

JACINTA DANIHER • TAYLOR HAMPTON

ILLUSTRATED BY JANELLE BURGER

My Dreamtime MATCH



TEACHERS RESOURCES

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Teachers Resources by Cara Shipp

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INTRODUCTION

Join one boy and his team as they play the Sir Doug Nicholls Round, which celebrates the contribution of First Nations culture to AFL.

*Gulpa gaka! Welcome! Let's play and run!
My name is Jahleel. Come join the fun!
I'm a proud Yorta Yorta kid, excited to be here.
Kicking big goals on the best day of the year!
With every goal, I cheer with glee,
an AFL star I hope to be.
Footy and culture come together as one,
in this land, under the southern sun.*

AUTHORS

Author Taylor Hampton is a proud Ngiyampaa/Wiradjuri man and Jacinta Daniher is an early childhood educator. Taylor and Jacinta have a passion for educating young people about Aboriginal culture. In 2019, they established Birrang Cultural Connections to offer cultural workshops in education settings, with the vision of creating content that is educational, interactive and exciting. They have two children, Ella and Arlo, who have inspired them to create picture books that reflect their culture and experiences as young Aboriginal children growing up in Australia today. For information about workshops, you can visit the authors' website at: <https://birrang-cultural-connections.square.site/>.

Janelle Burger is an Indigenous Australian (Noongar) and Italian illustrator based in Paris, France. Her work is influenced by pop culture, fashion, video games and food. She has worked for a variety of clients, including creating gift cards for Papyrus, fine art prints for Rosenstiels, online illustrations for Tamu McPherson's website All the Pretty Birds, and illustrating the book *Get Changed* by fashion stylist Kat Farmer. When she's not drawing, Janelle likes to ride her bike around Paris, taking photos of cats and old men wearing berets whilst holding a baguette in their hands.

AGE RANGE

Highly recommended for 3-10 year olds, Pre-school to Grade 4.

CULTURAL NOTES

Most government education departments in each state have some guidelines and protocols for teachers working with First Nations students and classroom content. Here is a good example from the Queensland Curriculum and Assessment Authority:

<https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/protocols>

You can also find information about culturally sensitive teaching on the 'Miss Shipp' blog:

<https://missshipp.wordpress.com/five-foundations-of-first-nations-focussed-teaching/>
<https://missshipp.wordpress.com/culturally-sensitive-teaching/>

Best practice is to find ways to connect your unit of work with a real-world experience, meeting local First Nations people via incursions and excursions. Cultural knowledge specific to a local area should be taught directly by the local traditional custodians or their nominated representatives. This is explained clearly in the Ngarrngga curriculum model, which outlines that showcasing and celebrating general knowledge about Indigenous peoples can be undertaken by any educator, while certain specific knowledges should be taught by local Indigenous community members:

<https://www.ngarrngga.org/stories-news/building-a-ngarrngga-curriculum>

A common challenge for educators is locating, contacting and receiving responses from local First Nations community members. This takes time and perseverance and becomes easier once you are known and trusted by the local community. Remember that government institutions and institutions representing British authority are not safe or happy places for many First Nations people. The following are some tips:

- Start within your school with any identified First Nations roles, parent or elder/advisory groups. Ask if the school has a Reconciliation Action Plan and any committees or groups who work with First Nations people. Don't place students in a place of responsibility or speak for First Nations people until you know them and their families well.
- For local connections, contact a local Aboriginal land council, local Indigenous rangers, an Aboriginal medical service or cultural centre, an art gallery/museum/library. Attend local NAIDOC events and be seen around community.
- Think holistically – First Nations service providers are likely to be keen to develop an ongoing relationship with the school and return for different events throughout the year. Your school may have a Reconciliation Action Plan and some funds set aside for RAP actions to support ongoing relationships.
- Create a culturally safe space for visitors – be welcoming of more than one guest as they may prefer to attend school with colleagues, friends and family. Ask guests how they want to be introduced, plan with them how a session/workshop/meeting will run so that everyone is clear on what is expected, and check what location/how they want the space set up. Remunerate appropriately with the pre-agreed fee and present a small thank you gift. Ensure that there is time for yarning when you meet with them and after they deliver a workshop (book relief time for yourself to host them attentively or arrange for someone off class to assist).

THEMES AND CURRICULUM LINKS

Themes in this book include:

- Celebration of, and pride in, First Nations peoples, cultures and histories
- Recognition of First Nations leaders through history who have worked to stamp out racism, promote reconciliation and improve their peoples' human rights
- Celebration of Australian outdoors/sporting culture generally, and Australian Rules Football more specifically
- The importance of culture, language, connection to place and family to one's identity and sense of self
- The importance of cross-cultural understanding and reconciliation between First Nations and non-First Nations people

The curriculum links for this book are outlined in the following pages.

Year level	Curriculum area
Foundation	<p>HASS History</p> <ul style="list-style-type: none"> ● AC9HSFK01: The people in their family, where they were born and raised, and how they are related to each other ● AC9HSFK02: The celebrations and commemorations of significant events shared with their families and others <p>English Language</p> <ul style="list-style-type: none"> ● AC9EFLA02: explore different ways of using language to express preferences, likes and dislikes ● AC9EFLA03: Understand that texts can take many forms such as signs, books and digital texts ● AC9EFLA04: Understand conventions of print and screen, including how books and simple digital texts are usually organised ● AC9EFLA07: explore the contribution of images and words to meaning in stories and informative texts ● AC9EFLA08: recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school <p>English Literature</p> <ul style="list-style-type: none"> ● AC9EFLE01: Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators ● AC9EFLE02: Respond to stories and share feelings and thoughts about their events and characters ● AC9EFLE04: Explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs <p>English Literacy</p> <ul style="list-style-type: none"> ● AC9EFLY05: Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently ● AC9EFLY06: Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly <p>Health and Physical Education</p> <ul style="list-style-type: none"> ● AC9HPFP01: Investigate who they are and the people in their world ● AC9HPFP02: Practise personal and social skills to interact respectfully with others ● AC9HPFM01: Practise fundamental movement skills in minor game and play situations ● AC9HPFM02: Experiment with different ways of moving their body safely and manipulating objects and space ● AC9HPFM03: Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active ● AC9HPFM04: Follow rules to promote fair play in a range of physical activities

<p>Year 1</p>	<p>HASS Geography</p> <ul style="list-style-type: none"> AC9HS1K04: How places change and how they can be cared for by different groups including First Nations Australians <p>English Language</p> <ul style="list-style-type: none"> AC9E1LA04: Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs <p>English Literature</p> <ul style="list-style-type: none"> AC9E1LE01: Discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E1LE02: Discuss literary texts and share responses by making connections with students' own experiences <p>English Literacy</p> <ul style="list-style-type: none"> AC9E1LY05: Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY06: Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words <p>Health and Physical Education</p> <ul style="list-style-type: none"> AC9HP2M01: Practise fundamental movement skills and apply them in a variety of movement situations AC9HP2M04: Co-construct and apply rules to promote fair play in a range of physical activities AC9HP2M05: Apply strategies to work collaboratively when participating in physical activities
<p>Year 2</p>	<p>HASS History</p> <ul style="list-style-type: none"> AC9HS2K01: a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance <p>HASS Geography</p> <ul style="list-style-type: none"> AC9HS2K04: the interconnections of First Nations Australians to a local Country/Place <p>English Language</p> <ul style="list-style-type: none"> AC9E2LA01: investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions AC9E2LA08: understand that images add to or multiply the meanings of a text <p>English Literature</p> <ul style="list-style-type: none"> AC9E2LE01: discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE04: identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs AC9E2LE05: create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools <p>English Literacy</p> <ul style="list-style-type: none"> AC9E2LY02: use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions AC9E2LY05: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning

	<ul style="list-style-type: none"> ● AC9E2LY06: create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words <p>Health and Physical Education</p> <ul style="list-style-type: none"> ● AC9HP2M01: Practise fundamental movement skills and apply them in a variety of movement situations ● AC9HP2M04: Co-construct and apply rules to promote fair play in a range of physical activities ● AC9HP2M05: Apply strategies to work collaboratively when participating in physical activities
<p>Year 3</p>	<p>HASS History</p> <ul style="list-style-type: none"> ● AC9HS3K01: causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes <p>HASS Civics and Citizenship</p> <ul style="list-style-type: none"> ● AC9HS3K07: why people participate within communities and how students can actively participate and contribute to communities ● AC9HS3K06: who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed <p>English Language</p> <ul style="list-style-type: none"> ● AC9E3LA01: understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality ● AC9E3LA09: identify how images extend the meaning of a text <p>English Literature</p> <ul style="list-style-type: none"> ● AC9E3LE01: discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators ● AC9E3LE02: discuss connections between personal experiences and character experiences in literary texts and share personal preferences ● AC9E3LE04: discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ● AC9E3LE05: create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts <p>English Literacy</p> <ul style="list-style-type: none"> ● AAC9E3LY02: use interaction skills to contribute to conversations and discussions to share information and ideas ● AC9E3LY05: use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features ● AC9E3LY06: plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words <p>Health and Physical Education</p> <ul style="list-style-type: none"> ● AC9HP4P01: investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts ● AC9HP4P05: describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities ● AC9HP4P10: investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing

	<ul style="list-style-type: none"> ● AC9HP4M01: refine and apply fundamental movement skills in new movement situations ● AC9HP4M02: apply and adapt movement strategies to achieve movement outcomes ● AC9HP4M04: participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well ● AC9HP4M05: participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation ● AC9HP4M08: apply rules and scoring systems to promote fair play when participating or designing physical activities ● AC9HP4M09: perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities
Year 4	<p>HASS History</p> <ul style="list-style-type: none"> ● AC9HS4K01: the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place <p>HASS Civics and Citizenship</p> <ul style="list-style-type: none"> ● AC9HS4K09: diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity <p>English Literature</p> <ul style="list-style-type: none"> ● AC9E4LE02: describe the effects of text structures and language features in literary texts when responding to and sharing opinions ● AC9E4LE04: examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning ● AC9E4LE05: create and edit literary texts by developing storylines, characters and settings <p>English Literacy</p> <ul style="list-style-type: none"> ● AC9E4LY05: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts ● AC9E4LY06: plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation <p>Health and Physical Education</p> <ul style="list-style-type: none"> ● AC9HP4P01: investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts ● AC9HP4P05: describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities ● AC9HP4P10: investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing ● AC9HP4M01: refine and apply fundamental movement skills in new movement situations ● AC9HP4M02: apply and adapt movement strategies to achieve movement outcomes ● AC9HP4M04: participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well ● AC9HP4M05: participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation ● AC9HP4M08: apply rules and scoring systems to promote fair play when participating or designing physical activities ● AC9HP4M09: perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities

Cross Curriculum Priorities: Aboriginal and Torres Strait Islander Histories and Cultures

CURRICULUM ACTIVITIES

BEFORE READING

GAMES AND SPORT

Engage students in physical activity to promote teamwork and fun, introduce AFL to anyone unfamiliar with the game, and introduce Traditional Indigenous Games.

- Compile an inventory of who participates in games or sports in your class. This may be through activities such as:
 - a class discussion/brainstorm
 - having children bring in an item of significance connected to a sport or physical/outdoor activity they love and sharing
 - having children interview each other in pairs or small groups about their favourite sport/physical/outdoor activity and then presenting back introducing each other to the class
 - having children draw a picture of their favourite sport/physical/outdoor activity and/or a proud sporting moment, annotating it with a short sentence, and posting in a display wall
- Discuss with children how their sport or activity makes them feel. You might choose to do this using emoticons or emotion cards (such as those from [The Resilience Project](#)), through drawing, or through a scaffolded writing task. Draw out common themes for everyone's attention such as: happy, energetic, strong, included, belonging, connected to friends, part of a community, supported by team/coach. Help students understand and articulate the role of sport in bringing people together, teaching teamwork, improving health and wellbeing, mood and resilience.
- Learn and play the game of AFL over a few days or a week (potentially invite a local football club's community engagement team or older students/local high school students to come and run the sessions). Debrief after each lesson around what the students like/dislike, how they felt before and how they feel after playing – reinforcing the previous discussion.
- Ask your local AFL club if they have an Indigenous community engagement program, and/or if they know of anyone trained in Traditional Indigenous Games. Arrange an incursion/excursion. If unable to do so, you can use the following ['Yulunga' resource](#) by Ausport to play Traditional Indigenous Games at school. If possible, invite a First Nations education officer or student support team member to assist in the delivery.
 - Sample a few of the games or, with older students, have them take turns in groups to coach the class in a different game. In particular, learn and play the game Marngrook, which is mentioned in the book as the precursor to AFL.
 - Back in the classroom, discuss the similarities and differences between Marngrook and modern-day AFL.
 - Discuss why First Nations people would have played these sports for many thousands of years, before settlers came to Australia.
 - Try to draw out an understanding that games and sports are something all people in all civilisations have played for the same reasons – health, wellbeing, strength, connection, community, learning.

LOCATING THE STORY

ACTIVITY:

Introduce students to the AIATSIS Map of Indigenous Australia: <https://aiatsis.gov.au/explore/map-indigenous-australia>

Locate the countries connected to this story:

- Yorta Yorta, VIC – where the story is set and based on the Indigenous Round guernsey designs painted by Aunty Neva Takele
- Ngilyampaa/Wiradjuri, NSW – where one of the authors is from
- Noongar, Perth, WA – where the illustrator is from
- The region where your school is located
- If relevant and appropriate (e.g. the students or families identify and voluntarily share this information with you), locate and celebrate the First Nations countries and languages in your students' family connections.

ACTIVITY: looking more closely at where the story is set, Yorta Yorta country, on the [Gambay](#) map:

- Type in 'Yorta Yorta' in the search bar on the right, and you should get a range of audio and video recordings: <https://gambay.com.au/?language=Yorta+Yorta>. If you zoom into the map, you will see the towns of 'Gunbower' and 'Leitchville' which is where the AFL Indigenous round guernseys that the children are wearing had originated.
- Look for the recording 'Word up: Ebony Joachim' explaining the word Bayadherra, the long-necked turtle, which is the Yorta Yorta totem mentioned in the story and depicted on the children's shirts in the illustrations. Ebony explains that her people have a responsibility to care for their totem. She also explains the creation story of Bayadherra and how we are all connected – people, animals, the land.
- For further information about totems, teachers can read the resource '[Connection to Animals and Country](#)' by Rona Glynn-McDonald, published on the Common Ground website, 2020.

CLASSROOM IDEAS: ENGLISH

Pre-reading, book orientation and frontloading

- Discuss the features of the book cover, front and back:
 - What are the children playing? Can you tell by the clothing, the football and the goal posts? Discuss how there is a range of children of different genders and ethnicities, as everyone can play this game.
 - What are the children wearing? Have you seen sports shirts with First Nations art on them before? Have you heard of the Indigenous Round in football matches?
 - Read the back cover blurb and discuss. Refer back to the 'before reading' activity and activate prior knowledge about Yorta Yorta country and the long-necked turtle totem.
 - What are the coloured ribbons floating in the air on the cover representing? (celebration, different teams coming together, possibly the ticker tape parade, a tradition of AFL). Why do the ribbons have dots on them? (draw connection to boy's face on back cover – ochre dots)
 - What is on the boy's face on the back cover? Lead into a discussion about ochre – what is it, have they heard of it or experienced it before?

For support with explaining ochre, use the following article from Bangarra Theatre as a teacher resource: '[Ochre is of the Earth](#)' by Shane Carroll. Summarise key information from the article and use some of the images to discuss with children the cultural significance of ochre and how it is used in ceremony to express identity, family, clan groups and connection to land.

- For older students, discuss the meaning of the book's title. *My Dreamtime Match* refers to one of the matches played during the Indigenous Round as well as referring to the [Dreaming](#), or dreamtime, the time of creation and the lore First Nations people follow. Use the background information at the end of the book to explain the context of 'Dreamtime at the G'.

- For extra detail, teachers can access further information, pictures and videos at the AFL website: [‘Explainer: All you need to know about the AFL’s Sir Doug Nicholls Round’](#). Teachers can also ask children if they have ever seen ‘Dreamtime at the G’ or other Indigenous Round events, either on television or live, and invite their recounts of the experience.
- Depending on the children’s age, read and discuss or paraphrase the Acknowledgements page. Use the acknowledgements to build anticipation:
 - This book is based on a true story about Jahleel and his cousin wearing their nan’s Indigenous round guernsey.
 - The guernsey features the Yorta Yorta totem, the long-necked turtle, or Bayadherra.
 - We are going to see drawings of Adam Goodes and Michael O’Loughlin in the book. They are famous AFL players, known for being proud of their Aboriginal heritage and promoting culture. Jahleel sees them as role models and wants to grow up to be like them. Share a little about Goodes and O’Loughlin (as a starting point, for teacher reference see their bios on the GO Foundation page: <https://www.gofoundation.org.au/founders>; online images can also be found of them playing for the Sydney Swans in the early 2000s. Invite children to share about their heroes, people they look up to, and any sporting greats they love to watch.

DURING READING

- If appropriate and safe, consider using an outdoor location such as a yarning circle or under trees near an oval.
- If feasible, have some footballs around. Ensure there is space for students to get up and try handballing, kicking, kicking goals at points where you might like to pause in the story, or after the story.
- Challenge children to spot the famous AFL players Adam Goodes and Michael O’Loughlin in the pages.

AFTER READING

Literary devices and writer’s style

- Discuss and identify the rhyming words in the text.
 - Re-read the story, or a section of it, aloud together, clapping on the rhyming words. Ask students if they notice any rhyming pattern when they clap?
 - the words rhyme at the end of each line on all pages except 2, 4, 6 and 11 where every second line rhymes only
 - Now that students are familiar with the rhyming words, ask them to select a range of coloured pencils and circle/underline rhyming word pairs in different colours for each different sound. Eg. pink for ‘run/fun’ and blue for ‘here/year’. They can use different markings (underline, circle, dotted line, star) if they run out of colours. Talk about what rhyming patterns they are noticing.
 - All the other pages (apart from 2, 4, 6, 11) have pairs of lines with a rhyming word at the end
 - For older students as appropriate, add a table tap (or floor tap if sitting on carpet) for each syllable in the lines, with a clap on the rhyming word. Re-read and practice a few times until you achieve a good rhythm with the class in unison. This activity would be great to do in a circle on the floor. Ask the students if they notice a pattern with the syllables? (each pair of two lines with a rhyming word at the end has a similar syllable pattern and rhythm).
 - Bringing it all together: depending on age group you may discuss:
 - Pages 2, 4, 6, and 11 are 4-line stanzas with every 2nd line rhyming – quite a common pattern in poetry
 - Pages 5, 8, 12, 13, 15 are couplets – the clue in the word ‘couple’ – pairs

of lines which have a similar rhythm with the end of each line rhyming, and the two lines together make a complete thought or sentence.

- Pages 3, 7, 9, 10, 14 and 16 have two couplets altogether, two pairs of rhyming lines.
 - Another way to illustrate this would be to give different groups different pages (blown up to A3) to mark the rhyming pattern, and then discuss as a class and notice the differences.
 - Discuss how the poetic variations help the book change pace throughout and make the experience interesting for the reader, and is a clever way of playing with poetic forms.
- Create a word bank of rhyming words, starting with some of the ones in the book and adding more that the children can think of (e.g. 'fun', 'run' from the book and add 'sun', 'bun', 'gun' ... maybe discuss 'one', 'won', 'done' – they count too!)
 - Discuss and identify the action words – verbs – in the book. Action words are always good to use in writing, and in a book about sport we would want to see lots of action words!
 - Discuss the words in bold. Usually bold means the author thinks these words are important and wants the word or phrase to stand out to the reader. Why are these words in bold?
 - **Gulpa gaka, best day of the year, AFL, Indigenous Round, goal, Marngrook, strong and free, pride, turtle, totem, boots, yidaki, specky, fall, defending, might, win, lose, best on ground, celebrate.**
 - Discuss the Yorta Yorta language words: 'Gulpa gaka', 'yidaki'. Remembering the 'before reading' activity listening to language on the Gambay map, why is it important for First Nations people to use and share their language?

GENERAL DISCUSSION POINTS

- Discuss how proud the children in the story are to share their culture. If appropriate, explore with your students what they would be proud to share about their family's traditions and cultures.
- Discuss the purpose of books in general. Why do authors write? Why did these authors write *My Dreamtime Match*?
- Invite students to identify their favourite pages and why they like them.

TEXT-TO-SELF AND TEXT-TO-WORLD CONNECTIONS

- Refer back to the 'before reading' exercise about games and sport, when children shared their favourite sport/physical activity/outdoor pursuit and how it makes them feel. Make connections between all the things they said they feel and how Jahleel and his friends feel in the book.

ACTIVITY:

In pairs, children can help each other write and illustrate a poem about their favourite games/sport.

STEP 1: children will brainstorm verbs they would use to describe their sports, on two separate pages or iPads. Younger students may need a word bank to select from.

STEP 2: children will brainstorm important words to do with each of their sports, including important events, technical words or information, or words that are special to them that they want to include in their poem, on two separate pages or iPads. These are words like the bolded phrases in *My Dreamtime Match*.

STEP 3: ask children to draw pictures they would like to include. They might like to draw six and choose three of the best.

STEP 4: ask the children to help each other organise their writing to go under each picture, using their two brainstorms and any other words they can think of. Encourage students to use rhyming

words, possibly drawing on the rhyming word bank created by the class in earlier activities.
STEP 5: ask children to take turns reading their poems/stories aloud. The listening partner will give feedback or suggestions to edit and improve the work.
STEP 6: Children will complete a good copy of writing and attach it to each picture to create their final books.

CLASSROOM IDEAS IN HUMANITIES AND SOCIAL SCIENCES

ACTIVITY: UNDERSTANDING A WELCOME TO COUNTRY

- If possible, invite a local First Nations community group to the school to perform and explain a Welcome to Country and why it is done at special occasions like the AFL Indigenous Round matches.
- If needed, this video from Behind The News has an explanation about Welcome to Country and Acknowledgement of Country practices, (from 6:35) and what each of these mean: [BTN Connection to Country Special](#) (2021).
- Discuss why it is important for First Nations people to have welcomes, ceremonies and gatherings where they dance and sing (family connection, learning about animals and the land, learning Dreaming stories, learning culture and heritage, sharing with others, feeling proud and strong in their identity).

FURTHER ACTIVITIES/DISCUSSION POINTS

- Discuss and have students draw the people in their family, where they were born and places they travel often, and how they are related to each other. Draw celebrations and special events that they share with their family. You may like to pre-empt and support this by inviting families to send in some annotated photos that would help their student with the task. This also connects with Foundation Health and PE (investigate who they are and the people in their world). In both HPE and Civics and Citizenship in Year 3-4, there is a focus on valuing diversity. If appropriate, children can share and celebrate their drawings or photos and as a class you can discuss the richness that diversity brings.
- To support a discussion of the role of rules for Grade 3 (Civics and Citizenship), play another Traditional Indigenous Game as a class. First, introduce the game simply by name and limited explanation, handing children the equipment. Observe what happens and stop when you feel students are frustrated/angry or it needs to end. Debrief on what worked and what didn't work. There may be positives (leadership, cooperation) and there may be negatives (confusion and conflict). Then play a second game and this time give them all the information and rules they need to play successfully. Debrief afterward on the different experience of Game 2 and conclude with a discussion on the role of rules in society. Do we need them? Are they useful? When are they useful or not useful?
- For older students, this book can lead to further exploration and research into important First Nations sports people and activists. Draw out from students an understanding of sport as a site for social action, protest and change. Other books and curriculum resources that may assist include:
 - State Library of QLD's Curriculum Connect portal. Search '[sporting greats](#)' and a number of units about Indigenous heroes and changemakers will appear.
 - *This book thinks ya deadly!* by Corey Tutt and published by [Hardie Grant](#), celebrating Blak excellence across sport, the arts, activism, politics, science and education.
 - *Black stories matter* By J.P. Miller and published by [Hachette](#), discussing significant contributions of people of colour globally, including Australian First Nations.
 - The Aussie big achievers series by [Boolarong Press](#) includes books about Cathy Freeman and Ash Barty.

CLASSROOM IDEAS IN HEALTH AND PE

- Note that there are activities listed earlier in this resource that meet HPE curriculum outcomes.
- To build on the introductory lessons exploring games and sport, find out if there are local memorial round matches or Indigenous competitions such as the Koori Knockout (NRL). Invite guests to come and speak about these topics and run practical lessons.
- Invite students to share and teach each other in their favourite game or sport. This should be manageable after the experiences of playing together and working in pairs and groups in the previous activities listed, as children are well used to working together in this way. Take photos of these lessons. Using the photos, debrief with a discussion around valuing diversity- how it feels to come together and learn from each other, learn each other's favourite games/sport, and how it expands knowledge and increases understanding of others.
- Discuss the physical activities such as the Yulunga games and cultural dances like in the Welcome to Country and make a list of all the things children learn through these activities. Conclude by explaining these are fun ways to learn about and connect with Country. These are traditional ways of teaching and learning that Aboriginal people have conducted for many thousands of years. They not only keep people active, but they teach them their culture and also practical knowledge like how to hunt for kangaroo or emu, to help maintain a good diet. Games and sport can help keep people physically healthy, and support their wellbeing, so they feel connected to their identity and place, so they feel strong and able to handle challenges (resilience), and so they understand the self and others.

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