



Indigenous Perspective Literacy unit of work: Malu Kangaroo

By Bronwyn Bancroft & Judith Morecroft

Curriculum area: English & Creative Arts

Stage: Early Stage 1

Weeks: 5-week unit

UNIT INFORMATION:

This Literacy unit of work is based on the book “Malu Kangaroo” by Aboriginal author and illustrator Bronwyn Bancroft and Judith Morecroft. This unit will run over 5 weeks, during these five weeks students will be exposed to a variety of Australian Indigenous perspectives that will be linked to the Australian curriculum. The students will learn about Dreamtime Stories, the many different journeys people take throughout life, Australian animals, Aboriginal Belonging and Aboriginal art and culture. This unit of work is focused on outcomes from the English and Creative Arts curriculum. Students will have the opportunity to share their journeys through story writing, storytelling, art, and learn new vocabulary along with some Aboriginal language for their area.

PURPOSE

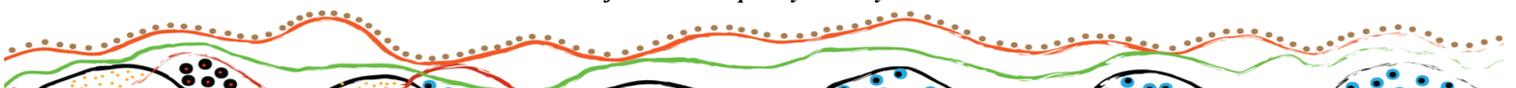
The purpose of this unit is to:

- Expose students of Australian Indigenous art and stories.
- Help develop student’s ability to become proud of their heritage and culture and be proud of who they are and where they come from.
- Provide students with the opportunity to write and create their own Dreaming Story and Aboriginal Artwork.

STUDENT OUTCOMES

By the end of this unit students will be able to:

- Identify and recognise different elements in a story; beginning, middle, end, characters, etc;
- Retell main events in the story using a variety of multimodal texts;
- Identify and discuss information about their own personal stories using Yarning circles;
- Share their personal experiences with peers in small group situations;
- Use a variety of visual and text media to present information about their own journey and culture using Google classroom, video blogs,
- Identify and discuss other Aboriginal Dream Time stories; eg: Tiddilick, How the Kangaroo got his tail, How the birds got their colour, etc;
- Create a drawing to answer focus questions using Aboriginal story telling symbols and is able to record themselves telling their own story or journey;
- Appreciate other cultures and peoples.





KEY BACKGROUND POINTS

- A lot of the children today have very low self esteem so please keep this in mind when asking children to share first or even share at all. Give them some time to experience success and give praise when they do. Most Indigenous children do not like to speak in front of large groups so maybe start with guided speaking and listening activities in small peer groups. (Provided in this unit of work are some key dialogue stems for children to give them prompts when in speaking and listening activities).
- Children need to know and value themselves before knowing and valuing others (cultures, people, education, life ...).
- You may want to use the stories of their journeys and art work and make a class book for the library, or even put up on classroom website for parent and their family members to enjoy. (Make sure to get parents permission before publishing on the internet unless your classroom website is a private domain).
- When asking children personal questions about their journeys make sure to be very mindful of students background, as most Aboriginal children get quiet upset when speaking about families, especially if they have deceased relatives.

CULTURAL & PROTOCOL CONSIDERATIONS

It is of utmost importance to consult with your AIEO's, Aboriginal Education staff at head office, or Aboriginal community members about aspects of the topic that need to be approached with careful consideration. Especially when speaking about family members as this could cause some very strong emotions that could lead to children being very upset. When working with Aboriginal vocabulary, meanings or even the correct pronunciation of words (Maybe ask parents if you could record them saying the words) make sure to check that it is correct for your area. You can always ask an Aboriginal parent, or your AIEO or give your Aboriginal Education staff at district office a call, they would only be too willing to help you and if not will be able to point you in the correct direction.

RESOURCES

Malu Kangaroo, a children's picture book by Bronwyn Bancroft, Oral speaking and listening prompt cards, access to YouTube for Dream time stories eg: Tiddalick, How the birds got their colours, How Kangaroo got his tail....etc.





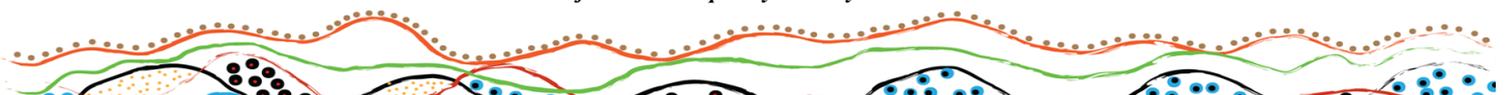
Unit outcomes and Indicators: Early Stage 1

<p>English outcome – Speaking and Listening</p> <p>OUTCOME: <i>Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction. ENe-1A</i></p> <ul style="list-style-type: none"> • communicate with peers and familiar adults about personal experience • respond to simple questions either verbally or non-verbally 	<p>English outcome – Writing and representing</p> <p>OUTCOME: <i>Composes simple texts to convey an idea or message. ENe-2A</i></p> <ul style="list-style-type: none"> • use opportunities to write in their home language and dialect and make basic connections with English, including Aboriginal languages and Aboriginal English 	<p>English outcome – Handwriting and using Digital Technology</p> <p>OUTCOME: <i>Produces most lower case and upper case letters and uses digital technologies to construct texts. ENe-3A</i></p> <ul style="list-style-type: none"> • write from left to right and leave spaces between words 	<p>English outcome – Reading and viewing</p> <p>OUTCOME: <i>Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies ENe-4A</i></p> <ul style="list-style-type: none"> • identify and compare similar ideas, characters and settings in texts • identify literal meanings presented in texts, eg character, setting and events • make connections between a text and own life
<p>English outcome – Spelling</p> <p>OUTCOME <i>Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling ENe-5A</i></p> <ul style="list-style-type: none"> • spell some common words accurately in their own writing • vocalise or subvocalise words when trying to write them 			
<p>Visual and Creative Arts outcome:</p> <p>VAES1.1 <i>Makes simple pictures and other kinds of artworks about things and Experiences</i></p> <ul style="list-style-type: none"> • talks about significant features and relationships within their artworks. 	<p>Visual and Creative Arts outcome:</p> <p>VAES1.2 <i>Experiments with a range of media in selected forms</i></p> <ul style="list-style-type: none"> • explores the qualities of different drawing media eg crayons, inks, pencils, textures 	<p>History outcome</p> <p>Hte-2 Demonstrate developing skills of historical inquiry and communication.</p> <ul style="list-style-type: none"> • Develop knowledge and understanding about key Australian Aboriginal historical concepts and develop the skills to undertake the process of historical inquiry. 	



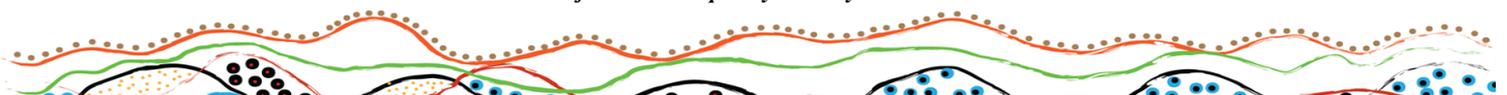


<i>Lesson sequence:</i>	<i>Resources:</i>	<i>Date and Reg:</i>
<p><u>Week 1:</u></p> <p><i>Lesson 1:</i></p> <ul style="list-style-type: none"> Introduce the literacy focus book for the unit. Show cover of the book and ask questions such as: What can you see? What type of tree do you think it is? Where do you think the story takes place? What makes you think that? What type of picture do you think it is? Why do you think that? What shapes can you see? (Make sure to get the students thinking about Aboriginal art and where Aboriginal people come from? Conversation should lead to a discussion about what they may know about Aboriginal people and their culture. #See notes at end of unit regarding Aboriginal people and their cultural beliefs. * You may want to ask your AIEO to speak about the culture if you feel you may not have enough background knowledge for the topic of discussion. Where do you think the story is set? Talk about the setting and what clues from the front cover can give facts about where it's set. Bring up the word prediction. What do they think it means? Can they make a prediction about what the story may be about? You may want to discuss the different types of environments? Surf? Ask for volunteers to discuss their experiences about going to the beach. Sharing of personal experiences. Students then go back to their desks and draw a picture of what they think the text may be about. Then teacher scribes what the picture is about. *You may even want to record their discussion about what their predictions are to put up on your classroom blog or website. After discussion of the front cover students draw a picture about their predictions and the teacher records their response for their picture. <p><i>Lesson 2:</i></p> <ul style="list-style-type: none"> Today look at the back cover and the blurb, read and discuss if there are any words they are unsure of. Think pair share activity – Get students while sitting to face each other knees touching (Knee to knee). Students then discuss with their partner what their predictions were yesterday? Get students talking about the art and their previous knowledge of Aboriginal people. Read first few pages of the story and discuss what has happened so far? Ask students did they predict any of what has happened so far? Discuss the word longing. Ask children if they have ever had a longing for something. Talk to children about receiving gifts, What gifts have they received? Have they ever given a gift to anyone? When do you usually receive gifts or give gifts? Why do you think Malu gave the gift of a surf board? Discuss. Students create their own artwork on Malu making the surf board. (Discuss how Aboriginal people used their natural surroundings to create tools and other items they needed. Aboriginal people never took more than they needed from the environment. Watch the short film clip from Michael Jarrett explaining the way traditional Aboriginal people in the Nambucca Heads area used the land and regenerated the area. While students are working on their art work, display the page Malu is creating the surfboard. You could also display on smartboard by showing the YOUTUBE video of Malu Kangaroo. (Stop video at 2.22) 	<ul style="list-style-type: none"> Picture book: Malu Kangaroo May need to ask AIEO to come and speak about Aboriginal culture. Picture book: Malu Kangaroo Art materials and paper Smartboard or Malu Kangaroo story book. 	



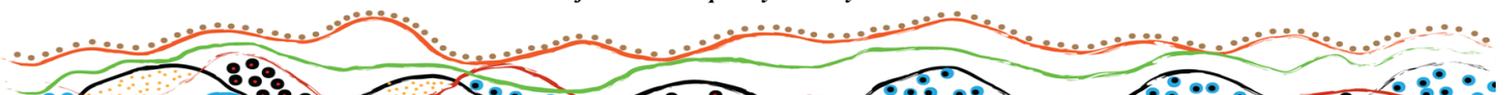


<p>Lesson 3:</p> <ul style="list-style-type: none"> Review with children what they did yesterday? What did Malu give as a gift to the first children? How did he get the gift? What gifts can you make from the natural surroundings on a beach. With students discuss which natural materials are found on and around the beach, make a list on the board. Now using these things what do they think they could make out of these materials. Eg: Shell necklace. What other things do you think Aboriginal people made and still make today using their surroundings and why would they make them? What purpose were they used for? (This would be a great time to discuss other areas and resources. Landscapes and resources around Australia) Show PowerPoint presentation provided with this unit of Aboriginal tools. Discuss which tools may have helped Malu build his surfboard for the First Children. Using a comic strip, students draw each step of how they think Malu made the first children's gift. <p>Lesson 4: (This lesson could be taken outside and students could sit under a tree)</p> <ul style="list-style-type: none"> Start the lesson with a yarning circle, students are asked to sit in a circle and then teacher places the message stick in the middle of the yarning circle. (If you haven't used a yarning circle with your students prior to this it would be wise to go over yarning circle rules with your class – see Yarning Circle posters. These could be used to introduce Yarning Circles). Teacher places the book Malu Kangaroo and the message stick in the middle of the yarning circle to discuss ideas and ask any questions they have had this week in relations to Malu Kangaroo. Great opportunity to discuss and yarn about lessons this week. <i>(revision and assessment, take notes)</i> Some questions you may like to start the discussion with are: What was your favourite thing you did this week learning about Malu Kangaroo? Why? Tell me what you think so far about Malu Kangaroo? What do you think will happen? Do you have any questions or statements you would like to add to our yarning circle? 	<p>Powerpoint presentation – Aboriginal tools.</p> <p>Comic strip worksheet</p> <p>Yarning circle posters and rules</p> <p>Malu Kangaroo</p> <p>Message stick (Find a stick outside and use that as a message stick, you could even paint it)</p>	
<p>Week 2:</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Read the rest of Malu Kangaroo to the students and have them draw a picture of their favourite part of the story and write a sentence using a dialogue stem. (Eg: My favourite part of Malu Kangaroo was when....). <p>Lesson 2:</p> <ul style="list-style-type: none"> Tell the students that in today's lesson they will be creating a word wall for Malu Kangaroo. Before reading Malu Kangaroo ask the students to see if they can try and look/listen for words that describe how Malu made the surfboard for the first 	<p>Malu Kangaroo Picture book</p> <p>Worksheet</p> <p>Malu Kangaroo</p>	





<p>children. (Past tense) Words like: <i>worked, shaped, rubbed, smoothed and floated</i>. Discuss with children if they can see something that's the same with each word. 'ed' past tense words have 'ed' added to the word so readers know they are past tense. Teacher places word wall cards on the board and discuss each word.</p> <ul style="list-style-type: none"> After reading and looking at past tense words students are asked: What did the first children do when they received the gift from Malu Kangaroo? Can you remember any words that described how they learnt to use their gift? (learnt to balance and guide it) Ask students if they could think of any words that the author used that they haven't heard before? Eg: Skimmed like flying fish, Leap like shinning dolphins, crest – riding the high crests and swoop and fly like the breakers. Teacher discusses each of these phrases and how they are using words to describe actions of animals. Students use play dough to make a scene of either three or play music and have students act out each of the three movements. <p>Lesson 3:</p> <ul style="list-style-type: none"> Have you ever been surfing? Sharing personal experiences of going to the beach or on a holiday. Talk about waves and how they break (Could show a short clip of the ocean and waves crashing). Students draw/paint a picture of the beach and waves. Discuss words that describe the beach, waves, sand etc. Teacher creates posters on A3 pages with Aboriginal boarders, make sure to use pictures for each word as students will need to use visual clues for the words. Students could use a range of different drawing media eg crayons, inks, pencils, textas to create art of the first children learning to surf. <p>Lesson 4:</p> <ul style="list-style-type: none"> Ask children to face each other and do knee to knee and discuss what they did in yesterday's lesson. (Beach scene) Students discuss their art work from yesterday, what things could they add? Discuss their sentence and does their picture show this? Students finish or add to their art works. Show and tell art works. (Pictures could be taken and used for See Saw app so parents can see their child work). 	<p>Word wall cards and pictures 1. 'ed' words.</p> <p>Show cards – 3. (A3 page print outs)</p> <p>YOUTUBE - Beach scene</p> <p>Aboriginal boarder – A3 posters</p> <p>Crayons, pens, texta's.</p> <p>Ipads for pics</p> <p>Crayons, pens, texta's.</p>	
<p>Week 3:</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Read Malu Kangaroo again focusing on where Malu came from and where did he return to at the end of the story. Discuss where might the tall tree country be. Look at the different scenes with in the book, the different countries. This could lead to a discussion about Aboriginal countries/tribes and language groups. Show a map of Australia today and a map of Indigenous Australia. Compare the two. Help students identify three Aboriginal nations that would have Aboriginal people living in sea country. Then identify 3 nations/tribes that might have tall trees. Colour these on the map in two colours representing sea country and then tall tree country. <p>Lesson 2:</p> <ul style="list-style-type: none"> Play game of hide and seek. (puzzle - Australian map) Teacher hides puzzle pieces somewhere in the classroom and students go and find them and put them back together. Could use either the simplified version of Indigenous map puzzle as well as Australian states and territories. Yarning circle activity outside. 	<p>Australia map (Google) & Interactive Indigenous languages Australia map</p> <p>Puzzles of maps.</p>	





<p>Questions: What did you learn about Australia and their first people? Open up discussion. You may want to organise a suitable time with your Aboriginal Educational Officer to join in on this discussion and answer some questions you may get in the yarnning circle.</p> <p>Lesson 3:</p> <ul style="list-style-type: none"> Start the lesson by revisiting the word wall. Revise words on the wall. Complete worksheets - draw themselves riding the waves like the first children. Teacher scribes the words for students if needed. <p>Lesson 4:</p> <ul style="list-style-type: none"> Read the story again this time with words from word wall covered in the text. Explain that after you read the story students will go on adventure looking for the words from the wall. You will hide the words outside and take students out to find them. After all words have been found students can sit in the yarnning circle and discuss what they know about the story and the words they found. 	<p>Yarning circle message stick</p> <p>Malu Kangaroo Word wall cards</p> <p>Message stick</p>	
<p>Week 4:</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Show a YouTube video of someone reading Malu Kangaroo and then discuss the beginning, middle and end of the story. Students draw what happens in the beginning, middle and end. Then write a sentence about each picture. (Use as a written <i>assessment</i>) <p>Lesson 2:</p> <ul style="list-style-type: none"> Dramatise sequence of story in small groups. Retelling the story to a partner or you could get students to come up with a play in small groups. (<i>Recorded Assessment</i>) <p>Lesson 3:</p> <ul style="list-style-type: none"> Read the story again this time telling the story using the pictures only. A great time to discuss the Dreaming and how Aboriginal people used stories to pass down rules and Lore of Aboriginal society. (Dreamtime video) What do you think this story tells? Rules? Responsibilities? To give gifts when visiting other countries/tribes, to share? Do they know of any other Dreaming stories? List them? Discuss what they think the moral of these stories are? Tiddalick the Frog. <p>Lesson 4:</p> <ul style="list-style-type: none"> Discuss how Aboriginal people used storytelling and what students know about it. Revise yesterday's lesson. Look at symbols used in story telling through art. Introduce cards with symbols on it and ask students to draw each symbol in their books with coloured pencils. 	<p>Smart board – YouTube</p> <p>Assessment worksheet</p> <p>Dreaming video</p> <p>symbols Aboriginal story-telling symbols</p>	
<p>Week 5:</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Revise last lesson about story telling symbols used in art. Show Aboriginal art PowerPoint. Revise each symbol students will be working with today while making up 	<p>Aboriginal art symbols PP.</p>	

