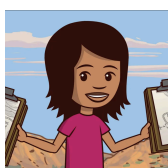




FOUNDATION YEAR

EPISODE 1: TWO TRUTHS



Synopsis: Little J is torn between his teacher's and Nanna's knowledge.

This episode is about Tnorala (Gosse Bluff) which is a sacred site for Western Arrernte people. Scientists believe that a very long time ago a meteor from space crashed to earth, making an impact crater. Western Arrernte people have their own understanding of the creation of the crater, and Nanna shares their story. This episode has a focus on the Western Arrernte story of how Tnorala was created and the Scientists' story of how 'Gosse Bluff' was made, and how these are different but the same.

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
AC9EFLA07 AC9EFLE01 AC9EFLE03	AC9MFM01 AC9MFSP01	AC9SFI02 AC9SFI03 AC9SFI04 AC9SFI05	AC9HPFP01 AC9HPFP02 AC9HPFP03	AC9HSFK01 AC9HSFK03 AC9HSFK04

English

This episode features emotions such as *embarrassment* or *shame* as experienced by Little J in regard to Nanna sharing a Western Arrernte story. It also features themes around *perspectives* (ie. Western Arrernte vs Scientists). You may choose to guide group discussions with your class asking **prompting questions** about the ways in which Little J is feeling, and about the perspectives, such as:

- “How do you think Little J is feeling when he doesn’t want Nanna to share the Western Arrernte story?”
 - (Answer: Little J is embarrassed, worried, awkward)
- “Why do you think Little J thinks Nanna’s story is wrong?”
 - (Answer: Sometimes Little J feels shame or embarrassment when Nanna is sharing. This could be because she is not his teacher, or he doesn’t yet understand or respect cultural knowledge)
- “What does Nanna mean when she says the stories are the same but different?”
 - (Answer: The Tnorala story and the Science story both say that something very big fell from the sky and hit the earth, making a crater).
- “Why is it important to respect both stories?”
 - (Answer: It is important to respect both stories because they correctly reflect Aboriginal and Scientific understandings of the same event.)

Connect to the local context:

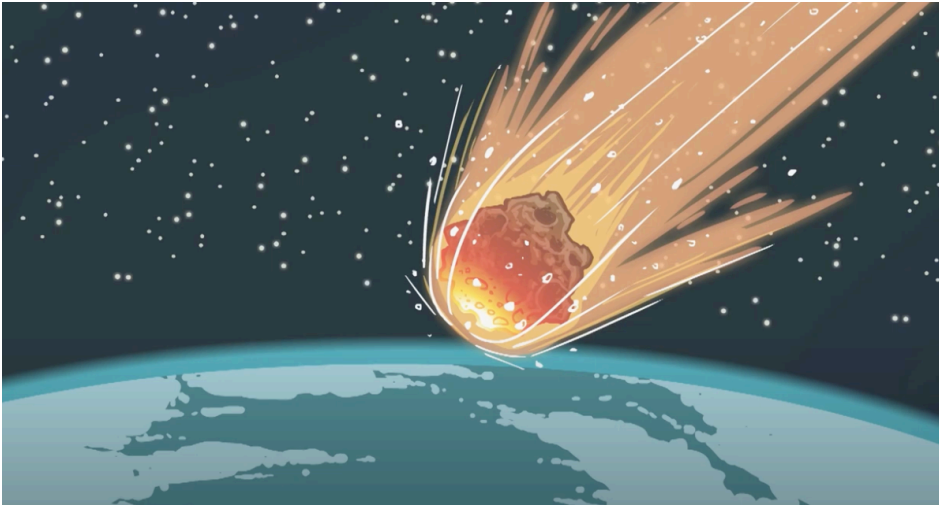
At the end of the excursion, after Nanna has shared the Tnorala story, Big Cuz asks if there are other places that have ‘same but different’ stories. Uncle Mick says that there are ‘lots and lots from all over Australia, and the world’. This is something you can build on by finding a story from the local community about a place of significance, then researching the Scientific explanation of that place. *Be sure to get local community approval before sharing cultural knowledge!*

You may choose to utilise still images from the episode to encourage students’ understandings of how images can contribute to the meaning in the stories presented by both Nanna, Uncle Mick or Ms Chen. On the following page, there are images taken from the episode. You are encouraged to prompt students to reflect on the similarities and differences between the images, as well as asking students what they think the pictures might be trying to convey.

Links to the Australian Curriculum:

Code	Students learn to:
AC9EFLA07	explore the contribution of images and words to meaning in stories and informative texts
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

ENGLISH RESOURCES
(Images from Episode 1 - Two Truths)



FOUNDATION YEAR
Episode 1: Two Truths

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 conveys mathematical concepts such as *size*, *distance in time*, *age*, and *shapes*. During this episode, Ms Chen explains that Scientists think a meteorite crashed into the Earth making 'Gosse Bluff' *'millions of years ago'*. In another scene, Little J and Levi are counting on their fingers and Big Cuz says *'even if you, me and Levi counted on all our fingers, we don't have enough to count to one hundred million'*, and Levi says *'yeah, the crater is probably as old as your Nanna and my Grandpa'*. Big Cuz responds *'It's way way older than Nanna and Grandpa put together!'*

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

- *"Do you think there are enough fingers on all of OUR hands to count to one hundred million?"*
- *"If we add up all of our ages, do you think the crater is older than all of us put together?"*

Potential activity: During the episode, Big Cuz asks "How big is this crater Nanna?" and she replies "Not sure... Maybe a hundred footy ovals could fit inside?". You could use a picture of an AFL field (oval), an NRL field (rectangle) and the crater (approximate circle) to teach students about shapes. There are also opportunities to begin explaining length and capacity, by exploring the area of each of these, in response to the estimate of 'maybe a hundred' footy ovals from Nanna.

The approximate measurements of these are:

Tnorala (Gosse Bluff) diameter: 22km. area: 1520.5308443375 kilometers² (1520530.8443375 meters²)

AFL field length: 100m. width: 80m. Area: 6283.1853071796 meters²

NRL field length: 100m. width: 68m. Area: 6800 meters²

The approximate number of times the area of an AFL oval could fit into the crater is: 242

and the approximate number of times the area of an NRL field could is: 223

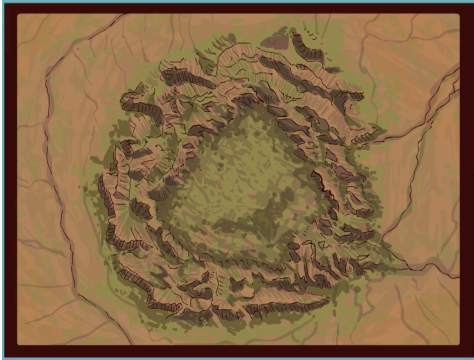
You may choose to draw or make a diagram or model of the crater and fields to demonstrate the size difference, to begin building an understanding of direct comparisons.

You may also choose to utilise ovals, rectangles, and circles as linked to this episode for students to build familiarity, recognition and descriptive skills with these shapes. A worksheet has been provided on the following page for your convenience.

Links to the Australian Curriculum:

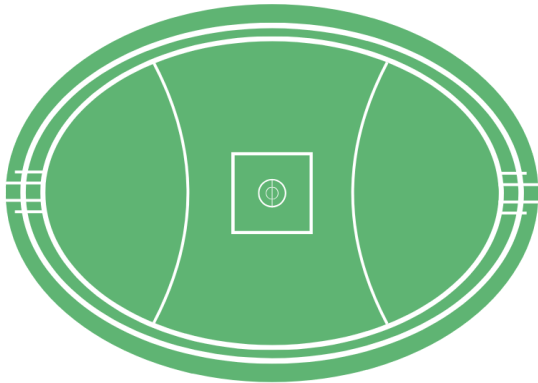
Code	Students learn to:
AC9MFM01	identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning
AC9MFSPO1	sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons

MATHEMATICS WORKSHEET



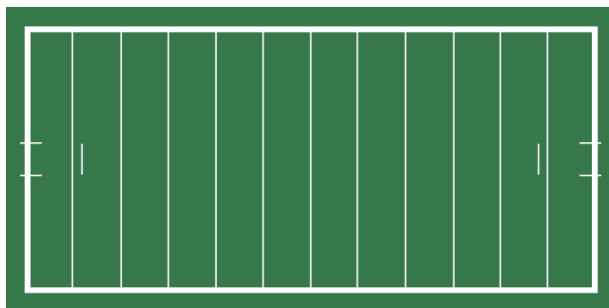
What shape is Tnorala/Gosse Bluff?

It is a _____



What shape is an AFL field?

It is an _____



What shape is an NRL field?

It is a _____

Science

This episode includes many scientific themes appropriate for Foundation Year and above. The most obvious aspect of this is the impact of a meteorite ie. a crater. There is an opportunity to guide students to engage in investigations safely and make observations using their senses.

We have designed an activity to supplement student learning about experiments, based on the idea of craters. **For this activity, you will need the following resources:**

- *three different sized balls* (we suggest a soccer ball, tennis ball, and a marble)
- *a container / tub of sand, or loose dirt, big enough to drop each of the balls into without the ball touching the sides.* (you could also choose to do this activity outside on soft earth).
- *a large print out of the worksheet, or your own version drawn on paper or a whiteboard.*
- *a ruler or measuring tape.*

The experiment:

This experiment involves the teacher/educator gathering students in a circle/semi-circle to observe the experiment. The teacher/educator will then drop different sized balls from the same height and measure the diameter of the 'crater' each ball leaves. Students will be asked to guess which ball will leave a crater that is "big", "medium" or "small".

Start a group discussion by asking students to guess "*Which ball do you think will leave the biggest crater?*". Make sure you allow time to respond to any questions, or to question students on their predictions. Fill out the 'predictions' section of the worksheet (or whiteboard/large piece of paper) with consensus from the whole class.

Then, after smoothing the sand/dirt, drop one of the balls, measure the crater, and take note of the size. Repeat for the additional balls. Fill out the 'observations' column on the worksheet. Lead a group discussion around the prediction and observations, explaining the outcomes.

This activity will help them build towards an understanding of gravity, and ideas of push/pull, and also builds their observation and prediction skills.

Links to the Australian Curriculum:

Code	Students learn to:
AC9SFI02	engage in investigations safely and make observations using their senses
AC9SFI03	represent observations in provided templates and identify patterns with guidance
AC9SFI04	compare observations with predictions with guidance
AC9SFI05	share questions, predictions, observations and ideas with others

SCIENCE WORKSHEET

Will the crater be BIG, MEDIUM or SMALL?

Which ball?	Prediction (Our guess)	Observation (What we saw)
		
		
		

Health & Physical Education

This episode features emotions such as *embarrassment* or *shame* as experienced by Little J regarding Nanna sharing a Western Arrernte story. He ends up feeling happy and excited when he realises his classmates all enjoy hearing from Nanna, and that Nanna's story is also respected by the other adults. 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 Little J's emotional expression, and creating space for children to share their own experiences of emotions:

- *"How do you think Little J is feeling when he doesn't want Nanna to share the Western Arrernte story?"*
 - (Answer: Little J is embarrassed)
- *"How can we tell Little J might be embarrassed? What does his body language look like?"*
 - (Answer: Little J hides his face when Nanna is going to share the Western Arrernte story when they are on the excursion at Gosse Bluff. Even though hiding your face isn't a sign of embarrassment in all cultures, and people hide their faces for a lot of reasons, it definitely seems like Little J is feeling embarrassed in this episode)
- *"Have any of you ever felt embarrassed? I know I have felt embarrassed before!"*
 - Using wording that normalises having feelings is good pedagogy, as it allows students to feel related to you.
- *"Does anyone want to tell us about a time that they have felt embarrassed?"*
 - Be sure to share your own story of feeling embarrassed (or make one up). It can be helpful to share something that may be relatable like feeling embarrassed when you don't know the answer to a hard question, but that it's important to try again.
- There are also opportunities for students to share about their families, by asking them if they have a Nanna or know someone who is a bit like Nanna. You can ask them what they love about that person. Be sure to model good listening and respect to the whole class if any students do share.

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

Little J & Big Cuz has an array of characters, who are all related to each other in one way or another, whether they are friends, family, classmates, or community members. In this Episode, some of the children refer to Mick as 'Uncle Mick' which is an indication of his relationship to the children as a respected community member, not necessarily the European understanding of what it means to be an Uncle (ie. by blood). Similarly, the family unit of Little J, Big Cuz and Nanna (who all live together) is not what might be considered 'traditional' in some cultures, but to many Aboriginal and Torres Strait Islander cultures, this is pretty normal!

These relationships are something that can be explored in History and Social Sciences, to encourage students' understandings of both themselves, and other people. On the following page, there is a *worksheet* for students to fill out with words or drawings (or both!) to help them understand their own families, as well as express an understanding of the importance of 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:

- *"Why do you think some of the kids refer to Mick as 'Uncle Mick'?"*
 - (Answer: Calling someone Uncle or Aunty is a sign of respect in many First Nations cultures. This might be different or the same as why you call people Aunty or Uncle)
- *"What does Uncle Mick do as a job?"*
 - (Answer: He's a Search and Rescue worker. He went on the excursion to Tnorala. He knows a lot about caring for Country, which is very important. We all care for Country too!)
- *"Who do Little J and Big Cuz live with? Do Little J and Big Cuz live with their parents?"*
 - (Answer: No, they live with Nanna and Old Dog. Nanna is the adult in their family, and that's pretty special for them because Nanna is very kind and has a lot of knowledge).
- *"Does anyone here live with their Nanna? ... What about a dog?"*
- *"Does anyone here have someone in their life who is a bit like Nanna? ... Who are they and what makes them special like Nanna?"*
- *"Does anyone have someone in their life who they call Uncle or Aunty? ... Who are they and what makes them special?"*

Links to the Australian Curriculum:

Code	Students learn to:
AC9HSFK01	the people in their family, where they were born and raised, and how they are related to each other
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 & SOCIAL SCIENCES WORKSHEET

<p>Who I live with</p>	<p>Someone important to me</p>
<p>Someone I know called Aunty or Uncle</p>	<p>How I care for Country</p>