



The Indigenous Literacy Foundation proudly presents

# Indigenous Literacy Day

## 2025 STRENGTH IN OUR STORIES

### TEACHER GUIDE

#### GRINJ DET K'TAUN KROK! GRINCH THE K'TOWN CROC!

Written and illustrated by students from Katherine High School  
with David Lawrence

Teacher resources written by Shelley Ware

### ACKNOWLEDGEMENT OF COUNTRY MESSAGE

We acknowledge the Traditional Owners of the land on which you read and enjoy *Grinj Det K'Taun Krok! (Grinch The K-Town Croc!)*, acknowledging their connection to culture and land, see and sky Country. We pay respects to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander Peoples.

### Message from Shelley Ware

The Indigenous Literacy Day's (ILD) theme for 2025 is *Strength In Our Stories: For Now and Future Generations*. ILD is a day to celebrate First Nations Stories, Cultures and Languages. *Grinj Det K'Taun Krok! (Grinch The K-Town Croc!)*, a book written in English and Kriol by the students from Katherine High School, is a perfect choice to celebrate this year's ILD theme. By sharing stories, we connect in both similarities and differences that make us unique and beautiful, learning the lives of others makes us richer as individuals and as a country. *Grinj Det K'Taun Krok! (Grinch The K-Town Croc!)* is full of lessons, culture and a humour that captures you at every page. There are some serious classroom giggles ahead!

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## MESSAGE & OVERVIEW

DAVID LAWRENCE  
MENTOR AND WORKSHOP FACILITATOR

*"I was lucky enough to work with the boys on this amazing book called Grinch the K-Town Croc. I gotta say when I first met the boys they had a lot of energy. I spent the first hour just watching them bounce around the room left, right, up, and down all around the place. And it cost me a fortune with the chiropractor the next week! But somehow they came up with this most amazing story. It really is a brilliant story. Everyone I've told about it just loves it and wants to get a copy. So I wanted to congratulate all the boys for this fantastic book. It is an absolute cracker and I recommend everyone reads it. And I really look forward to seeing the boys at the Sydney Opera House in September. You boys deserve all the credit you get because it is a brilliant book."*



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## BACKGROUND INFORMATION FOR TEACHERS

This guide supports teachers as they explore the language and themes of *Grinj Det K'Taun Krok! (Grinch The K-Town Croc!)* book written in English and Kriol. This book is available on the [Indigenous Literacy Foundation's shop](#) and can also be accessed via [audio recording](#) read by students Jayshaun and Walker.

This book was written by the students of Katherine High School. For your reference, many locals and Aboriginal people call the town of Katherine “K'Taun” in Kriol or “K'Town” in English in their everyday speaking.

To prepare, it is recommended that teachers complete the following professional reading, listening and viewing.

## Create a culturally safe space in your classroom

Take some time to read this valuable resource from [SBS Learn](#) on how to create a culturally safe space for First Nations children in your classroom in a way that will benefit your whole school community. [Aboriginal and Torres Strait Islander Protocols Guide – for Teachers | SBS Learn](#)

## Listen to the story

On the back cover of the book, available through the Indigenous Literacy Foundation shop, you will see a [QR code to access and listen to](#) reading *Grinj Det K'Taun Krok! (Grinch The K-Town Croc!)* in English and Kriol.

## Acknowledgement of Country

If you haven't written one as a class before, use one from this website until you create your own meaningful Acknowledgement of Country as a class. Here I give you advice on how to deliver an Acknowledgement of Country from the heart. The video recording has been translated into Arabic and Mandarin if needed. [How to: Deliver an Acknowledgement of Country | SBS Learn](#)





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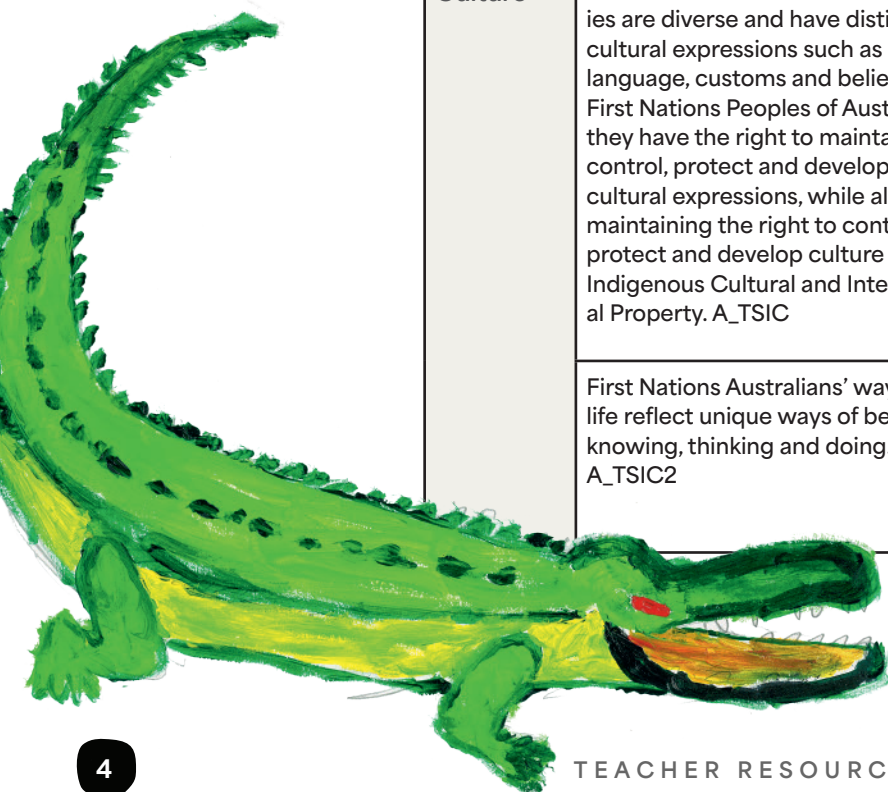
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## CURRICULUM LINKS

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
	First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A_TSIC2	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing. OI.5





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## LESSON OVERVIEW

**Lesson 1:** Indigenous literacy study - *Grinj Det K'Taun Krok!* (Grinch The K-Town Croc!)

**Lesson 2:** Learn more about the Katherine - K-Taun - K'Town Community

These lessons can be used in this order or you can utilise the lessons as they suit the needs of your classroom and school.

LESSON 1: Indigenous literacy study - <i>Grinj Det K'Taun Krok!</i> (Grinch The K-Town Croc!)	Duration: 50-60 minutes
<b>Resources</b> <ul style="list-style-type: none"><li>• <a href="#">How to: Deliver an Acknowledgement of Country   SBS LearnYarning Circles - Wingaru</a></li><li>• <a href="#">Map of Indigenous Australia   AIATSIS corporate website</a></li><li>• <a href="#">Explainer: the largest language spoken exclusively in Australia - Kriol</a></li><li>• <a href="#">Why does the Northern Territory still let people set off their own fireworks on Territory Day? - ABC News</a></li><li>• <a href="#">Mela Langguj (Our Language) - Kriol by the Indigenous Literacy Foundation</a></li><li>• <i>Grinj Det K'Taun Krok!</i> (Grinch The K-Town Croc!) Written and illustrated by students from Katherine High School with David Lawrence</li></ul>	
<b>Learning intention</b> <p>In this lesson we will:</p> <ul style="list-style-type: none"><li>• Explore and celebrate Kriol language</li><li>• Further develop connection to Country</li><li>• Celebrate that our imaginations are different and beautiful.</li></ul>	
<b>Acknowledgment/Welcome to Country</b> <p>Take your students outside onto Country and ask them to sit in a yarning circle.</p> <ul style="list-style-type: none"><li>• Ask them to close their eyes or bow their heads and share in a Welcome/ Acknowledgement of Country together.</li><li>• Ask the students to sit still and listen, look, smell and feel Country for a few minutes. Ask them to note how they feel in their body and mind when they take this quiet time to connect with Country.</li></ul>	

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## Before Reading

- Show your students the cover and ask them what they think the book is about?
- Where do they think this story is set and why?
- Show them the [AIATSIS Map](#) and show them where Katherine High School is located.
- Explain that Katherine High School is located on Jawoyn, Dagoman and Wardaman Countries and has been a meeting place for these three language groups for many thousands of years.
- Share with your students that this is a bilingual book and that they are going to hear and learn how to speak some Kriol together.

## Listen to the story

- Before you read the book, have your children close their eyes or bow their heads and listen to *Grinj Det K'Taun Krok! (Grinch The K-Town Croc!)* by using the QR code at the back of the book.
- What did they notice about the Kriol language?
- What did they imagine the Kroc (crocodile) looked like after the fireworks exploded?

## Activity - What did your imagination see?

- Go back to their desks and paint/draw a picture of what they imagined the Kroc (crocodile) looked like after the fireworks exploded in his mouth.
- When they are finished ask your students to have a "gallery opening" and hold up their artwork for everyone to see, what their imaginations imagined the rainbow-coloured flashing Christmas tree Kroc (crocodile) looked like.
- Celebrate that their imaginations are different and beautiful.

## Now it's time to read!

**During reading. ( There are no page numbers so be mindful of when to stop and ask the following questions)**

- Do you find Krocs scary? Why?
- Why do you think Grinch was scaring the children?
- What do you imagine Grinch's laugh sounded like?
- Would you swim at Knotts Crossing or Donkey Creek?
- Do you know how they got the fireworks?
- Do you feel sorry for Grinch?



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## After Reading - Ask your students.

- Do you think Grinch likes his new colours?
- Would you swim in Knotts Crossing or Donkey Creek now?
- Do you know why fireworks are legal for one day only, in the Northern Territory?
- Do you think they taught Grinch a lesson?
- Do you think they could be friends now?

## Creating a book - Not scary anymore!

- Create your own 'Not Scary anymore' book - inspired by *Grinj Det K'Taun Krok!* (*Grinch The K-Town Croc!*)
- Tell the students: *Everyone has been scared by something or someone before. What is your funny revenge to make sure they or it doesn't scare you anymore?* Create a class book full of things that are not scary anymore due to your masterminds and clever funny imaginations.
- For example: Maybe spiders end up with magic dance shoes that do silly dances all day. Or people who scare you when you aren't looking, glow in the dark or honk loudly when alone, so they can't scare you anymore. I'm sure your imagination is better than mine, at the ILF we would love to see some of your pictures, so please send us some photos on our socials

#GRINJDETKTAUNKROK #GRINCHTHE KTOWNCROC #ILF #ILD.

## Share a copy

You may choose to send a photo of your paintings to the authors from Katherine High School too, so they can see how their book inspired you to use your imaginations too.

## EXTENSION ACTIVITIES

### Further exploring Kriol together

Listen to the Kriol and then the English. Can you start to hear patterns in the Kriol words? What do you notice about the Kriol language? Write a sentence using the Kriol words in *Grinj Det K'Taun Krok!* (*Grinch The K-Town Croc!*) then swap with a partner and see if they understand your Kriol.

### What next for Krock-Croc?

If you know how to speak Kriol, record and/or write a paragraph in Kriol about the adventures that Grinch gets up to next and draw a picture too. If you don't know Kriol, have a go at adding some Kriol words in your English paragraph about Grinch's new adventures as a rainbow-coloured flashing Christmas tree.







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## LESSON 2: Learn more about the Tjuntjuntjara Community

Duration: 30-60 minutes

### Resources

- [Crocodiles](#)
- [Home - Katherine High School](#)
- [Jawoyn Facts for Kids](#)
- [Dagoman Facts for Kids](#)
- [Wardaman people Facts for Kids](#)

### Learning intention

In this lesson we will:

- Connect proudly to Country
- Learn about the Country, the Katherine High School is built on.
- Celebrate the Country your school is on
- Share in their pride of the Country their school is built on

### Create a fact sheet

- Allow time for your students to research the Jawoyn, Dagoman and Wardaman Countries and the Katherine Community.
- Write 5 facts that they think are important to add to the class fact sheet.
- You may choose for them to make their own fact sheet.
- Create a fact sheet together highlighting the Jawoyn, Dagoman and Wardaman Countries and the Katherine Community's proud connection to Country, Cultures and their traditions.
- Add it to the back of the book or make a book of individuals facts sheets

### AIATSIS Indigenous map

- Hang your [AIATSIS map](#) in the classroom and pin facts and photographs about the Country your school is built on and the Countries Katherine High School is built on.
- This will allow others to learn about and connect to a different Country.
- Hang it in a public area of your school or invite other classes to come and learn more too.





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## Extensions

### Explore Aboriginal people's connections to crocodiles

Even though *Grinj Det K'Taun Krok!* (*Grinch The K-Town Croc!*) is a funny story about crocodiles, many Aboriginal people have a spiritual connection to crocodiles. There are significant Dreaming Stories, cultural practices, protocols and beliefs about the importance of Krocks-Crocs in many Aboriginal people's lives, further explore this with your students.

### Write a letter

You may choose to write a class letter to the children and authors from Katherine High School and thank them for sharing this story with you. Expressing what you loved about it and how it helped you connect further to the Country your school is built on.

### Invite a Local Elder

Invite a local First Nations Elder or respected community member into your classroom to help add the local First Nations language to your book, so you can create a bilingual book too.

Take your class outside regularly, to listen and feel Country so they can build a connection to Country that is authentic and meaningful.

