



## FOUNDATION YEAR

### EPISODE 10: PARTY PLANS



*Synopsis: Big Cuz blames Little J when her party plans go wrong - but maybe it can still be a happy birthday - for everyone.*

This episode is about birthdays. It's Big Cuz's birthday coming up, and Little J spontaneously announces to the class that there is going to be a birthday party on the weekend, and everyone is invited. Big Cuz seems uncomfortable about it at the start but ends up being into the idea. Later, Little J is helping Big Cuz with the decorations and the invitations. Big Cuz tells Little J to copy exactly what she wrote on the first invitation, but unfortunately, she writes the wrong start time. Little J does what he's told and copies all the invites exactly. Because of the mistake, no one comes at midday and Big Cuz thinks everyone has forgotten about her party. Initially she is angry at Little J, but then takes responsibility for her mistake.

During this episode, the kids also find out that Nanna doesn't know her exact birthday but goes on to explain that Country tells her when it's her birthday - it's when the river water is warming up, when the baby finches are leaving their nests, and when the wattle is blooming. At Big Cuz's birthday party by the river, Big Cuz realises Country is telling her it's also Nanna's birthday at that time too!

There are opportunities to use this episode and activities to educate students in the Key Learning Areas of English, Mathematics, Science, Health & Physical Education and History & Social Sciences to learn about Indigenous Knowledges, seasonal changes, reading/listening to and learning from Country, and working together in alignment with 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 |
|---------------------------|---------------------------|--------------------------|-----------------------------|---------------------------|
| <a href="#">AC9EFLE01</a> | <a href="#">AC9MFM01</a>  | <a href="#">AC9SFU01</a> | <a href="#">AC9HPFP01</a>   | <a href="#">AC9HSFK03</a> |
| <a href="#">AC9EFLE03</a> | <a href="#">AC9MFSP01</a> | <a href="#">AC9SFU03</a> | <a href="#">AC9HPFP02</a>   | <a href="#">AC9HSFK04</a> |
|                           |                           |                          | <a href="#">AC9HPFP03</a>   |                           |



## English

This episode explores mistakes, disappointment, learning from and listening to Country, and birthdays. You may choose to utilise the following **prompting questions** to initiate conversations about the episode, checking for comprehension. These questions will help young children understand the episode and connect its themes to their own experiences, fostering empathy and practical understanding.

### Comprehension Questions

- *“What special event is happening in this episode?”*
  - (Answer: Big Cuz’s birthday party is happening).
- *“Why does Big Cuz feel uncomfortable about the party at first?”*
  - (Answer: Big Cuz feels uncomfortable because she doesn’t like everyone looking at her and is worried about the party).
- *“What mistake does Little J make on the invitations?”*
  - (Answer: Little J copies the wrong time for the party because Big Cuz accidentally wrote '1' instead of '12').
- *“How does Big Cuz react when no one arrives at the party on time?”*
  - (Answer: Big Cuz thinks no one is coming and feels upset at first).
- *“What does Nanna say about why she doesn’t know her exact birthday?”*
  - (Answer: Nanna says she waits for Country to tell her when it’s her birthday, based on natural signs like the river water warming up and the baby finches leaving their nests).
- *“What does Big Cuz realise about the timing of her birthday and Nanna’s birthday?”*
  - (Answer: Big Cuz realises that her birthday is the same day as Nanna’s birthday).
- *“How does Little J help with the party planning?”*
  - (Answer: Little J helps with decorations, making invitations, and suggesting ideas for the party).
- *“What does Nanna say is more important than having a perfect party?”*
  - (Answer: Nanna says that it’s more important to have friends and family celebrate together, and the party is special because of the people, not because it’s perfect).
- *“What does Levi bring to the party, and why is it a mistake?”*
  - (Answer: Levi brings a plate without any food because he didn’t understand that "bring a plate" means to bring some food to share with everyone).
- *“How do the kids find out it’s also Nanna’s birthday?”*
  - (Answer: Big Cuz explains to the kids that the river water is warming, the baby finches are flying, and the wattle is blooming, which are signs that it’s also Nanna’s birthday).

### Questions Tying Themes to Children's Experiences

*“Have you ever planned a party for someone? What did you do to get ready?”*

*“How do you feel when there’s a mistake in something you’re excited about? What do you do to fix it?”*

*“Can you think of a time when you felt uncomfortable about something, like Big Cuz did with the party? What did you do?”*

*“What are some ways you can tell when something special is happening, like Nanna using signs from nature to know her birthday?”*

*“Why is it important to share with others at a party? Have you ever shared something at a party? What did you share?”*

*“How can you help someone feel better if they’re upset about a mistake or something not going as planned?”*

*“What makes a birthday party memorable for you? Is it the decorations, the food, or the people?”*

**Connect to the local context:**

Because this episode features changes in season as shown to us by Country, you're encouraged to research if there has been a seasonal calendar developed for the Country you're teaching on/with. There are many resources available online, including ones developed in collaboration with First Nations peoples, which highlight the differences of seasons across different Countries (as opposed to the four seasons in the Eurocentric model introduced through colonisation, which doesn't reflect the realities of the diversity of seasons across this continent).

You might also like to consult with the local First Nations community to have a deeper understanding of changes in Country and any potential cultural significance associated with seasons. Some people may be able to comment on how these have changed, or remained the same in response to colonisation. As well as this, it's important to teach young children about the world directly around them, rather than an introduced model of understanding seasons (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 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 cupcakes can you see in the picture? \_\_\_\_\_

How many candles are in this picture? \_\_\_\_\_

Can these cupcakes be separated into groups of 5? **yes / no**

*Circle the groups of five cupcakes and count each group.*

How many groups of five cupcakes are there in this picture? \_\_\_\_\_

## Science

This episode features Indigenous Knowledges related to changes in season, including baby finches, river water warming up, and wattle blooming.

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

- *“Why does the river water start to warm up when the seasons change?”*
  - (Answer: The river water warms up because the weather gets warmer as the season changes. The sun shines more and makes the water warmer).
- *“Can you think of a way to stay cool when the weather is getting warmer?”*
  - (Answer: You can stay cool by swimming in a river, the ocean, or a pool. You can also play or hang out in the shade, and you have to remember to drink lots of water).
- *“What do baby finches do when they are learning to fly?”*
  - (Answer: Baby finches leave their nests and start to flap their wings to learn how to fly. They also practise singing to communicate).
- *“Why do baby finches start to sing when they are learning to fly?”*
  - (Answer: Baby finches sing to practise their voices and to communicate with their family. Singing helps them learn how to talk to other finches).
- *“How do you think it feels for baby finches when they first learn to fly?”*
  - (Answer: It might feel exciting and a bit scary for baby finches when they first learn to fly, but it’s an important part of growing up).
- *“What happens to wattle trees when they start to bloom?”*
  - (Answer: Wattle trees grow bright yellow flowers when they bloom. The flowers make the tree look pretty and smell nice).
- *“Why is it special to see wattle trees blooming?”*
  - (Answer: It’s special because it shows that a new season is coming. The blooming wattle is a sign that the weather is changing and new things are starting to grow).
- *“How can we celebrate seeing wattle trees blooming?”*
  - (Answer: We can celebrate by enjoying the beautiful flowers, taking a walk to see the wattle trees, or drawing pictures of them).

The following questions are purposely not using the prescribed four seasons introduced via colonisation, and instead are designed to get students thinking about and noticing Country. The continent has very different seasons across each Place/Country, so it’s important to get children to connect and notice real changes from Indigenous perspectives, rather than ideas related to or introduced by England (an example of an introduced idea is Spring starting on September 1st).

- *“What happens to the leaves on some trees as time goes by?”*
  - (Answer: The leaves on trees can change colours and eventually fall off the trees).
- *“What do you notice about flowers as they start to grow?”*
  - (Answer: Flowers start to open up their petals and come in many bright colours).
- *“How does the weather feel when it gets very cold?”*
  - (Answer: The weather feels colder, and some places might even have frost or snow).
- *“What do animals do when it gets colder outside?”*
  - (Answer: Some animals might sleep through the colder times, while others might grow

- thicker fur or find food to store).
- *“What changes do you see on Country when the days get hotter?”*
  - (Answer: Flowers and vegetables grow bigger and faster, and the garden is full of green leaves and bright flowers).
- *“What signs tell you that new growth is starting?”*
  - (Answer: New buds on trees, birds singing more, and flowers beginning to bloom are signs of new growth).
- *“What happens to water in rivers when it gets really cold?”*
  - (Answer: The water can get colder and that changes which fish will be ready to catch or not).
- *“What can you see happening to the trees when it’s warm and sunny?”*
  - (Answer: Trees have lots of green leaves and might have fruits or flowers, looking very green and healthy).
- *“What do animals in the forest do when there is a lot of rain?”*
  - (Answer: Animals might find shelter to stay dry, and the rain helps plants grow, so animals might find more food and water).
- *“What do you notice about the leaves and the ground when the weather changes?”*
  - (Answer: Leaves might change colour and fall off trees, and the ground might look different compared to other times of the year).
- *“What happens to flowers on some plants when the weather starts to cool down?”*
  - (Answer: Some flowers might start to wilt or die, and the plant they grow from might look more bare).
- *“How does the sky look different as time goes on over the months?”*
  - (Answer: The sky can look different with changes in brightness and cloudiness, affecting how long the daylight lasts).
- *“Why do animals make or use shelters?”*
  - (Answer: Animals use shelters to stay safe and warm, providing protection from the weather and a place to rest).
- *“How do changing conditions affect the food available for animals?”*
  - (Answer: The availability of food changes; for example, there might be more fruits and insects at one time and less at another).
- *“What changes do you see in the length of days as time goes by?”*
  - (Answer: The length of the days changes, with more daylight at some times and less daylight at others).

**Connect to the local context:**

Because this episode features changes in season as shown to us by Country, you’re encouraged to research if there has been a seasonal calendar developed for the Country you’re teaching on/with. There are many resources available online, including ones developed in collaboration with First Nations peoples, which highlight the differences of seasons across different Countries (as opposed to the four seasons in the Eurocentric model introduced through colonisation, which doesn’t reflect the realities of the diversity of seasons across this continent).

You might also like to consult with the local First Nations community to have a deeper understanding of changes in Country and any potential cultural significance associated with seasons. Some people may be able to comment on how these have changed, or remained the same in response to colonisation. As well as this, it’s important to teach young children about the world directly around them, rather than an



introduced model of understanding seasons (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 |



## Health & Physical Education

This episode explores making mistakes, blaming others, and taking responsibility/accountability. You may choose to utilise the following ***prompting questions*** to initiate conversations about the episode, checking for comprehension.

- *“Who made the mistake with the invitations?”*
  - (Answer: It seemed like Little J made the mistake, by copying the wrong time for the party because Big Cuz accidentally wrote '1' instead of '12').
- *“How did Big Cuz feel when people weren’t arriving for her party?”*
  - (Answer: Big Cuz felt upset and thought that no one was coming to the party).
- *“What did Big Cuz do when she realised she was the one who made the mistake on the invitations?”*
  - (Answer: Big Cuz initially thought no one was coming and felt angry at Little J, but later took responsibility for the mistake).
- *“How did Little J help after realising the mistake with the invitations?”*
  - (Answer: Little J helped by showing Big Cuz the original invitation to prove that the mistake was actually Big Cuz's, and not his).
- *“What lesson did Big Cuz learn about making mistakes?”*
  - (Answer: Big Cuz learned that it’s important to take responsibility for mistakes and not just blame others).
- *“Why did Levi bring a plate without any food, and what did he learn from this?”*
  - (Answer: Levi brought a plate without food because he didn’t understand that "bring a plate" meant to bring something to share. He learned that it's important to understand instructions fully).
- *“What did Nanna say about the birthday party not needing to be perfect?”*
  - (Answer: Nanna thinks it's more important to have friends and family celebrating together than to have a perfect party).
- *“What did Big Cuz and Little J do to fix the mistake with the party invitations?”*
  - (Answer: They had to adjust and make the best of the situation, realising that having fun and being with friends was what mattered most).
- *“What did Big Cuz notice that helped her realise it was also Nanna’s birthday?”*
  - (Answer: Big Cuz noticed the river water was warm, the baby finches were leaving their nests, and the wattle was blooming).
- *“How did Big Cuz handle feeling uncomfortable about the party?”*
  - (Answer: Although Big Cuz was uncomfortable at first, she decided to go ahead with the party and enjoy the celebration).

### Questions tying to students’ own experiences:

- *“Have you ever made a mistake planning something? What happened and how did you fix it?”*
- *“How do you feel when something you’re excited about doesn’t go as planned? What do you do to handle your feelings?”*
- *“Can you share a time when you felt uncomfortable about something, like Big Cuz did with the party? How did you handle it?”*
- *“What signs do you notice when something special is about to happen? How do you know it’s a special time?”*
- *“Why is it important to share with others at a party? Have you ever shared something special at a party? What did you share?”*



- *“How can you help someone who feels upset because of a mistake or problem? What can you say or do to make them feel better?”*
- *“What makes a celebration or party fun for you? Is it the games, the food, or spending time with friends?”*
- *“What should you do if you see someone blaming someone else for a mistake? How can you help them understand the importance of taking responsibility?”*
- *“How do you feel when someone apologises for a mistake? What makes a good apology?”*
- *“Have you ever been in a situation where you needed to fix something you had made a mistake on? What did you do?”*

**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 learning about how Nanna doesn't have an exact birthday, the kids learn about the importance of understanding and listening to Country. Country tells Nanna when her birthday is, because the wattle blooms, the baby finches begin to leave their nests, and the river water warms up.

You might like to use the following ***prompting questions*** to start discussions with students about the importance of Country/Place for First Nations peoples, and to get them reflecting on their own connections to place:

- *"What does "Country" mean?"*
  - (Answer: "Country" refers to the land, waterways, sky, and everything in between. All the animals, insects, plants, they're all part of Country, and so are people! First Nations people (like some students in our school) have a special connection to Country because their ancestors have been here since the beginning of time)
- *"Why is it important for people to know about the changes in nature, like the warming of the river or the blooming of flowers?"*
  - Answer: Knowing about these changes helps us understand the right time for important activities, like ceremonies, celebrations, hunting, and caring for Country. Noticing changes in Country means we can care for it and for each other.
- *"How does Country help Nanna know when it's time for her birthday?"*
  - Answer: Country shows Nanna its her birthday because the wattle is blooming, the baby finches are leaving their nests, and the river water is getting warmer from the sun).

### Questions tying to students' own experiences:

- *"What are some ways you connect with nature in your everyday life?"*
- *"How do you know when it's time to do certain activities, like going outside to play or picking fruit?"*
- *"Can you think of a special time of year when you like to be outside? What changes in Country do you notice then?"*
- *"Why is it important to pay attention to the changes in Country?"*
- *"How does spending time with Country make you feel?"*
- *"What are some signs in Country that you notice? For example, how can you tell if it's about to rain?"*
- *"How do you show respect for Country?"*
- *"Why is it important to protect and take care of Country?"*
- *"What can you do to learn more about the plants and animals in your area?"*
- *"How can you share what you know about nature with your friends and family?"*

### Connect to the local context:

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***Links to the Australian Curriculum:***

| Code      | Students learn to:  |
|-----------|---|
| AC9HSFK03 | the features of familiar places they belong to, why some places are special and how places can be looked after    |
| AC9HSFK04 | the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located |

## HISTORY AND SOCIAL SCIENCES WORKSHEET

What is Country telling us today? Are the flowers blooming? Is the sun shining? Is it cold? Is it raining? Are there birds around? What about other animals?

*Draw a picture of some of the things you notice about Country.*