



Teacher Resource

# Pitjantjatjara Book

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Where does Kellis live? Find on an [Indigenous map of Australia](#).
2. What Aboriginal language is the book written in?
3. What animal is an anumara?
4. How does Kellis feel about the book?
5. Why is it important for Pitjantjatjara kids to have a book in their language?

## Activity: What do you see, think and wonder?

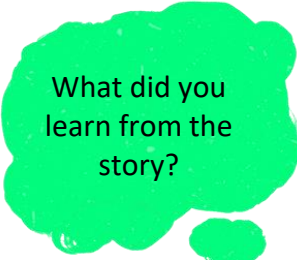
Students will watch the BTN Pitjantjatjara Book story, then respond to the following questions:

- What did you SEE in this video?
- What does this story make you WONDER?
- What did you LEARN from this story?
- What did you LIKE about this story?


## Activity: Class Discussion

Discuss the BTN Pitjantjatjara Book story in small groups or as a class.

- What is the language of the Pitjantjatjara people?
- Where is Pitjantjatjara country?
- Explore the [Indigenous Map of Australia](#) to learn more about the language, social or nation groups of Aboriginal Australia.
- What questions do you have?



What did you learn from the story?



What questions do you have about the story?

### EPISODE 24

23rd August 2022

#### KEY LEARNING

Students will learn about the Pitjantjatjara people and the importance of storytelling. Students will work collaboratively to write and illustrate a children's picture book.

#### CURRICULUM

##### English – Year 4

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension.

##### HASS – Year 4

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place.

##### English – Year 5

Create literary texts that experiment with structures, ideas and stylistic features of selected authors.

##### HASS – Year 5

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places.

##### English – Year 6

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways.

##### HASS – Year 6

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children.

## Activity: Indigenous Perspectives

There are a range of children's picture books which help us understand Aboriginal and Torres Strait Islander histories and cultures. Introduce your students to Aboriginal perspectives by reading one of the following picture books and then discuss the themes in the books.

- *Young Dark Emu* by Bruce Pascoe
- *Took the Children Away* by Archie Roach
- *Hello, Hello* by Children from the Spinifex Writing Camp
- *Freedom Day: Vincent Lingiari and the Story of the Wave Hill Walk-Off* by Thomas Mayor and Rosie Smiler
- *Stolen Girl* by Trina Saffioti
- *Little Bird's Day* by Sally Morgan



*Little Bird's Day* by Sally Morgan, illustrated by Johnny Warrkatja Malibirr

Watch this video as a class to hear illustrator, [Johnny Warrkatja Malibirr](#), read his *Little Bird's Day* book to 'Bapi' class at Gapuwiyak School. Watch this video to hear [Johnny talk about his illustrations](#) that he made for the *Little Bird's Day* story.

After reading one of the books listed above, students will respond to the following:

- Who is the author and illustrator of the book?
- What traditional lands are they from?
- What is the theme of the book?
- What techniques does the author use to create suspense in the story? Think about the words and sounds that are used.
- What words or imagery are used in the book to convey feeling and emotion?
- What is the message of the book?
- Write down three things you would like to learn more about after having read the book.

## Activity: How to build stories

Visual storytelling and understanding the importance of narrative is key in the making of a successful picture book. Start this activity by asking your students what they think a picture book is, recording their ideas during the discussion. Talk to students about the elements and techniques of effective storytelling. In pairs, students will make a list of useful tips for story writing, including tips on how to build character development, plot tension and narrative.

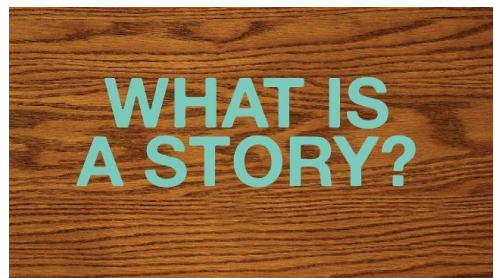
In pairs students will discuss what their favourite picture book is and why, using these questions to guide the discussion.

- What is your favourite picture book? Why?
- How did the illustrator and author make the story interesting or exciting?
- What did you like about the words and the pictures?
- Could the pictures tell the story without the words?
- What techniques does the illustrator use?

### Resources

Use these FUSE teacher resources to help guide your students as they [Make a Picture Storybook](#), [Write a Picture Storybook](#), [Illustrate a Picture Storybook](#), and [Create a Storyboard](#).

Use the ABC Education's Digibook [How to build Stories](#), which explains how to build your own stories, using tricks to create exciting characters, plots, settings, genres and language.



## Activity: Pitjantjatjara Culture

After watching the BTN Pitjantjatjara Book story students will explore the culture and traditions of the Pitjantjatjara people. Students will develop their own question for inquiry or select one of the questions below.

- What is the language of the Pitjantjatjara people? Learn some common [Pitjantjatjara words](#). How do you say 'hello'?
- Where is Pitjantjatjara country? Mark the approximate boundaries on a map. What are some special sites in the area?
- Learn more about the Pitjantjatjara seasons and the plants and animals that are important to the Pitjantjatjara people. Learn more about the [Indigenous Seasonal Calendar on the CSIRO website](#).

### Further investigation

Students will explore the cultural diversity of Aboriginal and Torres Strait Islander peoples. Individually or in small groups, students will learn about the Indigenous group where they live and present what they have learnt to the class. Students will learn about the geographic location, language, culture, traditions, and histories.

## Activity: Indigenous Language

What do your students know about Indigenous languages? As a class explore [Gambay](#), the first Australian map that allows Aboriginal and Torres Strait Islander communities control over the way their languages are publicly represented. It showcases over 780 traditional languages.

While exploring the map, students will investigate the following (either as a class or in small groups):

- On the Gambay map type in the area where your school is situated.
- What is the local Indigenous language in your area?
- Do your own research to learn more about the local language. Find out the local language words for hello and goodbye.
- Look for stories by Aboriginal and Torres Strait Islander peoples valuing their oral traditions. Can you find stories told through dance, song and other art forms as well as through text?

[Teachers Notes](#) to support teachers in teaching about Aboriginal and Torres Strait Islander Languages. The ABC offers a range of videos and podcasts which encourage students to explore the diversity of Indigenous culture and languages.

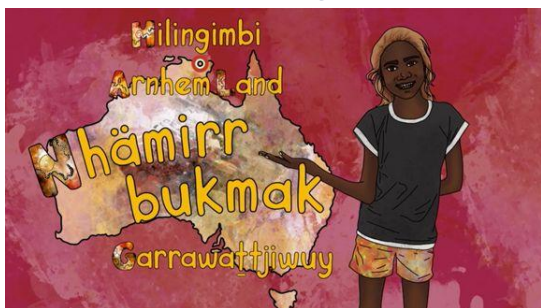
### ABC – Indigenous Languages

#### Little J and Big Cuz



Watch an episode of the ABC's [Little J and Big Cuz](#) which are spoken in the Indigenous languages of Gija, Noongar, Torres Strait Creole, Palawa Kani, Warlpiri and Djambarrpuynu. Find an episode in an Indigenous language local to your area. [Link to iView videos](#)

#### Education Good Mornings



How would you greet someone in the language of the land on which you live? In these [ABC Education videos](#), children from around Australia encourage you to join them as they share greetings in their Indigenous languages.

Meet Garrawattjiwuy and learn how to say hello in the local language in Arnhem Land.

[Link to iView videos](#)

#### Little Yarns



Listen to the diverse languages, stories and Countries of Indigenous Australia in these [Little Yarns](#) audio resources. Teachers can check out the [Educator Notes](#) for ideas to get the most out of the Little Yarns podcast series.

## Activity: Exquisite Corpse

Exquisite corpse is the most famous of all the surrealist games and was invented by Andre Breton and the surrealists in the 1920s. The surrealists were a group of artists and poets who loved breaking the rules of art and finding new ways to look at the world.

Exquisite corpse is a method by which a collection of words or images is collectively assembled. Each collaborator adds to a composition in sequence, either by following a rule, or by being allowed to see only the end of what the previous person contributed.

### Exquisite (adjective)

Early 15c., "carefully selected," from Latin *exquisitus* "choice," literally "carefully sought out"

### Corpse (noun)

Late 13century "body", from Old French *cors* "body; person; corpse; life."

### FOLDING STORY BASED ON THE EXQUISITE CORPSE

Exquisite corpse is a method by which a collection of words is collectively assembled. Each collaborator adds to a composition in sequence, either by following a rule, or by being allowed to see only the end of what the previous person contributed.

The instructions provide outline details for writing a narrative, but it could also be used for writing a poem. If writing a narrative, students will write a beginning, middle (with a complication) and an ending (with a resolution). Students will work in groups of three to create their folding story, using the following steps.

#### How to:

1. Fold an A4 piece of paper into three equal parts.
2. The first person begins writing the beginning of the story on the first section of the paper. The **last word** they are going to write should be written onto the next section.
3. The second person uses the word that is written as the start of the second section (middle) of the story – it should include a complication. The **last word** they are going to write should be written onto the next section.
4. The third person uses the word that is written as the start of the third section (ending) of the story – it should include a resolution for the story.
5. NOW – SHARE!

#### Reflect

Reflect on the activity by responding to the following questions:

- What did you enjoy about this investigation?
- What did you find surprising?

## Useful Websites

- [APY Lands school student illustrates picture book to boost First Nation language literacy among remote kids](#) – ABC News
- [Anangu Language](#) – Parks Australia
- [Anangu Culture](#) – Parks Australia
- [Map of Indigenous Australia](#) – AIATSIS
- [Indigenous Culture](#) (curriculum subject stories) – BTN
- [School Libraries](#) – BTN
- [History of Libraries](#) – BTN
- [Young Author](#) – BTN
- [Writing Club](#) – BTN
- [Teen Novelist](#) – BTN