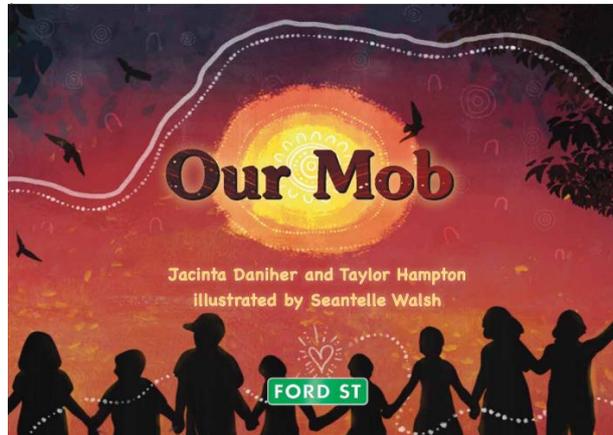


OUR MOB

WRITTEN BY JACINTA DANIHER AND TAYLOR HAMPTON

ILLUSTRATED BY SEANTELE WALSH



Teacher Notes

Written to provide teachers with Australian Curriculum linked lessons that are related to the text, Our Mob.



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SUMMARY

Our Mob is a children's text, recommended for ages 3 to 8 years, written from the perspective of Aboriginal children from many different Countries. Each page shows a variety of different experiences the children engage in with their families including camping, fishing, painting, cooking damper, playing musical instruments and much more. The text is beautifully illustrated to show images of different Aboriginal children today. Some pages are inspired by real children – the co-authors' children and the illustrator's niece. Our Mob depicts diversity throughout the Aboriginal culture and encourages acceptance of all regardless of appearance.

ABOUT THE AUTHORS

Our Mob is co-authored by Taylor Hampton and Jacinta Daniher. Taylor is a proud Ngiyampaa/Wiradjuri man, and Jacinta is an early childhood educator. Together they have two children, Ella and Arlo. Taylor and Jacinta share a passion for educating young people about Aboriginal Culture. Ella and Arlo have inspired them to create a picture book that reflects their culture and experiences as young Aboriginal children growing up in Australia today. Together they established Birrang Cultural Connections in 2019 to offer cultural workshops with the vision to provide children and young people the knowledge of Aboriginal culture.

ABOUT THE ILLUSTRATOR

Seantelle Walsh is a contemporary Noongar artist, born and raised in Boorloo, Perth (Whadjuk Country). Through her mother, Seantelle is connected to the Perenjori Balardong area and the Wilman Tribe from Gnaala Kala Boodja region. Her diverse practice involves studio-based paintings, digital work, murals and public art. Seantelle has delivered creative workshops which encourage cultural diversity with a contemporary perspective on Aboriginal Art and Culture. She has also created public art for Westfield Whitford City, Hawaiian Park Centre, Watercorp, and designed the Women's Wallaroos First Nations jersey for Rugby Australia.

LEARNING ACTIVITIES

The unit of lessons below focuses on analytical literacy skills and science skills from Foundation to Year 2. The lessons can be completed as a sequence, or stand alone to compliment an existing unit planner. Australian Curriculum links have been included to support teachers in their planning and reporting.

LESSON 1 – LANGUAGE: LANGUAGE VARIATION AND CHANGE

Learning Intention: We are learning that Australia is enriched with many cultures and languages.

Success Criteria:

- ★ I understand that there are many different Aboriginal languages.
- ★ I can identify important words in my own language.

Tune In: Read the text aloud to the class. Asking students to repeat the coloured words on each page.

Class Activity: As a class, brainstorm what some important words in our language are. Use examples like 'hello', 'goodbye', 'please', 'thank you'. Discuss how every language, including sign language, has these important words in order for people to communicate, share knowledge and tell stories. Ask if anyone in the room knows how to say an important word like 'hello' in another language.

Individual Activity: Read through the book again, only reading the coloured words. Noting that how different Indigenous Australian groups have different languages, even though they all live in Australia. Learn how the Indigenous Australians local to your area say 'hello' in their language. Mark your location on a map of Australia and write the word for 'hello' next to it. Students can colour in a map of Australia using the resource included below.

Reflection: Sit in a circle and go around with each student saying hello in a language of the student's choosing.

LESSON 2 – EXPRESSING AND DEVELOPING IDEAS: COMPARE AND CONTRAST

Learning Intention: We are learning to analyse characters by comparing and contrasting them.

Success Criteria:

- ★ I can make a comparison between two children in the text.
- ★ I can identify a contrast between two children in the text.
- ★ I can provide evidence from the text to support my opinions.

Tune In: Discuss how we are going to be talking about things that are the same and things that are different. Can you find someone in the room who has the same hair colour as you? Can you find someone in the room who has a different pencil case than you?

Class Activity: Tell students that we will be looking at the different children in the book and finding things that are the same and different to each other. Flick through the pages and remind students of who the children in the book are. Possible comparisons can include what characters look like, what they enjoy doing, who they talk about. Examples for discussion; Kaya's mum painting the stars and Eli's uncle telling stories about the stars. Nash and Thea both paint animals and use painting to tell stories. Lylah, Kaiden and Addie all refer to fire as part of their family's gatherings and traditions. Most children mention their ancestors and connecting to Country. Ella and Hadley both talk about how they like music and celebrating it with others.

Individual Activity: Students choose two children from the text and identify at least one similarity and one difference between them.

Reflection: Students sit in a yarnning circle to discuss and share their work.

LESSON 3 – LITERATURE AND CONTEXT: MAKING CONNECTIONS

Learning Intention: We are learning to make connections with the text to improve our understanding.

Success Criteria:

- ★ I can make a text-to-self connection with a character or event.
- ★ I can make a text-to-text connection with a character.
- ★ I can make a text-to-world connection with a character.

Tune In: Last lesson we talked about the children in the book and how they are the same and different to each other. Today we are going to make some more connections with these children. The more connections we can make with a text the more we will understand it and enjoy it.

Class Activity: Discuss text-to-self, text-to-text and text-to-world connections. Sit in a yarning circle and discuss each connection one at a time, providing an example yourself then asking each student to share a connection. Text-to-self connections could be identifying with a hobby (dancing, finishing, painting) or family link mentioned in the book. Text-to-text connections could include other books that are about family or connection to country such as *Coming Home to Country* or *Family Tree*. Text-to-world connections could include any prior learning you have done relating to connection with Country, or learning about each other's families and traditions.

Reflection: Ask students to share their text connections within a small group or whole class yarning circle. Students can choose to share either a world, self or text connection.

LESSON 4 – LITERATURE AND CONTEXT: AUTHOR'S PURPOSE

Learning Intention: We are learning to analyse choices the author has made.

Success Criteria:

- ★ I understand that there are different reasons that authors write books.
- ★ I can begin to identify what the author's purpose is.
- ★ I know the difference between fiction and non-fiction texts.

Tune In: Ask students to brainstorm all of the different reasons someone would want to write a book. Answers may include; to tell someone a story that happened to them, to use their imagination, to be creative, to share information, to try to tell someone to do something. With older year levels, you may like to place the ideas under headings 'Persuade, Entertain, Inform'.

Class Activity: Ask students why do they think the author wrote 'Our Mob'. Was it to teach us something, for us to enjoy, or to persuade us? It was to entertain us, but also to teach us about Aboriginal children from different places around Australia. Ask students why they think the author chose to include so many different children's experiences. Go through each page and talk about what the author was trying to teach us on each page. At the end ask the students which page entertained them the most and which page taught them the most.

Reflection: Flip through the pages slowly asking students to stand up when their most 'entertaining' page choice is being shown. You might like to ask students why they chose that page. Was it the illustration, the activity being described, the child, or their family member?

LESSON 5 – RESPONDING TO LITERATURE: CREATING LITERATURE

Learning Intention: We are learning to respond to a story by relating it to our own experiences.

Success Criteria:

- ★ I can create a short text based on the style of writing and illustration in a mentor text.
- ★ I can create an illustration that is related to and informs my writing.

Tune In: Tell students we are going to make our own classroom display of our classroom mob, based on the book 'Our Mob'. Ask students what they think a 'mob' is and why the book is called 'Our Mob'. Many Aboriginal Australians refer to their mob as the group of people they belong to, just like a classroom of students all belong together and work together.

Classroom Activity: Create a classroom page together as an example. What does your class like to do together? Use the style of language and illustrations from the book as a guide.

Individual Activity: Use the sheet available below for students to create their own page to form a classroom 'Our Mob' display. If you know how to write 'hello' in your local Aboriginal language it would be appropriate to also include it on your display. [This website](#) includes how to say 'hello' in the local language where major Australian cities are located.

Reflection: Complete a gallery walk to view everyone's poster.

CROSS CURRICULAR ACTIVITIES

The lesson ideas below relate to a specific page in the text 'Our Mob' and are inspired by the important curriculum link between the Science Learning Area and the Cross-curricular priority of Aboriginal and Torres Strait Islander Histories and Cultures in the Australian Curriculum version 8.4. The specific curriculum links are included below.

Lesson 1 – Science: Biology

Read Hadley's page where she talks about sharing her Aboriginal culture with her friends through dancing like Australian animals. Play videos of different Australian animals and discuss how they move their bodies when eating, relaxing, playing and travelling. Put music on and ask students to dance like the animal they just observed.

Lesson 2 – Science: Earth and Space

Read about how Thea and her mum use resources from the land to create paintings that tell stories. Use natural resources around your school (fallen leaves, twigs, flower petals, tanbark) to create a piece of art on the grass. You might like to create a piece of art inspired by an illustration from the text. Discuss how different materials available for our art will be different depending on the season that we are in.

Lesson 3 – Science: Chemistry

Read Lylah's page in the book and discuss how Aunty combines ingredients to make bush bread. Students can make their own bush bread dough using flour, salt and water. Students can experiment with the changes that occur when combining different quantities of liquid and solid ingredients.

Lesson 4 – HASS: Geography

Discuss how the land has special significance in Aboriginal people's culture. Whose land are you on now? Walk around the school and identify places that are special to your class. Why are they special? You can discuss with the students as you walk around, use a map to mark locations, or ask students to draw their favourite place in the school.

ENGLISH CURRICULUM LINKS

The curriculum links below are taken from the Australian Curriculum version 8.4 and are included to inform teachers' planning and reporting.

Year Level	Strand	Content Descriptor
Foundation	Language	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)
Foundation	Literature	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)
Foundation	Literacy	Identify some differences between imaginative and informative texts (ACELY1648)
Year 1	Language	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)
Year 1	Literature	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
Year 1	Literacy	Respond to texts drawn from a range of cultures and experiences (ACELY1655)
Year 2	Language	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
Year 2	Literature	Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)
Year 2	Literacy	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

SCIENCE CURRICULUM LINKS

The curriculum links below are taken from the Australian Curriculum version 8.4 and are included to inform teachers' planning and reporting.

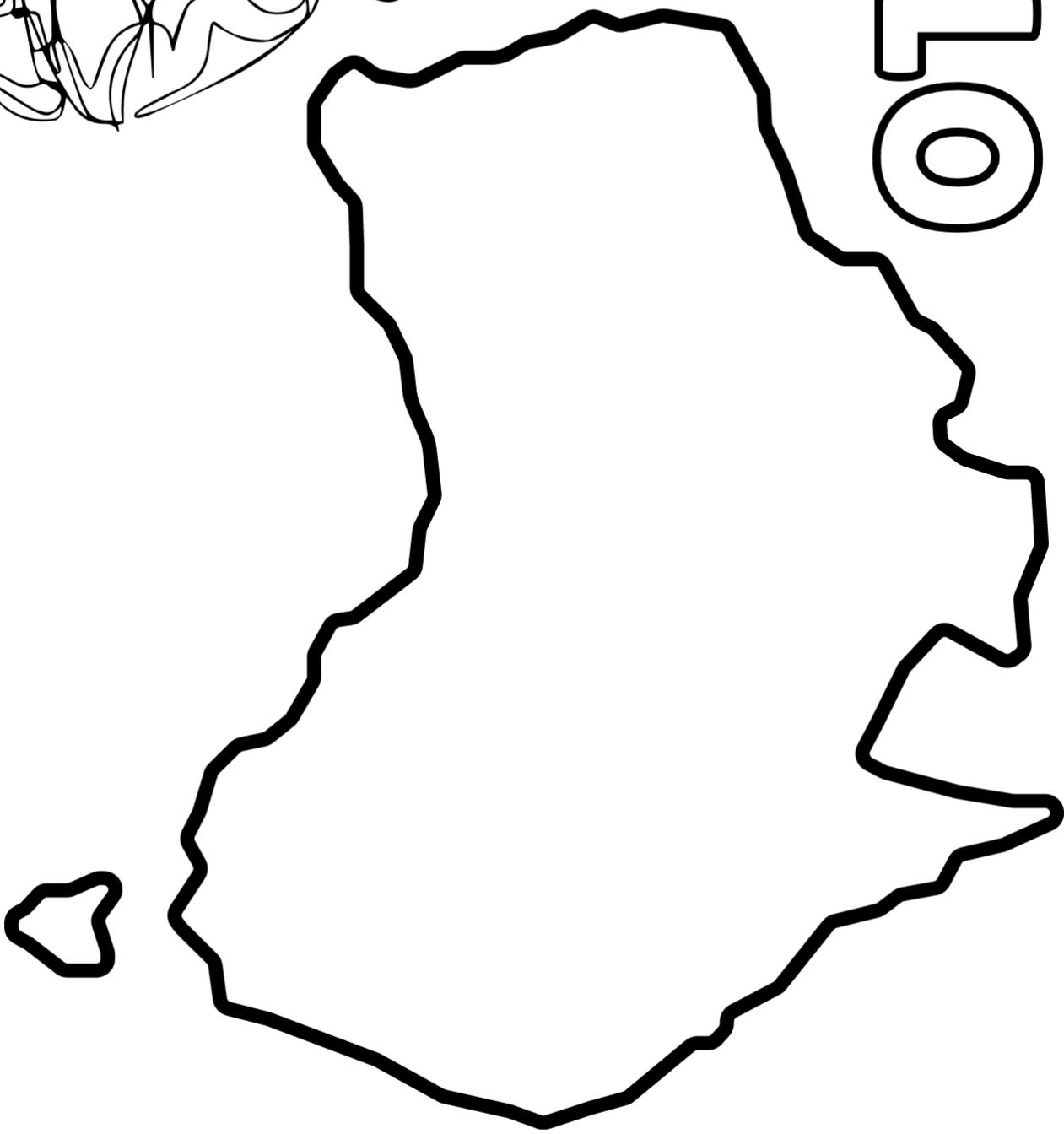
Year Level	Strand	Content Descriptor
Year 1	Biology	Living things have a variety of external features (ACSSU017)
Year 2	Biology	Living things grow, change and have offspring similar to themselves (ACSSU030)
Foundation	Earth and Space	Daily and seasonal changes in our environment affect everyday life (ACSSU004)

Year 2	Earth and Space	Earth's resources are used in a variety of ways (ACSSU032)
Foundation	Chemistry	Objects are made of materials that have observable properties (ACSSU003)
Year 1	Chemistry	Everyday materials can be physically changed in a variety of ways (ACSSU018)
Year 2	Chemistry	Different materials can be combined for a particular purpose (ACSSU031)
Foundation	Geography	The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015) The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (ACHASSK016)
Year 1	Geography	The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)
Year 2	Geography	The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049) The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)

LESSON RESOURCES

Scroll down to find printable lesson resources

HELLO



HELLO



Hello! My name is

and I live on Country.

My family and I like to