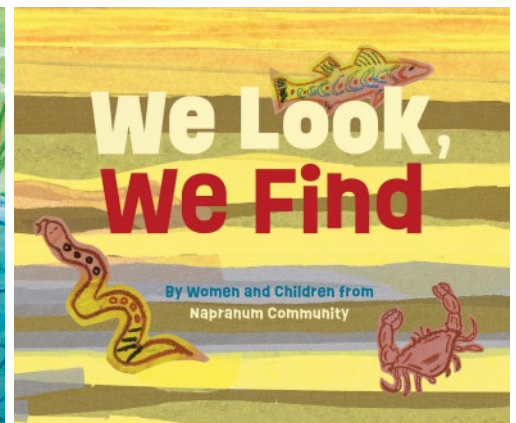
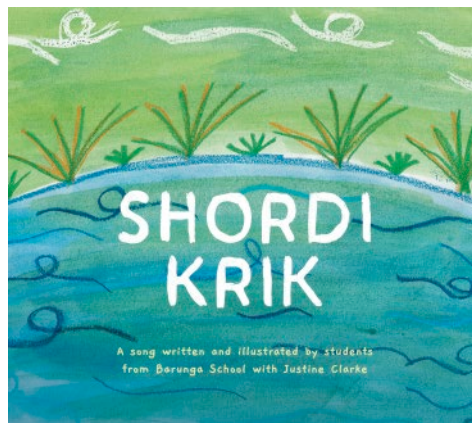
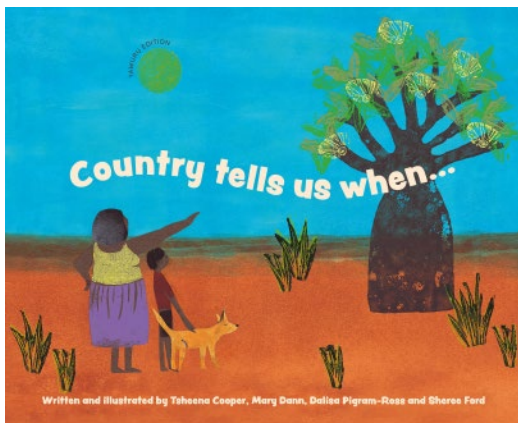


2023 Celebrating Stories, Cultures and Languages



TEACHER'S RESOURCES For Stage 2 and 3 Learners

CURRICULUM LINKS

The Indigenous Literacy Day (ILD) 15-minute FILM and 45-minute LIVESTREAM is an online celebration of Stories, Cultures and Languages. It will take you on a virtual journey to three remote Indigenous Communities. Viewers will gain a deeper appreciation of Indigenous books, songs, languages, Elders and Countries. ILD will celebrate *Shordi Krik* from the Barunga Community in English and Kriol, *Country Tells Us When...* in English and Yawuru from a school in Rubibi (Broome), and *We Look, We Find* which celebrates Thaynakwith language from Napranum.

ILD is an opportunity to share and learn about the diversity of Aboriginal and Torres Strait Islander peoples' stories, cultures and languages, and celebrate books and literacy. We encourage you to engage students using the four activities below.

CURRICULUM LINKS FROM ILF AMBASSADOR SHELLEY WARE AND AUSTRALIA POST

Australian Curriculum v9.0

Australian Curriculum v8.4

Cross Curriculum Priorities	Aboriginal and Torres Strait Islander Histories and Cultures v9.0	Aboriginal and Torres Strait Islander Histories and Cultures v8.4
Country/ Place	First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A_TSICP1	Aboriginal and Torres Strait Islander communities maintain a special connection to, and responsibility for, Country/Place. OI.2
		Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. OI.3
Culture	First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property. A_TSIC	Aboriginal and Torres Strait Islander societies have many Language Groups. OI.4
		Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing. OI.5
	First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A_TSIC2	

[Source: ILF Ambassador Shelley Ware's Australia Post Teacher Resources](#)

HOW TO USE THE BOOKS IN YOUR CLASSROOM

Activity 1

These stories are incredibly important to the Communities who created them. They allow the students to see their lives, Countries, Communities and languages reflected in books, encouraging literacy. Learn about why these books are important to the students in these remote Communities [here](#).

Ask the children in your class to think of a book that they relate to or that is important to them. If they can't think of a book, they could choose a story told to them, a TV show, or a movie.

Key Question:

What makes this story so special for you?

Activity 2

In the FILM and LIVESTREAM, Barunga Remote Community School students, Jessica Mauboy and Justine Clarke will sing the *Animurl Song*, [Words Make The World Go Around](#) and [Shordi Krik](#) in English and Kriol, an Aboriginal language widely spoken on the top end of Australia. You can learn about Kriol [here](#).

Building a relationship with and learning from your local Community is really important, and can make this extra special. Can you connect with the Indigenous Elders of the [Country your school is based](#) and ask them to teach you some words in the local Aboriginal language?

- Learn some words in Kriol and in the First Language of the Country you are based and continue to use the words throughout the year.
- Research words from the Country you are based using a resource developed by First Languages Australia. *Gambay* is an [interactive map](#) that displays and promotes the diversity of Aboriginal languages and Torres Strait Islander languages.
- Have the children make a book using the words in a First Language from the Country your school is located. The children can illustrate the words and take the book home to share with their families.

Activity 3

In the [ILD FILM](#) the children from Barunga Remote Community School go to their local creek to play, sing, explore and swim. The spot is called Shorty Creek, or “Shordi Krik” in Kriol. This is a place that is very special to them.

Key Question:

Where is a place that is very special to you? What do you do there? And why do you think this place is important to you?

Does anyone else like playing at a certain place in their community? And if so, how does this place make them feel? Have children share what they like to do in this place. You can then talk about why they think Shorty Creek is special to the kids from the Barunga Community School.

Activity 4

[The three books featured in the ILD](#) video are new bilingual stories available on ILF's online shop shop.ilf.org.au. They are stories about being on Country with Elders, learning, playing, connecting to culture and learning language.

Read the books to the children. You can hear the stories in both English and Aboriginal languages by scanning the QR codes on the books.

- Show the books to the children. Based on the covers of the stories alone, ask the students to guess what the stories are about.
- After reading them, ask the children to summarise each story in a sentence.
- What makes each book different? And what is similar? What parts are similar to the place that you live?
- For Aboriginal and Torres Strait Islander Peoples, storytelling is used to teach young people important life lessons about caring for Country and for each other. Ask them what they think the moral of each story is.
- Show students the [AIATSIS Map of Aboriginal Australia](#) and point to where the stories are from.

- Ask the students why they think it is important to understand the landscapes around them. Ask them why it is important to look after the environment, and what they like about the environment that they live or go to school in?
- Take the kids outside and get them to find certain plants, animals, maybe even some of the things that are in the book.

More resources

- ILF Ambassador Shelley Ware has developed Teaching Resources for incorporating Country Tells Us When... into your classroom: [Shelley Ware and Australia Post Teacher Resource](#)
- If you are a school, register for SharingStories Foundation cultural education portal - Jajoo Warrngara - the Cultural Classroom: sharingstoriesfoundation.org/education/
- For children's books and young adult books written and illustrated by First Nations authors, visit shop.ilf.org.au and [Magabala Books](#).
- If your school doesn't have a Reconciliation Action Plan yet, here is where you can get started: narragunnawali.org.au/raps/what-is-a-rap
- Learn about Aboriginal Australia: [AIATSIS Map of Aboriginal Australia](#)
- Watch Aboriginal and Torres Strait Islander children's stories: [iView Childrens' Day Resources](#)
- Learn more about Kriol with this blog written for children and adults: [What is Kriol? Resource](#)
- Incorporate an Acknowledgement of Country into your celebrations to teach children about the importance of Country: [How to do an Acknowledgement of Country](#)

On behalf of the team at the Indigenous Literacy Foundation, we really hope you and your students enjoy the 2023 Indigenous Literacy Day celebrations and learnings. Please share any feedback you have about these Teacher Resources to marketing@ilf.org.au.