



The Indigenous Literacy Foundation proudly presents

# Indigenous Literacy Day

## 2025 STRENGTH IN OUR STORIES



### TEACHER GUIDE

#### INDIGENOUS LITERACY DAY VIDEO RESOURCES

Featuring ILF books

*Where's my Minya Marlu?* by Mia Speed and *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 are watching the Indigenous Literacy Day (ILD) FILM and Gadigal, Wirangu, Ngaanyatjarra, Jawoyn, Dagoman and Wardaman Countries where the ILD film was captured. We acknowledge these Communities' connections to culture and lands, seas and skies.

We pay respects to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander Peoples.

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## Message from Shelley Ware

The Indigenous Literacy Day's (ILD) FILM takes you to 3 remote Aboriginal Communities from the top of Australia to the bottom where you learn more about Country, the people and their cultures through storytelling.



The theme for 2025 is ***Strength In Our Stories: For Now & Future Generations***. ILD is a day to celebrate First Nations peoples' stories, cultures and languages. In the ILD film 2 incredible bilingual ILF books are showcased, firstly [Where's my Minya Marlu](#) written by Mia Speed celebrating Wirangu language and the hilarious [Grinj det K'Taun Krok! \(Grinch the K'Town Croc!\)](#) - a book written in English and Kriol by the student authors from Katherine High School. You also hear the oral ancient art of storytelling from Miss Daisy as she shares stories of Ngaanyatjarra Country with you. Enjoy this gift of storytelling with your students and Community.

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## BOOK AUTHORS MESSAGE & OVERVIEW

*“The Indigenous Literacy Day 2025 FILM celebrates multigenerational connection to storytelling in Aboriginal Communities. This year’s theme celebrates the continuation of Aboriginal Oral Storytelling, as well as the creation of books as living cultural assets, and the ways in which these stories are being shared and passed down forever into the future. The FILM will teach your students about how Aboriginal people in remote Communities are keeping the next generation strong and advocate for the importance of culture. When watching this film with your students, ensure you consider the themes of song, dance, connection to Country, and how stories told by kids, for kids, is supporting Community aspirations.”*

SAYS ILF CEO BEN BOWEN.



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## BACKGROUND INFORMATION FOR TEACHERS

This guide supports teachers to further explore the language and themes celebrated throughout the 2025 ILD FILM **Strength In Our Stories: For Now & Future Generations**. The FILM will take you on a virtual visit to 3 different Aboriginal remote Communities together. Two ILF books are celebrated, one the Wirangu and English book *Where's my Minya Marlu?* and the other is the Kriol and English book *Grinj det K'Taun Krok!* (*Grinch the K'Town Croc!*) written by students from Katherine High School. For your reference, most Aboriginal people call the town of Katherine "K'Taun" in Kriol and "K'Town" in English for short in their everyday speaking.

Both books are available on the Indigenous Literacy Foundation's [online book store](#).

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 books, available through the Indigenous Literacy Foundation, you will see a QR code to access and listen to author Mia Speed reading *Where's my Minya Marlu?* and student authors 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 recordings have been translated into Arabic and Mandarin. How to: [Deliver an Acknowledgement of Country | SBS Learn](#)



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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	The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally. A_TSIP3	Aboriginal and Torres Strait Islander societies have many Language Groups. OI.4
People	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_TSIC1	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 Day Video](#) - Oral and Written Storytelling

**Lesson 2:** Learn more about Ceduna, Koonibba, Warakurna and Katherine (K-Taun - K'Town) Community and the Aboriginal Country they are on. Explore Songlines further.

**Lesson 3:** Link to complete teacher resources for the ILD book *Grinj det K'Taun Krok! (Grinch the K'Town Croc!)*

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 Day Video

Duration: 50-60 minutes

#### Resources

- [Indigenous Literacy Foundation's 2025 ILD FILM linked](#)
- [How to: Deliver an Acknowledgement of Country | SBS LearnYarning Circles - Wingaru](#)
- [Map of Indigenous Australia | AIATSIS corporate website](#)
- [Explainer: the largest language spoken exclusively in Australia - Kriol](#)
- [Where's my Minya Marlu?](#) By Mia Speed
- [Grinj det K'Taun Krok! \(Grinch the K'Town Croc!\)](#) by students from Katherine High School with David Lawrence
- [Watch The First Inventors | Stream free on SBS On Demand](#)
- [Teaching resources - First Nations - STEM - NITV and Network 10 Documentary](#)

#### Learning intention

In this lesson we will:

- Explore and celebrate Aboriginal languages in 3 remote Communities.
- Celebrate oral and written storytelling
- Further develop connection to Country.

#### Acknowledgment/Welcome to Country

Take your students outside onto Country and ask them to sit in a yarning circle.

- Ask them to close their eyes or bow their heads and share in a Acknowledgement of Country together.
- 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.





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## Watch the Indigenous Literacy Day Video as a class (20 minutes)

- Watch the [ILD 2025 FILM](#) where ILF Ambassador Bianca Hunt talks about the art of storytelling and why it is so important to First Nations peoples of Australia. You will need to [register](#) to watch and then you will be directed to the Youtube link.
- When you have finished make sure you stay online (45 minutes) to enjoy the rest of the ILD celebrations - who knows you might just get to meet Grinj himself.
- Once the ILD celebrations are over at the Sydney Opera House, we have some ideas here to help you continue your celebrations in your school and classroom together.

## Personal connection to Storytelling

- Ask your students how stories get passed down in their families or Communities. Ask them if they always write them down.
- Explain that Aboriginal people have a rich history and tradition of oral storytelling, used to share history, values and connection to culture, Community, Country and so much more.

## Teacher - Oral Storytelling

- Retell the story of *Grinj det K'Taun Krok!* (*Grinch the K'Town Croc*) or *Where's my Minya Marlu?* to your students without reading the text. You can use language cards to help you remember the language used within.
- Use gestures, pauses, voice changes and eye contact.

## Students - Oral Storytelling

- Ask your students to have a think of a short 1 -2 minute story they want to share. Allow them time to plan the story in their heads.
- Encourage them to be inspired by the *Grinj det K'Taun Krok!* (*Grinch the K'Town Croc*) and/or the *Where's my Minya Marlu?* story you just retold.
- Set the timer and get them to share the story with a partner, encourage them to be as vibrant as you were.





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## Students - Written Storytelling

- Now ask your students to write their 1-2 min story down on paper.
- Ask your partner to now read each other's story.
- Did they prefer the written or oral storytelling when delivering the story?
- For the person listening to the story, what did they prefer? Being told verbally or reading it on paper?
- What did you notice was different and the same about the written and oral story?

## Yarning Circle Discussion

Now as a class sit in a yarning circle and discuss overall feelings and observations. Questions could include:

- Out of the oral and written stories, which story did you enjoy more, and which story kept your attention more?
- Did they feel more excited or curious during the oral story or the written one?
- Which story do you remember more details from?
- Did reading it yourself make you imagine things differently from hearing it?
- What value do oral and written storytelling hold?
- Take the yarn wherever it leads you

## EXTENSION ACTIVITIES

### Watch Episode 2 of *The First Inventors- Science of Story* (46mins) Rated G on Clickview

- As a class watch Episode 2 of *The First Inventors - Science of Story* to learn how Oral Stories can accurately store vital knowledge. Learn about a Tiwi Islands Creation Story, Murujuga - Stories on the Sea Bed, Science of Memory, Songlines explainers and navigating the desert by day and night through storytelling. A brilliant series that clearly explains the power and knowledge shared in Oral Storytelling. There are teacher resources to further help support your viewing on SBS Learn [Teaching resources - First Nations - STEM - NITV and Network 10 Documentary](#)





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## LESSON 2:

Learn more about the ILD Remote Aboriginal Communities highlighted in Video

Duration: 30-60 minutes

### Resources

- [Map of Indigenous Australia | AIATSIS corporate website](#)
- [Wirangu language Facts for Kids](#)
- [Ngaanyatjarra Facts for Kids](#)
- [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 Countries celebrated in the ILD video
- Celebrate the Country your school is on
- Share in their pride of the Country their school is built on

### Create a fact sheet

- Divide your class into small groups and allow time for your students to research the places celebrated in the ILD film.
  - Ceduna and Koonibba - Wirangu Country
  - Warakurna - Ngaanyatjarra Country and
  - Katherine - Jawoyn, Dagoman and Wardaman Countries
- Write 5 facts that they think are important about each Community, 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 Wirangu, Ngaanyatjarra, Jawoyn, Dagoman and Wardaman Countries and their Communities' proud connections to Country, cultures and their traditions.
- Add it to the back of the books celebrated or make a book of individuals facts sheets



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## 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 celebrated in the ILD film.
- This will allow others to learn about and connect to a different Country. (Unless the students are from the places celebrated in the ILD film of course!)
- Hang it in a public area of your school or invite other classes to come and learn more too.

## EXTENSION ACTIVITY

### Songlines

After watching episode 2 of *The First Inventors, Science of Story*, spend some more time exploring Songlines with your class. Explore the power of sharing knowledge in a song. Ask them - what do they find easier to remember, a song or a list of words? You may choose to ask a local Elder in to share more about Songlines with your class. A great resource to learn more about Songlines, is the younger readers and adult version of the book [First Knowledges - Songlines](#) by Margo Neale and Lynne Kelly. A must for all classrooms and schools.

### LESSON 3:

Complete the Teacher Resources for *Grinj det K'Taun Krok! (Grinch the K'Town Croc!)*. These free resources are available [HERE](#).

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

