



Reflect and Respond

We Are Australians

Authors: Duncan Smith and Nicole Godwin

Illustrator: Jandamarra Cadd

Storyteller: Kirli Saunders

Publisher: Wild Dog



Themes: First People and Nations, Australia, Rights & Responsibilities, Civics & Citizenship, Community Belonging/Acceptance

Year levels: Upper Primary

Learning Areas: Humanities

Discussion questions:

- Before reading the story:
 - What do you think it means to be Australian?
 - What is your understanding of the word 'citizen'?
 - What do you think this book may be about?
- *"As citizens of Australia we have rights. And we have responsibilities."* Discuss what a 'right' and a 'responsibility' is. What is the difference? Can you think of examples? (see Task B below to explore further).
- What makes Australia unique? Can you describe contributions that other cultures have made to Australia?
- *"Listen deeply to stories. To points of view. To country."* Why do you think it is important to do this? How?
- What might our ancestors pass on that will help us to *"act for the future"*?
- What examples of different communities and groups that we can be citizens of were included in the book? Can you be a citizen of more than one place? Describe a group or community that you are part of? How does this make you feel?
- How would you describe the style of writing?
- What are the key messages from the story?
- Who do you think this book is written for?

Story response ideas:

a. Citizens of Australia Timeline

Explore the timeline at the end of the book. Discuss why the authors may have chosen to include this? Why are these events important? How do they relate to being a citizen of Australia?

1. Select one of the events from the timeline at the end of the story to explore further:
 - How is this event significant?
 - What impact has this had on First Nations' people, and life in Australia today?
 - Why do you think the authors chose to include this event in the book?
 - What could we learn from this event?





Story response ideas continued...

B. Human Rights Quiz

Discuss the difference between a right and a responsibility. What do these terms mean in a school environment?

The Australian Human Rights Commission website has an [Introduction to Human Rights and Responsibilities](#). Select 'Lesson 1' and complete the **quiz** to explore and understand the meaning of these concepts further.

C. Exploring the illustrations

We Are Australians has been shortlisted for the [CBCA Award for New Illustrator](#).

How would you describe the style of illustrations in the story?

1. Select one of the illustrations in the story - and read the text it accompanies. How does the illustration compliment the message in the text?
2. Discuss the use of visual techniques, such as colour, style, perspective and size.
3. Use the **Visual Detective template** to note down your thoughts and observations about how and why these different techniques have been used to convey meaning.



Scan the QR code to
view the story!



Visual detective

Title of book: _____

Author: _____ Illustrator: _____

Start by describing the illustration you have chosen to analyse:

- Who and what is in this image?
- What is happening? What are the different participants/objects doing?
- What is the purpose of the image?
- Does it remind you of anything?
- How does the image make you feel?

Select some of the relevant prompts below to help you analyse your selected illustration:

Colour

- What do you notice about the use of colour?
- How has colour been used to set a mood or tone?

Size:

- How big or small are things compared to one another?
- Why has the author chosen to use size like this? What might this mean?

Gaze:

- Is the character looking directly at you or away from you?
- Where are their eyes looking?
- How does their gaze relate to what is happening in the story?

Movement:

- How has movement been shown?



Visual detective continued

Saliency:

- What do you notice first?
- What is your eye drawn to?
- How has the illustrator drawn your attention to this part of the image?

Reading path:

- How does your eye move from one point to another across the image?
- What has the illustrator done to help guide this?

Symbols:

- Symbols could be objects or a choice in the illustration that represents an idea or concept.
- Are there any symbols in the image? If yes, describe this/these.
- Why has the author chosen to use these symbols? What might this mean for what is happening in this story?

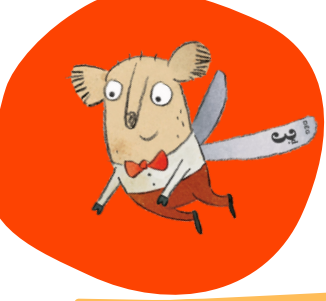
Perspective:

- Is the image in the foreground or background?
- What might this choice of placement be important to this part of the story?

Body language and facial expressions:

- What do the characters facial expressions, gestures, stance or position, tell us about their personality or how they are feeling?





Student Task Sheet

Print this page for your students to use during Literacy Rotations

Today, you will be viewing and listening to:

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Learning tasks:

After viewing the story, choose one of the following three activities to complete.

A. Welcoming a new citizen to Australia

Write a message to welcome a new citizen to Australia. You might like to include:

- a kind message to make them feel welcome
- what being a citizen of Australia means to you
- what you enjoy most about living in Australia
- what a new citizen to Australia might enjoy
- information about your background, culture, ancestry - where your parents and grandparents were born.

Use the **Letter template** to draft your message.

B. What does it mean to be Australian?

After reading this story, what do you think it means to be an Australian? Use the **Y-Chart template** to note down your thoughts and understandings. What might being Australian:

- look like,
- sounds like,
- feel like?

C. Exploring messages in the story

"Australia is unique, and so is what each of us brings to it."

In your own words, what do you think this phrase is trying to say?

Use the **Quote Analysis template** to note down your thoughts and ideas about these lines from the story.



Scan the QR code to
view the story!



Y-CHART

NAME _____



LOOKS LIKE

SOUNDS
LIKE

FEELS
LIKE



Date

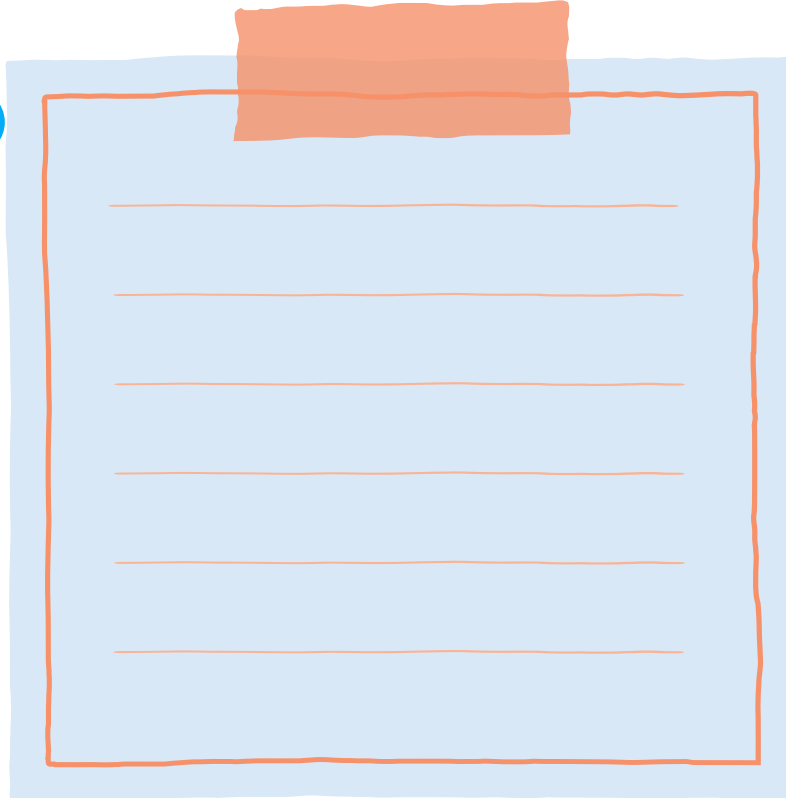
Dear

From

Quote Analysis

Select a quote from the story to analyse:

“



”

Use the following prompts to help you analyse the quote:

- In your own words, explain what the quote means.
- Why did this particular quote stand out to you?
- How does it make you feel?
- How has the author used language in an interesting way?
- Have any particular language devices been used?
- How is this important to the story?
- What do you visualise when you hear or read this quote?

