think that Little J might have been feeling jealous in this episode?”*
 - (Answer: Yes).
- *“How can we tell that Little J might have been feeling jealous?”*
 - (Answer: He looked sad, and kept avoiding talking about his feelings with Levi. He also didn’t share his sandwich with Levi).
- *“What is one way to handle feeling jealous?”*
 - (Answer: One way to handle jealousy is to talk about how you feel with someone you trust, like a parent or a friend).
- *“How can sharing with others help when you feel jealous?”*
 - (Answer: Sharing can make you feel better because it helps you build positive feelings and strengthen your friendships).
- *“What is something positive you can say to yourself when you feel jealous?”*
 - (Answer: You can say, “It’s okay to feel this way, but I have my own special things too,” or “I’m happy for my friend and I’ll find something I enjoy.”)
- *“How can being kind to others help with feelings of jealousy?”*
 - (Answer: Being kind helps you feel better inside and can make you happier. When you are kind, it’s easier to feel good about others’ successes).
- *“What is a fun activity you can do to take your mind off feeling jealous?”*
 - (Answer: You could play a game you enjoy, draw a picture, or do something you like that makes you feel happy and relaxed).
- *“Why is it important to talk about your feelings if you’re jealous?”*
 - (Answer: Talking about your feelings helps you understand them and can make you feel better. It also helps you get support from others who care about you).

Links to the Australian Curriculum

Code	Students learn to:
AC9HP2P02	identify and explore skills and strategies to develop respectful relationships
AC9HP2P03	identify how different situations influence emotional responses

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