English 3–6 Multi-age – Year B Unit 7

Perspective and context – *Our World: Bardi Jaawi Life at Ardiyooloon*

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# Unit overview and instructions for use

In this 5-week unit, students will learn about ‘perspective and context’, ‘theme’ and ‘argument and authority’ through an analysis of the text Our World: Bardi Jaawi Life at Ardiyooloon*. S*tudents will identify themes in non-fiction texts and explore how personal, social and cultural contexts shape perspective. Students will select appropriate structure and language choices to create informative and persuasive texts with authority. Students will also publish a multimodal text using digital technologies.

Outcomes and content in this unit are organised into Component A and Component B. The components are connected, with learning in Component A complementing learning in Component B.

**Note**: the duration of this unit can be adapted to suit individual school contexts. For example, learning could occur across 5 days rather than 4.

The table below highlights the focus areas and preparation required for Component A and Component B.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes × 4 days/week or equivalent | 60 minutes × 4 days/week or equivalent |
| Explicit teaching focus areas | Component A addresses content from the focus areas:   * Vocabulary * Reading fluency (Stage 2) * Reading comprehension * Creating written texts * Spelling * Handwriting and digital transcription   It centres on the development of foundational skills and knowledge through regular, systematic and repeated practice. | Component B addresses content from the focus areas:   * Oral language and communication * Vocabulary * Reading comprehension * Creating written texts * Understanding and responding to literature   It centres on the conceptual understandings of English and exemplifies the importance of learning about and enjoying literature through the study of quality texts. |
| Preparing for teaching and learning | * Specific teaching and learning activities need to be developed by the teacher. When planning for these activities, please refer to the Component A outcomes and content, teaching guides and planning frameworks. * Plan and document how you will sequence teaching and learning in whole-class and targeted-groups across the 5-week cycle as required. This should be based on student needs identified through ongoing assessment data. | * Familiarise yourself with the mentor and supporting texts and textual concepts, and the teaching and learning sequence. * Determine how you will support students in whole-class and targeted-groups across the 5-week cycle as required. This should be based on student needs identified through ongoing assessment data. |

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## Teacher notes

Aboriginal and/or Torres Strait Islander Peoples should be aware that this resource may contain images, voices or names of deceased persons in photographs, film, audio recordings or printed material.

At the NSW Department of Education, we recognise the traditional custodians of the lands and waterways where we work and live. We celebrate Aboriginal and/or Torres Strait Islander peoples' unique cultural and spiritual relationship to Country and acknowledge the significance of their cultures in Australia. We pay respect to Ancestors and Elders past, present and future.

The department recognises that by acknowledging our past, we are laying the groundwork for a future that embraces all Australians; a future based on mutual respect and shared responsibility.

1. This unit explores the text Our World: Bardi Jaawi Life at Ardiyooloon. The text highlights the various activities that the One Arm Point Culture Program undertakes. This includes cooking bush tucker, traditional fishing practices and the Bardi language. Provide opportunities for students to investigate their local language group throughout the unit. Ensure Aboriginal families are aware that students will be learning the Bardi Jawi language. The spelling of Bardi Jawi may vary depending on the source. In the text Our World: Bardi Jaawi Life at Ardiyooloon it is spelled as Bardi Jaawi.
2. To develop knowledge about cultural principles and protocols, definitions and terminology related to Aboriginal education, schools should contact their [Local or Regional Aboriginal Education Consultative Group (AECG)](https://www.aecg.nsw.edu.au/aecg-regions/), Aboriginal education officers/advisors within education sectors, local Aboriginal Land Councils and/or Aboriginal Language centres. Further support can be found using the [Diversity of learners resources](https://curriculum.nsw.edu.au/about-the-curriculum/diversity-of-learners), and the Australian Government’s [Style Manual](https://www.stylemanual.gov.au/accessible-and-inclusive-content/inclusive-language/aboriginal-and-torres-strait-islander-peoples). Visit the NSW Education Standards Authority (NESA) website to download the [Aboriginal and/or Torres Strait Islander principles and protocols](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/aboriginal-education/aboriginal-and-torres-strait-islander-principles-and-protocols). The [Narragunnawali](https://www.narragunnawali.org.au/about) online platform may support the implementation of reconciliation initiatives.
3. ‘Perspective and context’ is the mentor concept of this unit that is explored using the text Our World: Bardi Jaawi Life at Ardiyooloonby One Arm Point Remote Community School.
4. Perspective is ‘a lens through which the author perceives the world and creates a text, or the lens through which the reader or viewer perceives the world and understands a text. Readers may also temporarily adopt the perspectives of others as a way of understanding texts’ (NESA 2024).
5. Context is ‘the range of personal, situational, social, historical and cultural circumstances that shape how texts and their representations are conceived, constructed, understood and interpreted’ (NESA 2024).
6. Understanding of perspective can be supported through watching the department’s video: [Understanding perspective (3:37)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset6).
7. Understanding of context can be supported through watching the department’s video: [Understanding context (5:23)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset13).
8. While ‘perspective and context’ is the mentor concept for the conceptual component of this unit, the supporting concepts of ‘theme’ and ‘argument and authority’ are explored within the relevant sections of the mentor text Our World: Bardi Jaawi Life at Ardiyooloon.
9. In NSW classrooms there is a diverse range of students including Aboriginal and/or Torres Strait Islander students, students learning English as an additional language or dialect, high potential and gifted students and students with disability. Some students may identify with more than one group or possibly all of them. Refer to [Curriculum planning for every student – advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/advice-on-curriculum-planning-for-every-student-k-12) for further information.
10. For information on authority, Aboriginal English, paraphrase, modality, parentheses or nominalisation, refer to the [NESA Glossary](https://curriculum.nsw.edu.au/resources/glossary) and the English Stage 2 and Stage 3 [Grammar and punctuation instructional sequences](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-k-6/other-english-k-6-resources#:~:text=About%20this%20resource-,Grammar%20and%20punctuation%20instructional%20sequences,-These%20instructional%20sequences).
11. In [Lesson 7](#_Lesson_7_–_1), students will make damper. Refer to [Resource 3 – damper recipe](#_Resourc_e_3) in preparation for this lesson.
12. In addition to the resources listed, students will require access to short passages of the mentor and/or supporting texts. Teachers can copy extracts from texts in reliance on the [Statutory Text and Artistic Works Licence](https://smartcopying.edu.au/guidelines/education-licences/the-statutory-text-and-artistic-works-licence/). Teachers need to attribute the extracts and include the following notice: ‘This material has been copied [and communicated to you] in accordance with the statutory licence in section 113P of the Copyright Act*.* Any further reproduction or communication of this material by you may be the subject of copyright protection under the Act. Do not remove this notice’.
13. This unit could enhance student learning towards the achievement of human society and its environment (HSIE) and Aboriginal Languages outcomes.
14. Consider prior student knowledge of ‘perspective and context’, ‘theme’ and ‘argument and authority’.
15. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
16. Content points are linked to the National Literacy Learning Progression (version 3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 20 May 2024) and was not modified. See references for more information.

## Outcomes and content

The tables below outline the outcomes and content for this unit. The letters 'A' and 'B' in the header refer to Components A and B. The numbers 1 to 5 refer to weeks. The use of 'x' in these columns indicates where the content points are intended to be addressed and in which week.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Stage 2 focus area and outcome, content points and National Literacy Learning Progression | A | B | 1 | 2 | 3 | 4 | 5 |
| **Oral language and communication**  **EN2-OLC-01** communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting |  |  |  |  |  |  |  |
| * Identify cultural practices and/or protocols that Aboriginal and/or Torres Strait Islander Peoples use to interact, and how these may relate to specific roles |  | x | x | x | x |  |  |
| * Make notes when listening to spoken texts, asking questions to clarify or follow up on information and seeking assistance if required (LiS6) |  | x | x | x |  |  |  |
| * Paraphrase portions of a spoken text or information that is presented through media (LiS6) |  | x | x |  | x |  | x |
| * Identify the evidence a speaker provides to support a particular point of view |  | x |  |  |  |  | x |
| * Use temporal connectives to sequence planned information in a presentation (SpK4, UnT7, GrA4) |  | x |  | x |  |  |  |
| * State a reasoned argument in a presentation about learning area content, to a familiar audience (SpK5) (SpK6) |  | x |  |  |  | x | x |
| * Include multimodal features in planned and delivered presentations, to expand meaning and engage an audience (SpK5) |  | x |  |  |  |  | x |
| **Vocabulary**  **EN2-VOCAB-01** builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words |  |  |  |  |  |  |  |
| * Understand that Aboriginal English is a recognised dialect and that Aboriginal English words are used in multimodal, spoken and written texts | x | x | x | x | x |  |  |
| * Describe how modal words indicate degrees of probability, occurrence, obligation and inclination (UnT7) | x | x |  |  |  | x | x |
| * Understand that many words derive from other languages, including Aboriginal and Torres Strait Islander Languages, and that the pronunciation and spelling of words may reflect their etymology | x |  | x | x | x |  |  |
| **Reading fluency**  **EN2-REFLU-01** sustains independent reading with accuracy, automaticity, rate and prosody suited to purpose, audience and meaning |  |  |  |  |  |  |  |
| * Read multisyllabic words, phrases and continuous texts with accuracy and appropriate rate suited to reading purpose (FlY5, PKW8) | x |  | x | x | x | x | x |
| * Demonstrate use of navigation pathways to support fluency when engaging with print, visual and multimodal texts (UnT7) | x |  | x | x | x |  |  |
| * Reflect on and compare differences between own oral reading fluency and silent reading fluency | x |  |  |  |  | x | x |
| * Reflect on stamina for reading sustained texts | x |  |  |  |  | x | x |
| **Reading comprehension**  **EN2-RECOM-01** reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension |  |  |  |  |  |  |  |
| * Identify different purposes and strategies for reading (FlY5) | x |  | x |  | x | x | x |
| * Locate, select and retrieve relevant information from a print or digital text and consider accuracy of information presented | x | x | x |  | x |  | x |
| * Determine the relevance of a text for a specific purpose (UnT7) |  | x |  | x |  | x | x |
| * Identify different structures and features of persuasive, informative and imaginative texts | x | x |  | x | x | x | x |
| * Identify and describe how text structure, features and language work together to achieve a text’s purpose | x | x | x | x | x | x | x |
| * Describe how multimodal features enhance meaning and contribute to salience in texts (UnT7) |  | x |  | x |  | x | x |
| * Identify different types of verbs that control meaning | x |  |  | x |  | x |  |
| * Identify different types of connectives used by the author that support inference | x |  | x | x |  |  | x |
| * Make gist statements and record them to monitor understanding | x | x | x | x |  |  |  |
| **Creating written texts**  **EN2-CWT-02** plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience  **EN2-CWT-03** plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience |  |  |  |  |  |  |  |
| * Create informative written texts that include headings, paragraphs beginning with topic sentences, and may conclude information in a final paragraph (CrT8) |  | x |  |  |  | x |  |
| * Create written texts that describe experiences and observations to connect with and inform an audience (CrT8) |  | x |  | x |  |  |  |
| * Create written texts that instruct, that may include a statement of purpose or goal, a list of resources and a series of steps (CrT8) |  | x |  | x |  |  |  |
| * Sequence argument points in paragraphs that begin with a topic sentence and support the development of ideas (CrT8) |  | x |  |  |  | x | x |
| * Experiment with modality to modulate an argument for persuasive effect (CrT8) |  | x |  |  |  | x | x |
| * Use temporal, conditional and causal conjunctions within sentences, and as connectives to link ideas across sentences for cohesion (CrT8) | x | x | x | x | x | x |  |
| * Select and use multimodal features to add meaning |  | x |  |  |  |  | x |
| * Use verb sentence openers to indicate action processes | x | x | x | x |  |  |  |
| * Use simple, compound and complex sentences of varying lengths for variation and readability (CrT7, GrA5) | x | x | x | x | x | x | x |
| * Use bullet points or numbering to list items or a sequence of steps | x | x | x | x |  |  |  |
| * Use topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority (CrT8) | x | x |  |  | x | x | x |
| * Research, summarise and list topic-related ideas when planning |  | x |  |  | x |  |  |
| * Reflect on and monitor texts according to given criteria, and respond to feedback from others |  | x |  | x |  | x | x |
| **Spelling**  **EN2-SPELL-01** selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts |  |  |  |  |  |  |  |
| * Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling | x |  | x |  | x |  | x |
| * Identify differences in vowel phonemes (short, long, diphthong and schwa vowels) (SpG9) | x |  |  | x | x | x | x |
| * Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling | x |  | x | x | x | x | x |
| * Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling (SpG9) | x |  |  |  | x | x | x |
| * Identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling (SpG9) | x |  | x | x |  |  | x |
| **Handwriting and digital transcription**  **EN2-HANDW-01** forms legible joined letters to develop handwriting fluency  **EN2-HANDW-02** uses digital technologies to create texts |  |  |  |  |  |  |  |
| * Understand that legible handwriting is consistent in size and spacing and can support learning (HwK6) (Year 3) | x |  | x |  | x |  | x |
| * Join letters using consistent size and spacing to develop fluency (HwK6) (Year 3) | x |  | x |  | x |  | x |
| * Sustain the NSW Foundation Style cursive to facilitate fluency and legibility across a text (HwK6) (Year 4) | x |  | x |  | x |  | x |
| * Use knowledge of the keyboard layout and functions to type texts (HwK7) (Year 3) | x |  |  | x | x | x |  |
| * Monitor goals that build on typing accuracy and rate (Year 4) | x |  |  | x | x | x |  |
| * Use word-processing program functions or augmentative and alternative communication (AAC) to draft and revise texts (Year 4) | x |  |  |  |  | x | x |
| * Select and insert visual, print and audio elements into texts (Year 3) | x |  |  |  |  | x | x |
| **Understanding and responding to literature**  **EN2-UARL-01** identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts |  |  |  |  |  |  |  |
| * Identify themes in literature, recognising that there may be multiple themes within and between texts |  | x | x | x | x | x |  |
| * Describe how Aboriginal and/or Torres Strait Islander authors use language to build cultural understanding and context (UnT7) |  | x | x | x |  |  |  |
| * Understand that to control impact and effect authors make intentional choices about language, form and structure (UnT7) |  | x |  |  | x | x | x |

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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Stage 3 focus area and outcome, content points and National Literacy Learning Progression | A | B | 1 | 2 | 3 | 4 | 5 |
| **Oral language and communication**  **EN3-OLC-01** communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding |  |  |  |  |  |  |  |
| * Describe ways of interacting with cultural protocols or practices used by Aboriginal and/or Torres Strait Islander Peoples |  | x | x | x | x |  |  |
| * Analyse key ideas and perspectives expressed by others through paraphrasing and note-taking (InT5, InT6) |  | x | x | x | x |  | x |
| * Analyse how audio elements in texts integrate with linguistic, visual, gestural and spatial elements to create meaning and impact (SpK6) |  | x |  |  |  | x | x |
| * Experiment with volume, pace and intonation to enhance meaning when presenting and reciting, and recognise the effects these have on audience understanding (SpK6) |  | x |  |  |  | x | x |
| * Present multimodal arguments that include research and references, topic-specific vocabulary and the selection of persuasive techniques appropriate to audience (SpK6) |  | x |  |  |  |  | x |
| * Select multimedia components, visual displays or use gestural features to enhance and bring clarity to presentations (SpK6) |  | x |  |  |  |  | x |
| **Vocabulary**  **EN3-VOCAB-01** extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts |  |  |  |  |  |  |  |
| * Identify and use words that convey informative and objective meanings in texts | x | x | x | x | x | x |  |
| * Identify and use words that convey subjective, emotive and persuasive meanings in texts | x | x |  |  |  | x | x |
| * Apply knowledge of taught Tier 3 subject-specific morphemes and their meanings (UnT9, CrT8) | x |  |  |  | x | x | x |
| * Identify Aboriginal English words used in multimodal, spoken and written texts | x | x | x | x |  |  |  |
| * Identify and use words derived from other languages, including Aboriginal and Torres Strait Islander Languages, and know that the pronunciation and spelling of words may reflect their etymology (UnT9) | x |  | x | x |  |  |  |
| **Reading comprehension**  **EN3-RECOM-01** fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension |  |  |  |  |  |  |  |
| * Efficiently follow signposting features to navigate print and digital texts | x | x | x | x | x |  |  |
| * Select texts from print or digital sources to gather and organise research on a topic |  | x |  |  | x |  |  |
| * Use criteria to determine the accuracy and reliability of sourced information |  | x |  |  | x |  |  |
| * Use knowledge of text structure to navigate the text to locate specific information (UnT8) | x | x | x | x | x | x |  |
| * Analyse how the integration of persuasive, informative and/or narrative structures within a text can enhance effect | x | x |  |  |  | x | x |
| * Compare purposes for different texts and consider why authors and illustrators have structured texts in particular ways (UnT8) | x | x |  | x | x | x | x |
| * Analyse use of multimodal features to enhance meaning within texts |  | x |  |  |  |  | x |
| * Question the assertions made by authors when engaging with print and digital text | x | x |  |  | x | x |  |
| * Check the accuracy of own recorded gist statements made during reading, before summarising information to determine a text’s main themes, ideas or concepts | x | x | x | x |  |  |  |
| * Categorise information or ideas and create hierarchies to aid recall and support summarisation (L3) |  | x | x |  | x |  |  |
| * Reflect on personal connections with a text and identify how interests and experiences can influence understanding and appreciation of ideas presented | x | x | x | x | x | x | x |
| **Creating written texts**  **EN3-CWT-01** plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language |  |  |  |  |  |  |  |
| * Describe and/or explain ideas through logically sequenced paragraphs (CrT9) |  | x |  | x | x | x |  |
| * Compare and contrast or discuss cause and effect through sequenced paragraphs (CrT9) |  | x |  |  | x | x | x |
| * Choose text formats with appropriate text structures, features and language to persuade a target audience (CrT9) |  | x |  |  |  | x | x |
| * Use rhetorical devices targeted to the audience (CrT9) |  | x |  |  |  | x | x |
| * Use modality to qualify or strengthen arguments |  | x |  |  |  | x | x |
| * Create written texts that include multiple paragraphs with clear, coherent transition of ideas (CrT9) |  | x |  | x |  | x | x |
| * Choose multimodal features suited to a target audience and purpose, to reinforce and extend ideas |  | x |  |  |  | x | x |
| * Acknowledge sources of information to add credibility and authority to arguments and information (CrT8) |  | x |  |  | x |  | x |
| * Create nominalisations to convey abstract ideas and concepts succinctly and authoritatively (GrA7) | x | x |  |  | x | x |  |
| * Vary sentence structures or lengths when using simple, compound and complex sentences, with a focus on achieving clarity and effect suited to text purpose | x | x | x | x | x | x | x |
| * Use parentheses in the first instance when abbreviating names using acronyms, and when acknowledging a source (PuN7) | x | x |  |  | x | x | x |
| * Understand and use simple hyphenation generalisations | x | x | x |  | x | x | x |
| * Use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority (CrT9) |  | x |  |  | x | x | x |
| * Select text formats for combined purposes, creating hybrid texts for target audiences |  | x |  |  |  | x | x |
| * Research and summarise information from several sources to plan for writing |  | x |  |  | x |  |  |
| * Assess the reliability and authority of sources, including digital sources, when researching and acknowledging texts |  | x |  |  | x |  |  |
| * Reflect on own writing by explaining and justifying authorial decisions regarding text-level features, sentence-level grammar, punctuation and word-level language |  | x |  |  |  | x | x |
| **Spelling**  **EN3-SPELL-01** automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words |  |  |  |  |  |  |  |
| * Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | x |  | x | x | x | x | x |
| * Apply and explain graphemes identified by their etymology (SpG11) | x |  |  |  |  | x | x |
| * Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts (SpG10, SpG11) | x |  | x |  |  |  | x |
| * Recognise that the same grapheme can represent different phonemes (SpG10) | x |  | x | x | x | x | x |
| * Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com- (SpG10) | x |  | x | x |  |  |  |
| * Explain the etymology of taught roots and apply this knowledge when creating written texts (SpG10) | x |  |  |  | x |  | x |
| * Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas (SpG10) | x |  |  |  |  | x | x |
| **Handwriting and digital transcription**  **EN3-HANDW-01** sustains a legible, fluent and automatic handwriting style  **EN3-HANDW-02** selects digital technologies to suit audience and purpose to create texts |  |  |  |  |  |  |  |
| * Sustain writing with a legible, fluent and personal handwriting style across a text (HwK8) | x |  | x |  | x |  | x |
| * Use handwriting efficiently in formal and informal situations (HwK8) (Year 5) | x |  | x |  | x |  | x |
| * Adjust handwriting style to suit writing purpose (HwK8) (Year 6) | x |  | x |  | x |  | x |
| * Reflect on and monitor typing accuracy rate according to goals and given criteria (Year 5) | x |  |  | x | x | x |  |
| * Evaluate and select applications and tools to create text to suit audience and purpose | x |  |  | x | x | x | x |
| * Use taught shortcut functions on digital tools to facilitate text creation (HwK8) (Year 5) | x |  |  |  |  | x | x |
| **Understanding and responding to literature**  **EN3-UARL-01** analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts  **EN3-UARL-02** analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts |  |  |  |  |  |  |  |
| * Identify and describe messages common to lived experiences that recur in literature and use these representations when creating texts |  | x | x |  | x | x |  |
| * Describe how Aboriginal and Torres Strait Islander authors’ language use promotes a shared understanding of cultural context |  | x | x | x |  |  |  |
| * Reflect on and explain how personal, social and cultural context is expressed in own texts |  | x |  |  |  | x | x |
| * Recognise how an argument is influenced by perspective and create texts that adopt a perspective beyond personal experience |  | x |  |  |  | x | x |
| * Compare the reliability and validity of texts to make judgements about their authority (UnT7) |  | x |  |  | x |  |  |

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## Resources

The resources in the table below are referred to in this unit. Letters 'A' and 'B' in the header refer to Component A and B respectively, and the numbers 1 to 5 indicate weeks. The use of 'x' in these columns indicates whether the resources are required in Component A, B or both, and in which week.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Resource | A | B | 1 | 2 | 3 | 4 | 5 |
| One Arm Point Remote Community School (2010) Our World: Bardi-Jaawi Life at Ardiyooloon*,* Magabala Books, Australia. ISBN: 9781921248238 | x | x | x | x | x |  |  |
| Sticky notes |  | x | x |  |  |  |  |
| Website: [Google Earth](https://earth.google.com/web/search/Kati+Thanda-Lake+Eyre,+South+Australia/@-28.5246972,137.5042319,-14.80600682a,914.78117025d,35y,0h,45t,0r/data=CnsaURJLCiQweDZhOGY3ZWRlOTU5NDZjOWQ6MHhmMDMzNjU1NDViOWU2MjAqI0thdGkKVGhhbmRhLUxha2UKRXlyZQpOYXRpb25hbCBQYXJrGAIgASImCiQJDDjQK7ypNUARBzjQK7ypNcAZEJVMk46HQkAhLfIm33mwUMAoAg) |  | x | x |  |  |  |  |
| Website: [Map of Indigenous Australia](https://aiatsis.gov.au/explore/map-indigenous-australia) |  | x | x |  |  |  |  |
| Video: [Ardiyooloon – One Arm Point – Gorna Mayi (4:06)](https://www.youtube.com/watch?v=JHG9buTPZls) |  | x | x |  |  |  |  |
| [Resource 1 – note-taking tips](#_Resource__1) |  | x | x |  | x |  |  |
| Video: [BTN: Indigenous Languages (4:13)](https://www.abc.net.au/btn/classroom/indigenous-languages/10528324) |  | x | x |  |  |  |  |
| Digital Learning Selector: [Plus, Minus, Interesting (PMI) chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551) (Stage 2) |  | x |  | x |  |  |  |
| [Resource 2 – earth oven exemplar](#_Resour_ce_2) (Stage 3) | x | x |  | x |  |  |  |
| Photographs of making damper from [Lesson 7](#_Lesson_7_–_1) |  |  |  | x |  |  |  |
| Website: [SBS Food: Why we should make more damper at home](https://www.sbs.com.au/food/article/why-we-should-make-more-damper-at-home/0e09idnyg) |  | x |  | x |  |  |  |
| Website: [Gambay: a map of Australia’s first languages](https://www.abc.net.au/indigenous/gambay-languages-map) |  | x |  | x |  |  |  |
| [Resource 3 – damper recipe](#_Resourc_e_3) |  | x |  | x |  |  |  |
| Video: [Cooking Nan's damper from the bush kitchen | Everyday Food | ABC Australia (5:10)](https://www.youtube.com/watch?v=xg2BeNDQlM0) |  | x |  | x |  |  |  |
| Digital devices |  |  |  |  | x |  | x |
| Website: [Dampier Peninsula](https://www.westernaustralia.com/en/places-to-visit/the-kimberley-and-north-west/dampier-peninsula) |  | x |  |  | x |  |  |
| [Resource 4 – authority evaluation checklist](#_Resource_4_–_1) |  | x |  |  | x |  |  |
| [Resource 5 – writing process](#_Resource_5_–_1) |  | x |  |  | x | x | x |
| [Resource 6 – informative text exemplar](#_Resource_6_–_1) | x | x |  |  | x | x |  |
| [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1) | x | x |  |  |  | x | x |
| [Resource 8 – Ardyaloon information](#_Resource_8_–_1) |  | x |  |  |  | x |  |
| Video: [Coonabarabran | Sydney Weekender (4:58)](https://www.youtube.com/watch?v=4x4rAvCK8Lg) |  | x |  |  |  |  | x |
| Digital Learning Selector: [persuasive writing scaffold](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625) |  | x |  |  |  |  | x |
| Video: [Guide to Goulburn | Sydney Weekender (5:20)](https://www.youtube.com/watch?v=boT9YWr4LKw) |  | x |  |  |  |  | x |

# Week 1

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains a suggested learning intention and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Stage 2 | Stage 3 |
| Learning intention | Students are learning to understand how authors build cultural understanding, context and theme through a text. | Students are learning to identify messages in literature and understand how an author’s personal, social and/or cultural contexts shape a text. |
| Success criteria | Students can:   * identify cultural practices and protocols used to interact * make notes on information in a text to identify themes presented * use conditional and causal connectives to link ideas across sentences for cohesion * record gist statements to monitor understanding of a Traditional Story. | Students can:   * describe cultural practices and protocols used to interact * analyse the main ideas of a text by taking notes to understand theme * categorise information to support summarisation * check the accuracy of gist statements to determine the main theme or idea of a Traditional Story. |

## Lesson 1 – identifying cultural practices and exploring context

**Note**: when it comes to teaching and learning about Aboriginal Languages and Culture, it is essential for schools to work in partnership with their local Aboriginal community, in line with their local cultural principles and protocols. In NSW, cultural principles and protocols may differ between local Aboriginal communities. Schools should adhere to these principles and protocols when sourcing local language speakers and throughout the development and implementation of school-based teaching and learning programs to maintain and revitalise local Aboriginal language and culture. To find out about cultural principles and protocols, schools can contact their [Local or Regional Aboriginal Education Consultative Group](https://www.aecg.nsw.edu.au/aecg-regions/) (AECG), Aboriginal education officers or advisors within education sectors, local Aboriginal Land Councils, Aboriginal Language centres and/or other local Aboriginal community organisations.

The following teaching and learning activities support multi-age settings.

### Whole

1. Introduce the text, Our World: Bardi Jaawi Life at Ardiyooloon*.* Read and display the title of the text and draw students’ attention to the authors ‘One Arm Point Remote Community School’. In pairs, students discuss the meaning of the term, ‘Remote Community’. Ask:

* How would you define the term ‘remote’?
* What is a ‘community’?
* Are you aware of any remote communities? Have you had the opportunity to visit a remote community?

1. Read the blurb and use [Google Earth](https://earth.google.com/web/search/Kati+Thanda-Lake+Eyre,+South+Australia/@-28.5246972,137.5042319,-14.80600682a,914.78117025d,35y,0h,45t,0r/data=CnsaURJLCiQweDZhOGY3ZWRlOTU5NDZjOWQ6MHhmMDMzNjU1NDViOWU2MjAqI0thdGkKVGhhbmRhLUxha2UKRXlyZQpOYXRpb25hbCBQYXJrGAIgASImCiQJDDjQK7ypNUARBzjQK7ypNcAZEJVMk46HQkAhLfIm33mwUMAoAg), the [Map of Indigenous Australia](https://aiatsis.gov.au/explore/map-indigenous-australia) and the map at the beginning of the text to locate Ardyaloon (One Arm Point). **Note**: the spelling of Ardiyooloon may vary depending on the source.
2. On individual sticky notes, ask students to write down one thing they know about ‘perspective and context’. Students then place their sticky notes on the walls around the classroom. Students walk around the classroom to read and consider the ideas shared by their peers.
3. Clarify student understanding of ‘perspective and context’. As a class, co-construct a definition of ‘perspective and context’.

**Note**: perspective is ‘a lens through which the author perceives the world and creates a text, or the lens through which the reader or viewer perceives the world and understands a text. Context is the range of personal, situational, social, historical and cultural circumstances that shape how texts, and their representations are conceived, constructed, understood and interpreted’ (NESA 2024).

1. Discuss how the title indicates that the book is about the world from the perspective of the One Arm Point community, home to the Bardi Jaawi People. Clarify that ‘Bardi Jaawi’ is the name of the Aboriginal Peoples and that ‘Ardiyooloon’ is the name of their community.
2. Watch [Ardiyooloon – One Arm Point – Gorna Mayi (4:06)](https://www.youtube.com/watch?v=JHG9buTPZls). After viewing the video, encourage students to connect their lived experiences with the text. Ask students what is familiar from their cultural knowledge and experience.
3. Using the Contents page, model following signposting features to navigate through the text to locate the ‘Introduction’ on page 9 of Our World: Bardi Jaawi Life at Ardiyooloon*.* Read the ‘Introduction’. Ask the following questions to support comprehension:

* What does it mean for the Bardi Jaawi to be ‘Saltwater People’?
* Why is it important for the Bardi Jaawi community to pass on their language and cultural knowledge to younger generations?
* How have the Elders contributed to the success of the school and the preservation of the Bardi Jaawi culture?
* Why do you think maintaining cultural heritage is important for the Bardi Jaawi community?

1. Display the word ‘culture’ and divide students into small groups. Each group will visually represent ‘culture’ using words, phrases and illustrations. Use guiding questions to scaffold students’ understanding. For example:

* What does the word ‘culture’ mean to you?
* What aspects or parts of culture come to mind for you?
* How is culture expressed in your everyday life?

1. Select groups to share their visual representation with the class. Encourage students to explain their choices and the representation of the word ‘culture’. Reflect on the diversity of interpretations. **Optional**: students participate in a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555) to explore the various visual representations.
2. Co-construct a class definition of ‘culture’ and display in the classroom. For example:

Culture is the shared practices, customs, attitudes and beliefs of a particular time and place, and that these are learned behaviours and values passed through generations (McDonald 2023). There can be individual and group differences within cultures. Everyone has culture and it is a lens through which we see the world (NESA 2024).

**Too easy?** Students write a paragraph explaining what ‘culture’ means to them.

1. Explain that students will learn about cultural interaction practices and protocols used by members of their local community.
2. Invite local Aboriginal community, family members or Elders to share and discuss cultural interaction practices and protocols.
3. If a local Aboriginal community, family member or Elder is unable to attend, display a range of cultural practices and/or protocols that Aboriginal peoples use to interact. For example:

* Welcome to Country: occurs at the beginning of a formal event and can take many forms, including singing, dancing, smoking ceremonies and/or a speech.
* Acknowledgement of Country: an opportunity for anyone to show respect for Traditional Owners and the continuing connection of Aboriginal and Torres Strait Islander Peoples to Country.
* Acknowledgement of Elders: the first speaker at a forum recognises and pays respect to Elders, past and present.
* Yarning Circles: a collaborative and inclusive way of storytelling, sharing knowledge and solving problems.

1. Students consider cultural practices and protocols in their own community and how these are similar and/or different to those discussed in activity 13.

**Note**:where possible, invite local Aboriginal community members to share specific practices and protocols used to interact, such as when delivering a Welcome to Country. Invite students to participate in an Acknowledgement of Country. Encourage students to use the school Acknowledgement of Country or provide students with an appropriate scaffold, such as a printable [Acknowledgement of Country.](https://education.nsw.gov.au/about-us/strategies-and-reports/our-reconciliation-action-plan/acknowledgement-of-country#:~:text=.-,Download%20a%20printable%20Acknowledgement%20of%20Country,-If%20you%27re%20keen) For supplementary advice, use the [Aboriginal and Torres Strait Islander principles and protocols](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/aboriginal-education/aboriginal-and-torres-strait-islander-principles-and-protocols).

1. Discuss the important role of interacting with others as a learning strategy. Develop or revise shared criteria or agreed-upon protocols for partner, small group and whole-class interactions to use throughout the unit. Ask:

* What are some of the agreed-upon protocols for interactions within our setting?
* How are these protocols similar or different to specific roles and protocols used by Aboriginal and/or Torres Strait Islander Peoples?
* How do these protocols differ between partner, small group and whole-class interactions?

## Lesson 2 – identifying themes in a non-fiction text

The following teaching and learning activities support multi-age settings.

### Whole

1. Review the textual concept of ‘theme’ (from previous units). Explain that, like fiction texts, non-fiction texts also have themes. For example, a text with the topics of ‘pollution’ and ‘recycling’ may express the theme of ‘sustainable practices ensure a cleaner world for future generations’.
2. Review the ‘Introduction’ on page 9 of Our World: Bardi Jaawi Life at Ardiyooloon*.* In pairs, students record 5 to 6 significant words related to the theme(s) within the text. For example, ‘culture’, ‘maintain’, ‘generations,’ ‘respect’ and ‘language.’
3. Students use their words from activity 2 to create a statement about the theme(s) expressed in the text. For example, the importance of maintaining culture and language for future generations.

**Too hard?** Jointly construct a statement about the theme(s) expressed in the text.

1. Model navigating the text to locate information about ‘history’ using the Contents page. Read ‘Our History’ (p 10) and unpack unfamiliar vocabulary, such as ‘pearlers’, ‘missionaries’ and ‘facilities’, to support students' comprehension.
2. Read ‘The First School at Middle Beach’ (p 11). Reflect on reading using the following prompts:

* What is something you learned?
* What is something you found interesting?
* What connections did you draw between this text and your own lived experiences?

1. Discuss how understanding historical context is important for promoting cultural understanding because it allows readers to comprehend past events, challenges and influences that have shaped a culture over time. For example, knowing the historical background of the Bardi Jaawi People helps readers understand and appreciate the unique heritage of the Ardiyooloon community.
2. Use the Contents page to locate and read ‘One Arm Point Culture Program’ (p 62). Unpack unfamiliar vocabulary, such as ‘program’, ‘culminates’ and ‘empowered.’ Ask guiding questions to support comprehension. For example:

* Why was the One Arm Point Culture Program initiated and who played a significant role in its development?
* How does the One Arm Point Culture Program contribute to preserving the Bardi Jaawi traditional culture and language for future generations?

1. Explain that students will take notes about ‘The One Arm Point Culture Program’ (p 62) to create a summary of the information. Students will use the summary to identify the themes within the text.
2. Introduce the skill of note-taking. Explain that taking notes is the practice of recording information to capture key points, ideas and concepts to use for future reference. Discuss how effective note-taking helps improve understanding and organisation of information presented, making it easier to apply knowledge for a later task.
3. As a class, brainstorm a list of ‘note-taking tips’. Record on an anchor chart and display in the classroom. Refer to [Resource 1 – note-taking tips](#_Resource__1) to support the class brainstorm activity.
4. Re-read the first paragraph about the culture program (p 62) and model taking notes about the information presented. Organise notes into headings and/or subheadings, using bullet points to record ideas in students’ own words. For example:

**One Arm Point Culture Program**

Started in 2008:

* initiated by Bardi Jaawi Elders and community members
* wanted a culture program in the school
* Elders have always been important in the school community
* they aim to pass on their knowledge.

Purpose:

* to keep Bardi Jaawi culture and language alive
* focus on future generations.

1. As a class, read the second paragraph and jointly construct notes about the information presented. For example:

Victory in 2006:

* Bardi Jaawi People won a long battle with the Federal Court
* they were granted Native Title rights
* Native Title – an acknowledgement by the Australian Government, recognising that Indigenous peoples have rights to their land (based on traditional laws and long connection to Country).

1. Continue reading the information on page 62. Pause at the end of each paragraph and provide time for students to independently take notes about the information presented.

**Too hard?** Provide students with subheadings to organise information. Students work with a partner to make notes.

1. Select students to share their notes with the class. Record student ideas to support writing a summary of information in activity 15.
2. Explain that summarising information is a way of expressing main ideas and details in a concise manner. Using the notes about the ‘One Arm Point Culture Program’, jointly construct a summary of the information. Highlight the importance of paraphrasing to ensure information is presented in students’ own words. For example:

**One Arm Point Culture Program**

The One Arm Point Culture Program started in 2008 by Bardi Jaawi Elders and community members. It integrates traditional Bardi Jaawi culture into the school curriculum. This initiative aims to preserve their culture and language for future generations. In 2006, their deep connection to their land was recognised by the Australian Government. Managed by a team of Elders, community members and school advisors, the program includes activities like spear making, dancing, storytelling and traditional fishing, culminating in a cultural concert each term. The program has won awards for its commitment to cultural maintenance and creates an empowering learning environment that promotes community harmony.

**Too easy?** Students write their own summary about ‘One Arm Point Culture Program’.

1. Reinforce that themes are overarching ideas or concepts explored and developed throughout a text. As a class, brainstorm and record themes or messages expressed through the ‘One Arm Point Culture Program’. Examples may include:

* embracing culture by preserving language and sharing the significance of traditional practices
* the importance of understanding the land as an element of learning and preserving culture
* respecting Aboriginal and Torres Strait Islander history, culture and traditions among all students and the wider community.

## Lesson 3 – understanding cultural context

The following teaching and learning activities support multi-age settings.

### Whole

1. Create fact and fiction ‘Did you know?’ statements about the ‘One Arm Point Culture Program’ (p 62) from Our World: Bardi Jaawi Life at Ardiyooloon. In small groups, students determine which statements are fact and which ones are fiction. For example:

* Did you know? Students at One Arm Point Remote Community School participate in spear making, dancing, storytelling, cooking bush tucker and traditional fishing practices. (fact)
* Did you know? The One Arm Point Culture Program was initiated in 2018. (fiction)

**Too easy?** Students create their own fact or fiction ‘Did you know?’ statements about the ‘One Arm Point Culture Program’ to share with a partner.

1. Explain that the ‘One Arm Point Culture Program’ emphasises the importance of preserving and passing on traditional knowledge and practices. Draw students’ attention to the sentence on page 62, ‘Each fortnight, the school runs activities such as spear making, dancing, storytelling, cooking bush tucker, traditional fishing practices, Bardi Language, camps and visits to country.’ Emphasise that these activities educate students about their culture and also strengthen pride in their identity, ensuring that the traditions of the Bardi Jaawi People are kept alive for future generations.
2. As a class, refer to the Contents page of the text. Model the following signposting features to locate the title ‘Spear fishing’ (pp 12–14). Read the information under the subheadings ‘Spears for women and children’ (p 12), ‘Fishing and mud crabbing in the mangroves’ (p 13) and ‘Making men’s spears’ (p 14). Use guiding questions to support an understanding of context. For example:

* How do your own experiences of learning compare to the activities described? (personal context)
* How do you think participating in cultural activities might impact students' social skills and relationships within their community? (social context)
* Why do you think it is important to include traditional cultural practices in school programs? How do these cultural activities help preserve the knowledge and heritage of Aboriginal and/or Torres Strait Islander communities? (cultural context)

1. Explain that students will explore the text to learn about the cultural activities from One Arm Point Remote Community School, which draw from the traditional knowledge and skills of the Bardi Jaawi People.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (pairs) | Stage 3 (teacher guided) |
| 1. Provide pairs of students with pages 46 to 47 of Our World: Bardi Jaawi Life at Ardiyooloon. Students locate the subheadings, ‘Types of fish traps’ (p 46) and ‘Fixing the fish traps’ (p 47). Students read the information presented.   **Too hard?** Students read the information with a peer mentor.   1. After reading, students reflect on the information presented using the following prompts:  * What is something you learned? * What is something you found interesting?  1. Students re-read the information and take notes about the main ideas and important details presented. Encourage students to refer to the note-taking tips from [Lesson 2](#_Lesson_2_–_1). | 1. Review the skill of note-taking and how categorising information aids recall and supports summarisation. 2. Display and read ‘Collecting Pandanus’ (p 30). After reading, students reflect on the information presented using the following prompts:  * What is something you learned? * What is something you found interesting?  1. Re-read ‘Collecting Pandanus’ and jointly construct notes about the information presented. Organise information into categories using subheadings and bullet points. For example:   Description of pandanus:   * pandanus trees grow in coastal areas * fruit tolerates salt in the air * the pandanus fruit is called gaamba in Bardi.   Collection of pandanus:   * went to Gooljaman to collect pandanus nuts * the fruit is bright orange * collecting fruit that has already dropped on the ground.  1. Model writing a summary of the information. For example:   The pandanus trees grow in coastal areas as they can tolerate salt in the air. The fruit of the pandanus palm is bright orange and called gaamba in Bardi. During a trip to Gooljaman, the students at One Arm Point Remote Community School collected the fruit that dropped to the ground.   1. Reflect on how categorising information or ideas aids recall and supports summarisation. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided/pairs) | Stage 3 (pairs/independent) |
| 1. Review conditional and causal conjunctions from Component A and how they can be used within sentences and as connectives to link ideas across sentences.   **Note**: highlight that conjunctions join 2 clauses within sentences and connectives create links between sentences and longer sections of text.   1. Brainstorm conditional and causal connectives. For example:  * conditional connectives: as long as, even if, if, unless, otherwise, although * causal connectives: so, because, since, due to, as a result, consequently, therefore.  1. Display sentences about ‘Spear fishing’ (pp 12–13) with conditional and causal connectives. Highlight the connectives used. For example:  * There are a range of spears for specific purposes. **For this reason**, **each spear is** made differently (causal connective: ‘For this reason’). * The old people used spears to feel under the reef for fish. **If** they felt one, they would drag it out (conditional connective: ‘If’).  1. In pairs, students use their notes about ‘Types of fish traps’ (p 46) to write sentences using conditional and causal connectives. For example, ‘**Due to** the tide going out, it is easy to spear fish in the pool’ (causal connective: ‘due to’).   **Too hard?** Provide students with a bank of conditional and causal connectives and/or sentence starters to scaffold writing. | 1. Provide pairs of students with pages 32 and 33 of Our Word: Bardi Jaawi Life at Ardiyooloon. Students read the information under the subheadings ‘Making Bush Brooms’ (p 32), ‘Shells, seeds and beads’ (p 33) and ‘Windmills’ (p 33). 2. After reading, students reflect on the information presented using the following prompts:  * What is something you learned? * What is something you found interesting?  1. Students re-read the information and take notes about the main ideas and important details presented. Students organise their information into categories using subheadings and bullet points. 2. Students independently record a summary that highlights the main idea. 3. In pairs, students share their summaries, and identify similarities and differences between their ideas. |

### Whole

1. Review that ‘Did you know?’ statements are a feature of informative texts included in Our World: Bardi Jaawi Life at Ardiyooloonto highlight interesting information and engage the reader.
2. Model writing a ‘Did you know?’ statement about ‘Spear fishing’ (pp 12–14). For example, ‘Did you know? There are a range of spears for specific purposes. For this reason**, each spear is** made differently.’
3. Students use their notes from activity 7 (Stage 2) and activity 19 (Stage 3) to independently create 3 to 4 ‘Did you know?’ statements. Encourage Stage 2 students to use causal and conditional connectives.

**Too hard?** Students work in a teacher-guided group.

1. In pairs, students share their statements.

## Lesson 4 – exploring Traditional Stories

The following teaching and learning activities support multi-age settings.

### Whole

1. Read and display the sentence, ‘We would be lost without our culture and language’ (p 9) of Our World: Bardi Jaawi Life at Ardiyooloon. Ask:

* What does the word ‘lost’ mean in this sentence? (For example, losing connection to history and heritage.)
* What is the impact of losing culture and language? (For example, it impacts identity, community and a sense of belonging.)
* How are the Bardi Jaawi People keeping culture alive? (For example, passing cultural practices and traditions on to future generations through the culture program. They have also built and promoted cultural understanding by creating the text *Our World: Bardi-Jaawi Life at Ardiyooloon*.)

1. Discuss how connections within families play a crucial role in preserving and passing down cultural knowledge, values and practices across generations. Locate information about ‘family’ within the text using the Contents page. For example, ‘Bardi family ties’ (p 44).
2. Display and read pages 44 to 45 and define the word ‘kinship’.

**Note**: kinship is ‘a key aspect of Aboriginal cultures and values. It includes the importance of all relationships and of being related to and belonging to the land’ (NESA 2024).

1. Discuss how each horizontal row on the chart represents a different generation and that kinship names are generally passed down by word of mouth, kinship charts or family trees. Facilitate a discussion using guiding questions. For example:

* How is the Bardi language promoted on these pages? Why is promoting language important?
* What does the reader learn about Bardi kinship?

1. Students sit in a circle to share their kinship names and discuss how their language connects to their culture. For example, Taua is a Māori word for Grandmother. Reflect that sharing language is one way of building cultural understanding and preserving culture for future generations.
2. Discuss that another way One Arm Point Remote Community School builds and promotes cultural understanding is by sharing Traditional Stories. Traditional Stories pass on teachings which empower identity, belonging and connection. Highlight that Traditional Stories represent Aboriginal and/or Torres Strait Islander Peoples’ experiences, knowledge, teachings, obligations or customs.
3. Use the Contents page to locate ‘Kangaroo and Hermit Crab’ (pp 38–39). Explain that ‘Kangaroo and Hermit Crab’ is a Traditional Story.
4. Display and read ‘Kangaroo and Hermit Crab’. Discuss the meaning of the Bardi words around the outside of the page.
5. Explain that students will create gist statements to capture the main idea of the Traditional Story. Revise gist statements from Component A and previous learning.

**Note**:gist statements are ‘succinct thoughts and information that capture the generalisations gleaned from what has been read, heard or viewed’ (NESA 2024).

1. Create an anchor chart to explain the process of ‘getting the gist’. For example:

* Step 1: read the text carefully to understand the main points
* Step 2: identify the key information, including the who, what, where and why
* Step 3: condense the key information to capture the main idea (gist statement) of the text in less than 40 words
* Step 4: check the accuracy of the gist statement to ensure it captures the main idea (Stage 3).

**Note**: display in the classroom to use in [Lesson 5](#_Lesson_5_–_1).

1. Guide students through the process of ‘getting the gist’ by re-reading ‘Kangaroo and Hermit Crab’ (pp 38–39) to understand the main points. As a class, identify the key information, including the who, what, where and why. For example:

* Kangaroo boasts that he is the fastest animal and challenges Hermit Crab to a race at Cunningham Point.
* Hermit Crab, with the help of his friends, tricks Kangaroo and wins the race.
* Hermit Crab wants to teach Kangaroo a lesson about being humble and not showing off.

1. In pairs, students use the information from activity 11 to capture the main idea (gist statement) in less than 40 words. For example:

Kangaroo boasted about being the fastest animal. He challenged Hermit Crab to a race at Cunningham Point. With the help of his friends, Hermit Crab tricked Kangaroo and won. This taught him a lesson about being humble and not showing off.

**Too hard?** Students work in a teacher-guided group to record the main idea (gist statement).

**Too easy?** Students record their own gist statement.

1. Explain that Stage 2 students will orally retell the story while Stage 3 students check the accuracy of their ‘gist statement’ to ensure it captures the main idea.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (pairs) | Stage 3 (teacher guided/pairs/independent) |
| 1. In pairs, students create a visual representation of ‘Kangaroo and Hermit Crab’ (pp 38–39) using words, phrases and illustrations. 2. Students take turns orally retelling parts of ‘Kangaroo and Hermit Crab’.   **Too easy?** Students use the Traditional Story to create a reader’s theatre. | 1. Ask students how they could check the accuracy of their gist statement to ensure it captures the main idea. For example, compare it to the text or with a peer. 2. Guide students to check the accuracy of their gist statement by comparing it to the text. Ask guiding questions, for example:  * Who is in the text? * Where does the race take place? * What does Hermit Crab do to Kangaroo during the race? * Who wins the race?  1. Students determine whether their gist statement answers the guiding questions and captures the main idea. Students then compare their gist statement with a partner. 2. Provide time for students to adjust their gist statements if needed. 3. In pairs, students use their gist statement to explain the main themes or ideas expressed. |

### Whole

1. Revise cultural practices and protocols that Aboriginal and/or Torres Strait Islander Peoples use to interact from [Lesson 1](#_Lesson_1_–_1). For example, Yarning Circles. Explore how Yarning Circles are an important practice to learn from a collective group, build respectful relationships and to preserve and pass on cultural knowledge.

**Note:** Yarning Circles are an important cultural practice for Aboriginal and/or Torres Strait Islander Peoples. Knowledge and information is shared in harmony and with respect for all individuals (QCAA 2020). For further information about Yarning Circles, refer to the [Aboriginal Outcomes and Communities website](https://education.nsw.gov.au/teaching-and-learning/aec/re-imagining-evaluation-framework/what-does-yarning-mean-).

1. Set class expectations for participating in a Yarning Circle. For example:

* one student speaks at a time without interruption
* use respectful language
* everyone is equal
* listen actively
* value the contributions of others.

1. Students participate in a Yarning Circle to reflect on the Traditional Story, ‘Kangaroo and the Hermit Crab’. Pose the following discussion questions:

* What teachings did the Traditional Story ‘Kangaroo and Hermit Crab’ pass on? (For example, never giving up and together, everyone achieves more.)
* How could you apply this teaching to your daily life?

1. As a class, reflect on the discussion questions and how the Yarning Circle successfully shares knowledge in a safe space without judgement.

# Week 2

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains a suggested learning intention and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Stage 2 | Stage 3 |
| Learning intention | Students are learning to describe how authors use language to build cultural understanding and create written texts that describe experiences to inform an audience. | Students are learning to describe how authors promote a shared understanding of cultural context and reflect on how context is expressed in own texts. |
| Success criteria | Students can:   * record gist statements to monitor understanding of a Traditional Story * identify language choices authors use to create informative texts that instruct * make notes when engaging in experiences to support writing * use structure and language choices to create informative texts that instruct. | Students can:   * check the accuracy of gist statements to determine the main theme or idea * understand how authors use structure and language to present information in logically sequenced paragraphs * engage in experiences and observations to support the development of ideas for writing * create texts that explain ideas through logically sequenced paragraphs. |

## Lesson 5 – using gist statements to capture main ideas

The following teaching and learning activities support multi-age settings.

### Whole

1. Orally retell the Traditional Story ‘Kangaroo and Hermit Crab’ (p 38) from Our World: Bardi Jaawi Life at Ardiyooloonusing temporal connectives. Students listen and record the connective vocabulary that supports cohesion and understanding. For example:

**Firstly**, Kangaroo boasted about being the fastest animal and challenged Hermit Crab to a race. They went to see Snake, who agreed to start the race at Cunningham Point. All the animals gathered to watch as Kangaroo and Hermit Crab began the race. **Next**, Kangaroo raced ahead while Hermit Crab slowly followed behind. **Soon after**, Kangaroo stopped to rest. Hermit Crab’s friends were hiding along the track and took turns jumping out and making it seem like Hermit Crab was always in the lead. **Finally**, as Kangaroo was about to reach the finish line, he saw Hermit Crab cross the line and win the race! All the animals cheered, unaware of the trick Hermit Crab had played on Kangaroo. **In the end**, Kangaroo felt ashamed and learned the lesson that it is not nice to boast and show off.

1. As a class, discuss the connective vocabulary that supports cohesion and understanding. For example, temporal connectives help structure the events in a logical sequence. Highlight the importance of connective vocabulary to sequence ideas in spoken texts.
2. Review how oral storytelling is an important part of Aboriginal and/or Torres Strait Islander practices and protocols. Explain that students will read a different Traditional Story from the text and create a gist statement to capture the main idea.
3. ProvideStage 2 students with the ‘Three boys who ate raw lizard eggs’ (pp 54–55). Divide Stage 3 students into 2 groups. Provide one group with ‘Girrgij, Giido and Ganbaliny’ (pp 28–29) and the other group with ‘Marrgaliny and Loolooloo’ (pp 48–49).
4. In small groups, students read the Traditional Story and discuss the purpose of including the Bardi words around the outside of the page.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided) | Stage 3 (small groups/independent/pairs) |
| 1. Revise the connective vocabulary that supports cohesion and understanding from activity 1. For example, firstly, next, soon after, finally, in the end. 2. Guide students through an oral retelling of ‘Three boys who ate raw lizard eggs’ (pp 54–55) using temporal connectives.   **Too hard?** Use images to support students’ retelling.   1. Review the process of ‘getting the gist’ using the anchor chart from [Lesson 4](#_Lesson_4_–_1). 2. Identify and record the key information from the story, including who, what, where and why. For example:  * the 3 boys were hunting for blue-tongue lizard, frill-necked lizard and little goannas with their dogs * the littlest boy got hungry and ate the raw egg * it started raining heavily and made the ground soft * the boys had not listened to the old people and disappeared forever. | 1. In small groups, students identify the key information from ‘Girrgij, Giido and Ganbaliny’ (pp 28–29) or ‘Marrgaliny and Loolooloo’ (pp 48–49). 2. Students independently create a gist statement to capture the main idea.   **Too hard?** Provide students with a template to complete the steps of ‘getting the gist’.  **Too easy?** Students identify the common themes or messages between the Traditional Stories from activity 5.   1. Students share their gist statements with a peer who explored a different Traditional Story. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (independent/pairs) | Stage 3 (teacher guided/pairs/independent) |
| 1. Students create a gist statement to capture the main idea of ‘The boys who ate raw lizard eggs’ (p 54).   **Too hard?** Students create gist statements in pairs using sentence stems.   1. In pairs, students share their gist statements. Students discuss similarities and differences between their responses. | 1. Revise the different ways to check the accuracy of gist statements from [Lesson 4](#_Lesson_4_–_1). 2. In pairs, students check the accuracy of their gist statements by comparing the key information, including who, what, where and why.   **Too hard?** Students work in a teacher-guided group to check the accuracy of their gist statement.   1. Students independently adjust their gist statement as needed. 2. Students use their gist statement to explain the main themes or ideas expressed. |

### Whole

1. Students share their gist statements with a peer from a different stage. As a class, reflect on the process of making gist statements about a text. Ask guiding questions, for example:

* How does creating a gist statement help deepen your understanding of a text?
* Where can you apply the skill of making gist statements in the future? How do you think it will enhance your learning?
* What strategies can you use to check the accuracy of your gist statement? Why is checking the accuracy an important step in the process? (Stage 3)

**Stage 2 Assessment task 1 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN2-RECOM-01** – reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

* make gist statements and record them to monitor understanding.

**Stage 3 Assessment task 1** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* check the accuracy of own recorded gist statements made during reading, before summarising information to determine a text’s main themes, ideas or concepts.

## Lesson 6 – exploring language and structure of informative texts

The following teaching and learning activities support multi-age settings.

### Whole

1. Watch [BTN: Indigenous Languages (4:13)](https://www.abc.net.au/btn/classroom/indigenous-languages/10528324). After viewing, ask reflective questions. For example:

* How does the use of traditional languages contribute to preserving Aboriginal culture?
* How can teaching and singing in Aboriginal languages help young people better understand and connect with Australian history?

1. Explain that Aboriginal English is a recognised dialect of English which is the first, or home, language of many Aboriginal people. It differs from other dialects of English, such as Standard Australian English, in systematic ways including sounds, grammar, words and their meanings, and language use. Aboriginal English is a powerful vehicle for the expression of Aboriginal identity (NESA 2024).
2. Use the Contents page of Our World: Bardi Jaawi Life at Ardiyooloon to locate ‘Cook-up at Middle Beach’ (pp 20–21). Explore the layout and how to navigate the page. For example, the headings help the reader know where to start reading and the subheadings guide the sequence of reading.
3. Read the information about ‘Cook-up at Middle Beach’ (pp 20–21). Discuss how Bardi words and Aboriginal English words have been used to build and promote a shared understanding of cultural context. For example:

* Bardi words: ‘lanjarr’ (p 21) within the text and words placed around the outside of the page
* Aboriginal English word: ‘tucker’ (p 21) referring to food.

1. In pairs, students record other ways One Arm Point Remote Community School have built and promoted a shared understanding of cultural context throughout the text. For example, providing historical context, incorporating Bardi words, providing the English-Bardi wordlist, including explanations and instructions to aid understanding, sharing Traditional Stories and personal narratives. Share student responses.
2. Re-read ‘How to make an earth oven’ on page 21 of the text. Ask:

* What is the purpose of this part of the text? (to inform or instruct)
* What language features are used? (verbs, adverbial phrases or clauses, simple sentences)
* How is it structured? (headings, bullet points and numbering)
* How does the structure, features and language work together to achieve the text’s purpose?
* Why do you think this section has been included in the text? (to share and pass on cultural traditions)

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (pairs/small groups) | Stage 3 (teacher guided) |
| 1. Provide students with the sections ‘Damper’ (p 21), ‘Two ways to catch a monkey fish’ (p 26) and ‘Cooking pandanus’ (p 31) from the text. 2. In pairs, students discuss the structure and language features of each section. Students record their ideas on a [Plus, Minus, Interesting (PMI) chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551). For example: (Damper)  * plus: includes photographs * minus: there is no ingredient list * interesting: information about the different ways to cook damper.   **Too easy?** Students compare similarities and differences and record their ideas on a [Triple Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599).   1. In small groups, students share their ideas. | 1. Display and read [Resource 2 – earth oven exemplar](#_Resour_ce_2). Ask students what the purpose of the text is and how they know. Share responses.  * What language features support the text’s purpose? * How has the text been structured? * Can you identify Bardi words and Aboriginal English words?  1. Explore the structure of the text and how information is explained using logically sequenced paragraphs. For example:  * Paragraph 1: explains what an earth oven is * Paragraph 2: provides information about cultural connections * Paragraph 3: explains how to make an earth oven.  1. Revise how varied sentence structures or lengths can achieve clarity and effect from Component A. Identify the different sentence forms. For example:  * simple sentence: ‘An earth oven is an underground oven.’ (provides clear and concise information) * compound sentence: ‘Earth ovens have been around for thousands of years and they are used by many cultures worldwide’ (connects 2 ideas together) * complex sentence: ‘After the fire has burned down to coals, take out the smaller stones’ (provides additional information about when the action should occur).  1. Discuss additional language features, such as the inclusion of Bardi words. Discuss the impact that including Aboriginal language has on the text and how it helps to promote cultural understanding. 2. Explain that students will write an informative text about damper. Using [Resource 2 – earth oven exemplar](#_Resour_ce_2), co-construct success criteria for writing. For example:  * explain ideas through sequenced paragraphs * include multiple paragraphs with clear, coherent transition of ideas * use varied sentence structures or lengths.  1. Display in the classroom to use in [Lesson 7](#_Lesson_7_–_1) and [Lesson 8](#_Lesson_8_–_1). |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided/small groups) | Stage 3 (independent/pairs) |
| 1. Review students' PMI charts from activity 8. Ask students which informative text they found most successful and why. **Note**: use student understanding of verb sentence openers, sentence forms, bullet points and numbering from Component A to support their thinking. For example:   ‘Two ways to catch a monkey fish’ was the most effective because the text was structured clearly using headings, subheadings, bullet points and numbering. It also used simple sentences, verbs and adverbial phrases to provide additional information.   1. Identify how each text uses multimodal features to enhance meaning. For example:  * written text such as headings and subheadings to support text navigation * visual elements such as photographs to clarify steps.  1. Display ‘How to make an earth oven’ (p 21). Identify the language features that support the text’s purpose. For example:  * verb sentence openers to indicate action processes: ‘Dig’, ‘Place’, ‘Light’ * simple sentences: ‘Light a fire in the hole’ provides clear and direct instructions * compound sentences: ‘Place the madoorr tree leaves on top of the rocks and cover with a damp hessian bag’ combines 2 instructions in sequence * complex sentences: ‘When the fire is going well, place the smaller stones on top of the fire to heat’ provides a condition that must be met before performing the action.  1. Explain that students will be making damper and writing an informative text to instruct in [Lesson 7](#_Lesson_7_–_1) and [Lesson 8](#_Lesson_8_–_1). 2. In small groups, students co-create success criteria for writing an informative text to instruct. Encourage students to use ideas from their PMI chart. 3. Share students' ideas. 4. Using student ideas, co-construct success criteria for writing an informative text to instruct. For example:  * include a statement of purpose or goal, list of resources and a series of steps * use verb sentence openers to indicate an action * use a variety of simple, compound and complex sentences to provide direct instructions or additional information * use bullet points and numbering to list items or a series of steps * use visuals to support the reader.  1. Display in the classroom to use in [Lesson 7](#_Lesson_7_–_1) and [Lesson 8](#_Lesson_8_–_1). | 1. Students use [SBS Food: Why we should make more damper at home](https://www.sbs.com.au/food/article/why-we-should-make-more-damper-at-home/0e09idnyg) to record key words and notes under the subheadings ‘What is damper?’ and ‘Cultural connections’.   **Too hard?** Students work with a partner to record their notes.  **Too easy?** Students conduct further research about damper and select their own categories for information.  **Note**: students’ notes will form the plan for the first 2 paragraphs of their informative text about damper in [Lesson 8](#_Lesson_8_–_1).   1. In pairs, students share their notes. |

### Whole

1. Ask students to explain how One Arm Point Remote Community School used language to build and promote cultural understanding. For example, including the Bardi language, Aboriginal English words and English words.
2. As a class, locate students’ local language group using [Gambay: a map of Australia’s first languages](https://www.abc.net.au/indigenous/gambay-languages-map). Identify local language words students could include in their informative text about damper. Display words on an anchor chart to use in [Lesson 8](#_Lesson_8_–_1).

**Stage 2 Assessment task 2** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-VOCAB-01** – builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words

* understand that Aboriginal English is a recognised dialect and that Aboriginal English words are used in multimodal, spoken and written texts.

**EN2-UARL-01** – identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts

* describe how Aboriginal and/or Torres Strait Islander authors use language to build cultural understanding and context.

**Stage 3 Assessment task 2** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-VOCAB-01** – extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

* identify Aboriginal English words used in multimodal, spoken and written texts.

**EN3-UARL-02** – analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* describe how Aboriginal and Torres Strait Islander authors’ language use promotes a shared understanding of cultural context.

## Lesson 7 – using experiences to create written texts

**Note**: in this lesson, students will make damper. Damper ingredients will need to be prepared before completing this lesson. Refer to [Resource 3 – damper recipe](#_Resourc_e_3).

The following teaching and learning activities support multi-age settings.

### Whole

1. Watch [Cooking Nan's damper from the bush kitchen | Everyday Food | ABC Australia (5:10)](https://www.youtube.com/watch?v=xg2BeNDQlM0). Ask:

* What is the purpose of the text? (For example, an informative text that instructs.)
* How is it similar and/or different to the damper recipe (p 21) in Our World: Bardi Jaawi Life at Ardiyooloon? (For example, they both have the same purpose, the video cooks damper on a fire in the outdoors.)
* How is the author’s perspective and context evident in the video?
* What connections can you make between the themes and/or messages expressed in the video and the text? (For example, connection to country, sharing traditional practices.)

1. Explain that students will rewatch the damper video from activity 1 and take notes to help them make their own damper. Discuss what information students will need to record. For example, ingredients, measurements, cooking times, steps. As a class, create a list of key categories students could use to organise their information. For example, ‘ingredients’, ‘preparation’, ‘method’, ‘tips’.
2. Re-watch the damper video from activity 1. While watching, students record notes. Encourage Stage 2 students to record a variety of verb sentence openers. **Optional**:students highlight or underline key points.
3. Provide time for students to review their notes for understanding. **Note**: students may need to adapt their notes to cook damper in an oven.
4. Guide students to set up their workspace with the ingredients and tools they will need. Using students notes or [Resource 3 – damper recipe](#_Resourc_e_3), guide students through the process of making damper.

**Note**: take photographs at each step to use in [Lesson 8](#_Lesson_8_–_1).

1. While the damper is baking, reflect on the experience of using students’ notes to make damper. Ask guiding questions:

* What parts of the experience were easy to understand? Why do you think it was easy to follow? (For example, the notes ensured each step was followed correctly.)
* Were there any challenges you faced in understanding how to make damper? (For example, not having visuals to support each step to ensure the consistency of the damper was correct.)

**Stage 2 Assessment task 3 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN2-OLC-01** – communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

* make notes when listening to spoken texts, asking questions to clarify or follow up on information and seeking assistance if required.

## Lesson 8 – drafting and composing an informative text that instructs

The following teaching and learning activities support multi-age settings.

### Whole

1. Provide small groups of students with the photographs of making damper from [Lesson 7](#_Lesson_7_–_1). In small groups, students sequence the photographs and orally retell the steps using temporal connectives.

**Too hard?** Provide students with temporal connectives to support their retell.

1. Review the success criteria for writing from [Lesson 6](#_Lesson_6_–_1).

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (pairs/independent) | Stage 3 (teacher guided) |
| 1. In pairs, students review their notes about how to make damper from [Lesson 7](#_Lesson_7_–_1). 2. Students draft and compose an informative text with instructions on how to make damper.   **Too hard?** Provide students with a scaffold to support their writing. | 1. Revise that students will be composing an informative text about damper using logically sequenced paragraphs. Review the structure from [Lesson 6](#_Lesson_6_–_1). For example:  * Paragraph 1: explains what damper is * Paragraph 2: provides information about cultural connections * Paragraph 3: explains how to make damper.  1. Using students’ notes about ‘What is damper?’ from [Lesson 6](#_Lesson_6_–_1), jointly construct the first paragraph. For example:   Damper is a type of homemade bread. While it is traditionally cooked on an open fire or on hot coals, it can also be made in an oven. Damper was originally made from flour of crushed native seeds. Over time, the recipe has adapted and changed.  **Too easy?** Students use their notes to independently write their first paragraph.   1. Review the anchor chart of local Aboriginal language words from [Lesson 6](#_Lesson_6_–). Re-read and edit the paragraph to incorporate local language words. 2. Explain that students will use the jointly constructed paragraph and their notes from [Lesson 6](#_Lesson_6_–_1) and [Lesson 7](#_Lesson_7_–_1) to compose their informative text. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided/pairs/independent) | Stage 3 (independent) |
| 1. Discuss the importance of revising and editing. Select a [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=670264e-c389-1046-e775-9a03377ad8e5) protocol for students to use. 2. In pairs, students share their informative text and provide peer feedback using the co-constructed success criteria. 3. Conference with small groups of students using the success criteria. 4. Provide time for students to apply feedback to their writing. | 1. Students use the jointly constructed paragraph and their notes from [Lesson 6](#_Lesson_6_–_1) and [Lesson 7](#_Lesson_7_–_1) to compose their informative text.   **Too hard?** Students write a text that instructs someone how to make damper using numbered steps and verb sentence openers.  **Too easy?** Students experiment with the structure of their text using the categories they identified in [Lesson 7](#_Lesson_7_–_1). |

### Whole

1. Students share their writing with a peer from a different stage. Students compare similarities and differences between the 2 informative texts. For example, they both inform the reader how to make damper but are structured differently.

**Optional**:share students’ informative texts with an authentic audience. For example, in the newsletter, at an assembly or with another class.

**Stage 2 Assessment task 4 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-OLC-01** – communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

* use temporal connectives to sequence planned information in a presentation.

**EN2-CWT-02** – plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

* create written texts that describe experiences and observations to connect with and inform an audience
* create written texts that instruct, that may include a statement of purpose or goal, a list of resources and a series of steps
* use verb sentence openers to indicate action processes
* use bullet points or numbering to list items or a sequence of steps.

# Week 3

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains a suggested learning intention and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Stage 2 | Stage 3 |
| Learning intention | Students are learning to understand how authors create texts with authority and make intentional choices to compose their own text. | Students are learning to examine authoritative features of a text and apply these when composing their own text. |
| Success criteria | Students can:   * research information and consider the accuracy of the content presented * identify text structures and language features that support the purpose of an informative text * use structure and language features to compose an informative paragraph with authority. | Students can:   * use criteria to determine the accuracy and reliability of researched information * analyse text structures and features of an informative text * make intentional language choices to compose an informative paragraph with authority. |

## Lesson 9 – assessing the reliability of websites when researching

The following teaching and learning activities support multi-age settings.

### Whole

1. Revise authority of a text by reading true or false statements. Students place their hands on their head if they believe the statement is true, or on their hips if they believe the statement is false. For example:

* The authority of a text refers to how trustworthy, authentic or valid it is. (true)
* The inclusion of references, data and statistics decreases the authority of the text. (false)
* A text that has spelling errors is very trustworthy. (false)
* A text written by an expert has more authority. (true)

1. Define authority of a text to be how trustworthy, authentic or valid an audience may find the representation of ideas, experiences, perspectives and arguments in a text (NESA 2024). Discuss how text features, visual elements and language choices can impact the authority of a text.
2. Explain the importance of assessing the credibility and reliability of sources, including digital texts, when researching and acknowledging sources of information. Highlight that not everything online is accurate or valid. Emphasise that it is important to look for key features when navigating websites to ensure information is reliable.
3. Display and read [Dampier Peninsula](https://www.westernaustralia.com/en/places-to-visit/the-kimberley-and-north-west/dampier-peninsula) on the Tourism Western Australia website. Guide students through the process of determining the accuracy and reliability of the sourced information using [Resource 4 – authority evaluation checklist](#_Resource_4_–_1). For example:

* Author: Tourism Western Australia
* Publisher: Tourism Western Australia
* Language features: topic-specific Tier 2 and 3 vocabulary (‘Horizontal Falls’, ‘landscapes’, ‘phenomenon’), correct spelling and grammar
* Currency: last updated 2024
* Accuracy: facts and statistics (‘more than 1,000 rocky islands’), active links.

1. Explain that students will research information and take notes about the Dampier Peninsula to create a class informative text. Ask:

* Why is the Dampier Peninsula relevant to the learning in Our World: Bardi Jaawi Life at Ardiyooloon? (For example, Ardiyooloon is home to the Bardi Jaawi People and is located at the top of the Dampier Peninsula.)
* What sources could you use to research and locate information about the Dampier Peninsula? (For example, websites, videos, books, information centres.)

1. Revise ‘note-taking tips’ from [Lesson 2](#_Lesson_2_–_1). Jointly construct notes about the location of the [Dampier Peninsula](https://www.westernaustralia.com/en/places-to-visit/the-kimberley-and-north-west/dampier-peninsula) using the Tourism Western Australia website. Model using parentheses to acknowledge a source (Stage 3).

**Note**:if further information about the location of the Dampier Peninsula is required, demonstrate how to use key words in a search engine to locate additional information.

1. Explain that students will work in pairs to research information about a place to visit on the Dampier Peninsula. Use the arrows to navigate through the information under the **Places to see** heading on the Tourism Western Australia website.
2. Assign pairs of students ‘Horizontal Falls’, ‘Pender Bay’ or ‘One Arm Point’ to research.
3. Students take notes about their allocated place using the Tourism Western Australia website. Remind Stage 3 students to organise information into categories using subheadings and bullet points and use parentheses to acknowledge a source.

**Too hard?** Students work in a teacher-guided group.

**Too easy?** Students use key words in a search engine to conduct further research about their place. Students use [Resource 4 – authority evaluation checklist](#_Resource_4_–_1) to assess the reliability of the information presented.

1. In pairs, students orally paraphrase the information about the place they researched. Students then record one interesting fact to share with the class.

**Note**: students’ notes will be used in [Lesson 10](#_Lesson_10_–_1).

## Lesson 10 – using research to compose a structured paragraph

The following teaching and learning activities support multi-age settings.

### Whole

1. Display and read ‘This is a Magabala Book’ on the first double page spread of Our World: Bardi Jaawi Life at Ardiyooloon. As a class, identify evidence from the text that demonstrates its authority. For example, multiple publication dates, assisted by the Australian Government, the state of Western Australia has an investment in the project, Magabala is an independent Aboriginal and Torres Strait Islander publishing house.
2. Explain that students will use their notes about the Dampier Peninsula from [Lesson 9](#_Lesson_9_–_1) to create a class informative text with authority.
3. Review the structure and common features of an informative text. For example, introduction, sequenced paragraphs, conclusion, headings and subheadings.
4. Discuss the information that could be included in the first paragraph about the Dampier Peninsula. For example, location and how to get there.
5. Model writing the first paragraph of the informative text about the Dampier Peninsula using the jointly constructed notes from [Lesson 9](#_Lesson_9_–_1). For example:

The Dampier Peninsula is located in Western Australia, 200 kilometres north of Broome. It is home to white sandy beaches, crystal-clear water and deep red cliffs. Access to the Dampier Peninsula is via the sealed Cape Leveque Road (Tourism Western Australia 2024). Some roads along the route are not sealed. As a result, a four-wheel drive is required to explore certain locations. Continued improvements in road conditions will enhance future access to the area.

1. Students identify the language features used in the modelled paragraph that enhance authority. For example:

* Tier 2 and 3 vocabulary: kilometres (Tier 2), Dampier Peninsula (Tier 3)
* Informative and objective language: ‘...200 kilometres north of Broome’
* Parentheses to acknowledge a source (Stage 3): (Tourism Western Australia, 2024).

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (independent) | Stage 3 (teacher guided) |
| 1. Students compose a paragraph about the place they researched using their notes from [Lesson 9](#_Lesson_9_–_1).   **Too hard?** Provide students with a scaffold to structure their paragraph.   1. Students review their paragraph to ensure they have paraphrased information in their own words. | 1. Revise that nominalisation is the process of forming nouns from other parts of speech (word groups) from Component A. Discuss that using nominalisation conveys abstract ideas and concepts succinctly and with authority. 2. Display the sentence ‘Continued **improvements** in road conditions will enhance future access to the area’ from the modelled paragraph in activity 5. Identify the nominalisation ‘improvements’ and explain how it makes the sentence more succinct and demonstrates authority. 3. Provide students with different nominalisations. For example, development, exploration, accessibility. Students re-read the modelled paragraph and experiment using nominalisation in one of the sentences. 4. Students share their sentence. Discuss how the text might differ if the author had used other parts of speech (verbs and adjectives) instead of including nominalisations. Consider the impact on both clarity of writing and authority. 5. Display and read the sentence, ‘As a result, a four-wheel drive is required to explore certain locations.’ Identify how hyphens can be used to form compound adjectives, such as ‘four-wheel drive’. **Note**:connect to learning about hyphenation generalisations from Component A. Explore further examples in the exemplar text. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided/independent) | Stage 3 (independent/pairs) |
| 1. Revise causal conjunctions from [Lesson 3](#_Lesson_3_–_1) and how they can be used as connectives to link ideas across sentences. 2. Display the sentences ‘Some roads along the route are not sealed. **As a result**, a four-wheel drive is required to explore certain locations.’ 3. Identify the cause ‘Some roads along the route are not sealed’, the causal connective ‘As a result’ and the effect ‘a four-wheel drive is required to explore certain locations.’ 4. Students review and edit their paragraph to include causal connectives to link their ideas across sentences.   **Too hard?** Students work in a teacher-guided group.  **Too easy?** Students include conditional and causal connectives. | 1. Students compose a paragraph about the place they researched using their notes from [Lesson 9](#_Lesson_9_–_1). Students include nominalisations and parentheses to enhance authority.   **Too hard?** Provide students with a scaffold to structure their paragraph.   1. In pairs, students review and edit their paragraph. |

### Whole

1. In pairs, students share their writing with a pair who researched a different place. Students discuss how they demonstrated authority.

**Note**: collate students’ paragraphs to use as an informative text exemplar in [Lesson 12](#_Lesson_12_–_1). **Optional**: use [Resource 6 – informative text exemplar](#_Resource_6_–_1).

## Lesson 11 – researching a place of personal or cultural significance

The following teaching and learning activities support multi-age settings.

### Whole

1. Revise cultural practices and protocols that Aboriginal and/or Torres Strait Islander peoples use to interact from [Lesson 1](#_Lesson_1_–_1). Discuss the importance of using Yarning Circle (dialogue circles) to build respectful relationships and to preserve and pass on cultural knowledge (QCAA 2020). Revisit the class expectations for participating in a Yarning Circle from [Lesson 4](#_Lesson_4_–_1).
2. Students participate in a Yarning Circle to share a place of personal or cultural significance. Students respond to the following discussion questions:

* Where is your place of personal or cultural significance? (For example, The Great Barrier Reef, Uluru, Mount Everest, Seoul.)
* Why is it significant to you?
* What unique experiences or activities does it offer?

1. Reflect on the process of participating in a Yarning Circle. Ask guiding questions, for example:

* In what ways did the Yarning Circle encourage active listening and respectful communication?
* How did participating in the Yarning Circle enhance your understanding of cultural practices and protocols that Aboriginal and/or Torres Strait Islander peoples use to interact?

1. Explain that students will conduct research and take notes about their significant place. Students will then use their notes to compose an informative text in [Lesson 12](#_Lesson_12_–_1) and [Lesson 13](#_Lesson_13_–_1).
2. Revise the importance of determining the accuracy and reliability of sourced information. Ask:

* When researching, why is it important to use different types of sources to gather information?
* How do you determine if a source is reliable?
* When reading new information, what will you need to consider? (For example, if the information is presented objectively, if the author has shared their personal opinions.)
* What are the benefits of viewing multiple sources when researching? (For example, ensuring the accuracy of information presented.)
* Why is it important to acknowledge the source of information when note-taking? (Stage 3)

1. View [Resource 5 – writing process](#_Resource_5_–_1) and clarify that this lesson will focus on the planning phase of writing.
2. Provide students with devices such as laptops or iPads. Students research and take notes about their chosen place. While researching, students use [Resource 4 – authority evaluation checklist](#_Resource_4_–_1) to determine the accuracy and reliability of the sourced information. Remind Stage 3 students to organise their notes into categories and use parentheses to acknowledge a source.

**Too hard?** Students research a place in a teacher-guided group.

**Note**: provide students with opportunities to research using multiple sources, such as books, videos, websites and brochures.

1. Students share their notes with a partner and discuss something interesting they found when researching.
2. As a class, discuss the strategies students used to navigate print and/or digital texts effectively. Provide time for students to share any challenges they faced when researching.

**Note**: students will use their notes in [Lesson 12](#_Lesson_12_–) to begin drafting and composing an informative text.

**Stage 2 Assessment task 5 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-OLC-01** – communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

* identify cultural practices and/or protocols that Aboriginal and/or Torres Strait Islander Peoples use to interact, and how these may relate to specific roles.

**EN2-RECOM-01** – reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

* locate, select and retrieve relevant information from a print or digital text and consider accuracy of information presented.

**EN2-CWT-02** – plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

* research, summarise and list topic-related ideas when planning.

**Stage 3 Assessment task 3 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-OLC-01** – communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

* describe ways of interacting with cultural protocols or practices used by Aboriginal and/or Torres Strait Islander Peoples.

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* efficiently follow signposting features to navigate print and digital texts
* select texts from print or digital sources to gather and organise research on a topic
* use criteria to determine the accuracy and reliability of sourced information
* use knowledge of text structure to navigate the text to locate specific information
* question the assertions made by authors when engaging with print and digital texts
* categorise information or ideas and create hierarchies to aid recall and support summarisation.

**EN3-CWT-01** – plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

* research and summarise information from several sources to plan for writing
* assess the reliability and authority of sources, including digital sources, when researching and acknowledging texts.

**EN3-UARL-02** – analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* compare the reliability and validity of texts to make judgements about their authority.

## Lesson 12 – drafting and composing an informative text

The following teaching and learning activities support multi-age settings.

### Whole

1. Throw several scrunched pieces of blank paper around the classroom. Students pick up a piece of paper and record a feature of an informative text. For example, objective language, topic-specific words, facts, headings, subheadings, labels, photographs. Students then scrunch the paper and throw it around the room. Students pick up a different scrunched piece of paper and record a new idea. Repeat the process until every student has had a turn. As a class, share ideas.
2. Display the informative text created from students' paragraphs from [Lesson 10](#_Lesson_10_–_1) or [Resource 6 – informative text exemplar](#_Resource_6_–_1).
3. Examine the structure of the informative text. For example, a paragraph that introduces the topic, a series of body paragraphs with related facts, a concluding paragraph.
4. As a class, identify language features of the informative text. For example:

* tiered vocabulary to demonstrate authority (‘scenic’, ‘archipelago’)
* varied sentence forms (simple, compound, complex) for variation and clarity
* causal connectives across sentences (‘Due to ...’, ‘For that reason ...’)
* parentheses to acknowledge a source (Stage 3).

1. Use the informative text created from students’ paragraphs or [Resource 6 – informative text exemplar](#_Resource_6_–_1) to co-construct success criteria.

The table below outlines example success criteria for Stage 2 and Stage 3 students.

|  |  |
| --- | --- |
| Stage 2 success criteria | Stage 3 success criteria |
| Students can:   * structure paragraphs with a topic sentence, supporting ideas and a concluding sentence * use simple, compound and complex sentences of varying lengths for variation and readability * use topic-specific Tier 2 and 3 vocabulary to demonstrate authority * use causal conjunctions within sentences and as connectives to link ideas across sentences. | Students can:   * show cause and effect through multiple paragraphs * vary sentence structures or lengths when using simple, compound and complex sentences for effect * use topic-specific Tier 2 and 3 vocabulary to intentionally add credibility and enhance authority * use words that convey informative and objective meanings * create nominalisations to convey concepts succinctly and with authority * use hyphenation generalisations and parentheses when acknowledging a source. |

**Note**: display the success criteria in the classroom to use in [Lesson 13](#_Lesson_13_–_1).

1. Review the themes expressed in Our World: Bardi Jaawi Life at Ardiyooloon from [Lesson 2](#_Lesson_2_–_1). For example, embracing culture, preserving history and language and sharing the significance of traditional practices. Discuss how these messages are common to lived experiences.
2. In pairs, students review their research from [Lesson 11](#_Lesson_11_–_1) and consider what themes they could express in their informative text. For example, preserving history, embracing culture and traditions, protecting endangered species, conserving natural resources for future generations.
3. Review [Resource 5 – writing process](#_Resource_5_–_1) and clarify that this lesson will focus on the drafting and composing phase.
4. Students draft and compose the first paragraph of their informative text using notes from [Lesson 11](#_Lesson_11_–_1) and the co-constructed success criteria. Remind students that a paragraph includes a topic sentence, supporting ideas and a concluding sentence.
5. In pairs, students share their first paragraph and select 2 success criteria as a focus for discussion. Together, students read their paragraph and identify how the selected criteria have been met.
6. Students apply feedback to their work.

# Week 4

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains a suggested learning intention and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Stage 2 | Stage 3 |
| Learning intention | Students are learning to use their understanding of argument and authority to compose informative and persuasive texts. | Students are learning to apply their understanding of authority to compose texts and recognise how argument is influenced by perspective. |
| Success criteria | Students can:   * compose an informative text with authority and reflect on own texts according to given criteria and feedback * select and use multimodal features to enhance meaning in informative texts * identify arguments presented and experiment with modality for persuasive effect * identify how structure and language features support a persuasive text. | Students can:   * compose an informative text with authority and reflect on own texts by explaining authorial decisions * choose multimodal features to reinforce and extend ideas in informative texts * analyse arguments presented and use modality to strengthen persuasive texts * identify and use rhetorical devices for persuasive effect. |

## Lesson 13 – composing an informative text and applying peer feedback protocols

The following teaching and learning activities support multi-age settings.

### Whole

1. Provide students with statements about the Dampier Peninsula. Students examine each statement and determine whether it is objective (fact) or subjective (opinion). For example:

* The Dampier Peninsula is located 200 kilometres north of Broome. (objective)
* The area is home to the most beautiful beaches and scenery in the country. (subjective)
* The only road to access the Dampier Peninsula is Cape Leveque Road. (objective)
* Fishing is the best activity to do in the Dampier Peninsula. (subjective)

1. Revise that informative and objective language is a feature of informative texts.
2. Students review the first paragraph of their informative text and co-constructed success criteria from [Lesson 12](#_Lesson_12_–_1). Students continue drafting and composing their text.
3. Revise that proofreading and editing are essential stages of the writing process. Provide time for students to independently proofread and edit their informative texts.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided/pairs) | Stage 3 (pairs/independent) |
| 1. Select a [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) protocol for students to use. In pairs, students review each other’s writing and provide feedback using the success criteria. 2. While students are providing feedback, confer with students using the success criteria. | 1. Select a [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) protocol for students to use. In pairs, students review each other’s writing and provide peer feedback using the co-constructed success criteria.   **Too hard?** Students select 2 criteria to apply peer feedback.   1. Students apply feedback and reflect on the structure and language choices made to suit the purpose of the text. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (independent/pairs) | Stage 3 (teacher guided) |
| 1. Students apply feedback to their writing. 2. In pairs, students reflect on their writing using guiding questions. For example:  * How have you met the success criteria? Provide examples. * Was there anything you found challenging when writing your informative text? If so, how did you overcome the challenge? | 1. Students re-read their writing. Guide students to reflect on their writing by explaining and justifying authorial decisions. Ask guiding questions, for example:  * How does the structure of your text support its purpose? * What topic-specific Tier 2 and Tier 3 vocabulary are included? How do these words demonstrate authority? * How did you use nominalisations to convey information and demonstrate authority? * What other language choices did you use to enhance the authority of your text? (For example, parentheses, objective language.) |

### Whole

1. As a class, discuss the themes and messages that were expressed in students’ informative texts. Explore similarities and/or differences to the themes expressed in Our World: Bardi Jaawi Life at Ardiyooloon.
2. Explain that students will publish and present their text using multimodal features in [Lesson 14](#_Lesson_14_–_1).

**Stage 2 Assessment task 6** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-CWT-02** –plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

* create informative written texts that include headings, paragraphs beginning with topic sentences, and may conclude information in a final paragraph
* use temporal, conditional and causal conjunctions within sentences, and as connectives to link ideas across sentences for cohesion.

**EN2-UARL-01** – identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts

* identify themes in literature, recognising that there may be multiple themes within and between texts.

**Stage 3 Assessment task 4 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-VOCAB-01** –extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

* identify and use words that convey informative and objective meanings in texts.

**EN3-CWT-01** – plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

* describe and/or explain ideas through logically sequenced paragraphs
* compare and contrast or discuss cause and effect through sequenced paragraphs
* create nominalisations to convey abstract ideas and concepts succinctly and authoritatively
* understand and use simple hyphenation generalisations.

**EN3-UARL-02** –analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* identify and describe messages common to lived experiences that recur in literature and use these representations when creating texts.

## Lesson 14 – publishing and presenting an informative text

The following teaching and learning activities support multi-age settings.

### Whole

1. Display the double page spread on pages 40 and 41 of Our World: Bardi Jaawi Life at Ardiyooloon. Ask:

* What words or images do you notice first? Why?
* Where do your eyes go next? Why?
* How do the multimodal features enhance meaning?

1. Revise that salience is a strategy that authors and illustrators use to highlight what is important in a text. In written text, salience may be conveyed by positioning the most important idea at the beginning of a sentence, or through font styling such as the use of bold, underlined or italicised text. In an image, salience may be created through framing an object in the foreground and/or by its size or distinct colour (NESA 2024).
2. Display [Resource 6 – informative text exemplar](#_Resource_6_–_1) and identify the multimodal features. For example, written text, photographs, labels, maps, sketches. Discuss how they enhance meaning and contribute to salience. For example, photographs and labels provide visual representations to help the reader understand the text.
3. In pairs, students brainstorm multimodal features they could use in their text to enhance meaning.
4. Revise [Resource 5 – writing process](#_Resource_5_–_1) and prompt students to reflect on publishing as the final stage in the writing process.
5. Students publish their informative text using multimodal features.

**Too hard?** Students work in a teacher-guided group to publish their informative text.

1. In small groups, students present their informative text. Encourage students to experiment with volume, pace and intonation to engage the audience.
2. Students reflect on how they expressed their personal, social and/or cultural context in their text.

## Lesson 15 – identifying arguments and using modality

The following teaching and learning activities support multi-age settings.

### Whole

1. Revise the concept of argument (from previous units) by writing the title ‘Argument’ on a whiteboard. Draw 8 lines underneath the title that will represent each word in the sentence ‘Argument is a stated position about an idea.’ For example:

**Argument**

\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_.

1. Students guess what the missing words could be (in any order) to complete the definition of argument from activity 1. Record correct words on the corresponding blank lines.

**Too hard?** Provide students with key words to complete the cloze sentence.

**Note**:argument is ‘a stated position about an idea. The way in which various dimensions of a text (such as theme, perspective and style) can be understood to represent a particular position on an issue’ (NESA 2024).

1. Display and read [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1). Ask:

* What is the purpose(s) of the text?
* Who is the intended audience?
* What are the similarities and/or differences between [Resource 6 – informative text exemplar](#_Resource_6_–_1) and [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1)? Consider structure and language features.

1. Explain that the script is a hybrid text that combines both informative and persuasive purposes to attract tourists to visit the Dampier Peninsula. As a class, explore how the combination of persuasive and informative structures enhances the effectiveness of the text. For example, informative details provide clarity and specific information for the reader while the inclusion of persuasive elements creates excitement and encourages the reader to visit the Dampier Peninsula.
2. Identify the argument(s) presented in [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1) and discuss how argument is influenced by perspective. For example, the Dampier Peninsula provides visitors with enriching experiences that blend nature, adventure and culture. Highlight that each argument forms a separate paragraph with the final paragraph summarising the arguments.
3. Revise types of modality (from previous learning) and how modal words can be used to strengthen arguments. Create a class display of different types of modal words to support students’ writing. For example:

* Probability: helps convey the level of certainty or possibility associated with a particular statement (certainly, definitely, surely)
* Occurrence: indicates the occurrence or non-occurrence of an event (always, never, consistently)
* Obligation: expresses a sense of duty or something that is required (must, have to, ought to, should)
* Inclination: expresses a personal preference or willingness to do something (want, wish, would like to).

**Note**: modality refers to aspects of language that suggest a particular perspective on subjects and/or events. Modality forms a continuum from high modality (always, must) to low modality (might, could) (NESA 2024). Modal words can indicate degrees of probability, occurrence, obligation and inclination.

1. Re-read [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1), and analyse the types of modal words used and the impact they have on the reader. Consider how they strengthen the arguments presented. For example:

* Probability: ‘Pender Bay is **certainly** an essential stop on any visit...’ expresses a high degree of certainty and confidence
* Occurrence: ‘...One Arm Point **will** leave you with lasting memories...’ assures the reader the event will occur
* Obligation: ‘...Western Australia **should** be on every traveller’s bucket list’ conveys a strong recommendation for the reader
* Inclination: ‘So, why **would** you wait any longer?’ encourages action from the reader.

1. Students select one of the arguments presented in [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1). For example, The Horizontal Falls offers an adventure unlike any other.
2. Students create a poster using their selected argument about the Dampier Peninsula. Students include modality, subjective language, an eye-catching title and engaging visuals.

**Too hard?** Students work with a peer mentor.

**Too easy?** Students include multiple arguments to promote the Dampier Peninsula.

1. Display students’ completed posters. In pairs, students present their poster and explain how their language choices suit the purpose of the text. **Optional**: students participate in a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555).

**Stage 2 Assessment task 7** –observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**EN2-RECOM-01** –reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

* determine the relevance of a text for a specific purpose
* identify different structures and features of persuasive, informative and imaginative texts.

## Lesson 16 – exploring structure and language features of texts to persuade

The following teaching and learning activities support multi-age settings.

### Whole

1. Provide students with facts about the Dampier Peninsula. For example:

* Pender Bay hosts large populations of humpback whales every August.
* A four-wheel drive is necessary to explore specific locations on the Peninsula.

1. In small groups, students use the facts to create statements using subjective and emotive language. **Note**:connect to learning about words that convey subjective, emotive and persuasive meanings from Component A (Stage 3). For example:

* Seeing the majestic humpback whales at Pender Bay is a once-in-a-lifetime experience that should not be missed.
* A four-wheel drive is essential to explore the hidden gems of the Dampier Peninsula.

**Too easy?** Students independently create statements about the Dampier Peninsula using subjective and emotive language.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided) | Stage 3 (independent/pairs) |
| 1. Revise the definition of argument from [Lesson 15](#_Lesson_15_–_1) and that authors control impact and effect by making intentional choices about language, form and structure. 2. Using [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1), identify the structure of the text. For example, introduction, sequenced arguments in paragraphs and conclusion. 3. Re-read the introduction and revise the structure of a paragraph. For example:  * topic sentence: ‘The Dampier Peninsula in Western Australia should be on every traveller's bucket list.’ (introduces the topic and shares the author’s opinion) * supporting examples or elaborations: ‘This place is a hidden gem. It is located 200 kilometres north of Broome. Its stunning white sandy beaches, crystal-clear water and deep red cliffs make it a must-see place to visit.’ (justifies and strengthens opinions expressed) * concluding statement: ‘So, what are you waiting for? Embark on a unique journey that combines nature, adventure and culture.’ (restates the author’s opinion).  1. Identify the intentional language choices that have been used for persuasive effect. For example:  * rhetorical question: ‘So, what are you waiting for?’ * adjectives to evoke emotions: ‘white sandy beaches, crystal-clear water and deep red cliffs ...’ * modality: ‘should’ (obligation). | 1. Provide students with [Resource 8 – Ardyaloon information](#_Resource_8_–_1). Students use the information to write a persuasive paragraph about Ardyaloon. Students include modality and subjective language for persuasive effect. 2. In pairs, students share their paragraph and identify the use of modality and subjective language. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (independent/pairs) | Stage 3 (teacher guided/independent) |
| 1. Provide students with [Resource 8 – Ardyaloon information](#_Resource_8_–_1). Students use the information to write a persuasive paragraph about Ardyaloon. Students make intentional language choices to support the purpose of their text. For example, rhetorical questions, adjectives to evoke emotions and modality.   **Too hard?** Students work with a partner to write a persuasive paragraph about Ardyaloon.   1. In pairs, students share their paragraph and discuss the intentional language choices they made. | 1. Discuss how rhetorical devices are strategies used by writers and speakers for intentional effect. They can enhance writing by making it more powerful, persuasive or interesting. Emphasise that rhetorical devices are used across different purposes for writing, not just to persuade. 2. Students brainstorm rhetorical devices they know. For example, rhetorical question, metaphor, simile, alliteration, hyperbole, repetition. 3. Review [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1), identifying rhetorical devices and discussing their impact. For example:  * rhetorical question: ‘So, what are you waiting for?’ engages the reader directly and implies there is no reason to delay visiting the Dampier Peninsula * metaphor: ‘This place is a hidden gem.’ suggests that the Dampier Peninsula is a precious location that is not widely known * alliteration: ‘..**.s**pectacular **s**trength of nature...’ creates a memorable phrase that sticks in the reader’s mind and emphasises the power of the Horizontal Falls.  1. Students review their persuasive paragraph from activity 7 and experiment using rhetorical devices.   **Too hard?** Students work in a teacher-guided group. |

### Whole

1. Students complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to demonstrate their understanding of intentional language choices authors use for persuasive purposes (Stage 2) and rhetorical devices (Stage 3).

**Stage 2 Assessment task 8** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN2-UARL-01**– identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts

* understand that to control impact and effect authors make intentional choices about language, form and structure.

# Week 5

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains a suggested learning intention and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Stage 2 | Stage 3 |
| Learning intention | Students are learning to plan, compose, edit and publish texts using informative and persuasive features. | Students are learning to plan, compose, edit and publish texts using informative and persuasive features. |
| Success criteria | Students can:   * use authority to plan and compose written texts using informative and persuasive features * reflect on texts using criteria and respond to feedback from others * deliver presentations using multimodal features to engage an audience. | Students can:   * use authority to plan and compose a hybrid text * reflect on own writing by explaining and justifying authorial decisions * present arguments using multimedia components. |

## Lesson 17 – using authority to plan a text with informative and persuasive features

The following teaching and learning activities support multi-age settings.

### Whole

1. Watch [Coonabarabran | Sydney Weekender (4:58)](https://www.youtube.com/watch?v=4x4rAvCK8Lg). Discuss:

* What is the purpose of the video and who is the intended audience?
* How has the video used persuasive and informative structures and features? Why do you think the author did this?
* What point of view is expressed? What evidence is provided?
* What is the message of the video?

1. In pairs, students orally paraphrase the key ideas and perspectives expressed in the video.
2. Explain that students will use their informative text from [Lesson 15](#_Lesson_15_–_1) to create a travel video promoting their significant place. Students will compose a script and publish it as a multimodal video.
3. Ask students what authority they have on the topic. For example, research conducted in [Lesson 11](#_Lesson_11_–_1). Ask students what perspective they, as authors, will bring to their writing. For example, students’ vocabulary choices may reflect their personal experiences.
4. Review [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1) as an exemplar for writing. Co-construct success criteria.

The table below outlines example success criteria for Stage 2 and Stage 3 students.

|  |  |
| --- | --- |
| Stage 2 success criteria | Stage 3 success criteria |
| Students can:   * sequence argument points into paragraphs * experiment with modality for persuasive effect * include emotive language (adjectives) and/or rhetorical questions * use topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority * use a variety of sentence forms (simple, compound, complex). | Students can:   * include multiple paragraphs with clear transitions of ideas * select text structures and features to inform and persuade an audience * used varied sentence forms (simple, compound, complex) * use rhetorical devices and modality to qualify or strengthen arguments * use subjective and emotive words * use topic-specific Tier 2 and Tier 3 vocabulary intentionally to enhance authority * acknowledge sources of information using parentheses to add credibility and authority to arguments. |

1. Revisit [Resource 5 – writing process](#_Resource_5_–_1) and reflect on how students, as writers, move through the planning, drafting, composing, revising and editing phases.
2. Using the ideas from the exemplar script, model planning the introduction and argument paragraphs on a persuasive [writing scaffold](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625). For example:

* Introduction: ‘The Dampier Peninsula in Western Australia should be on every traveller's bucket list.’
* Argument 1: ‘Pender Bay is a stunning natural beauty.’
* supporting examples: unique wildlife, secluded wilderness, campsites.
* Argument 2: ‘The Horizontal Falls are a natural phenomenon and provide adventure.’
* supporting examples: powerful tidal currents of the Buccaneer Archipelago, helicopter, speedboat.
* Argument 3: ‘One Arm Point provides rich cultural experiences.’
* supporting examples: home to Bardi Jawi People, Ardyaloon Hatchery educates visitors about environmental issues, deepen cultural understanding.

1. Students use their informative text from [Lesson 13](#_Lesson_13_–_1) to plan their introduction and argument paragraphs about their significant place. Students record their ideas on a persuasive [writing scaffold](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625).

**Too hard?** Co-construct arguments with students.

1. Re-read the first paragraph (introduction) from [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1). Discuss the structure and intentional language choices used for effect. For example:

* structure: topic sentence, supporting examples or elaboration and concluding statement that may foreshadow future arguments
* language features: modality to strengthen arguments, rhetorical devices to engage the audience, emotive and subjective language, tiered vocabulary to enhance authority, variety of sentence forms.

1. Students draft and compose their introduction.

**Too hard?** Students work in a teacher-guided group.

**Note**:students will continue drafting and composing their argument paragraphs and conclusion in [Lesson 18](#_Lesson_18_–_1).

**Stage 2 Assessment task 9 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN2-OLC-01**– communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

* paraphrase portions of a spoken text or information that is presented through media.

**Stage 3 Assessment task 5 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-OLC-01** –communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

* analyse key ideas and perspectives expressed by others through paraphrasing and note-taking.

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* compare purposes for different texts and consider why authors and illustrators have structured texts in particular ways.

## Lesson 18 – composing and editing a text with informative and persuasive features

The following teaching and learning activities support multi-age settings.

### Whole

1. Students review their planned ideas, introduction and success criteria from [Lesson 17](#_Lesson_17_–_1).
2. Display [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1) and analyse the structure of the first argument paragraph. For example:

* topic sentence: ‘A highlight of the Dampier Peninsula is Pender Bay which showcases the most stunning natural beauty.’
* supporting examples or elaborations: ‘Bird watching, swimming, snorkelling, and fishing enthusiasts will find their haven within this secluded wilderness (Ardi Beyond Broome 2022). The best way to experience this pristine landscape is to stay in an eco-friendly tent, chalet or an unpowered campsite.’
* concluding statement: ‘Pender Bay is certainly an essential stop on any visit to the Dampier Peninsula as it offers a unique blend of magnificent scenery and diverse wildlife.’

1. Review the concluding paragraph from [Resource 7 – Dampier Peninsula script](#_Resource_7_–_1) and explore how the conclusion sums up the author’s position.
2. Students compose their argument paragraphs and conclusion. Encourage students to use the anchor chart of modal words from [Lesson 15](#_Lesson_15_–_1) to strengthen their arguments.

**Too hard?** Students work in a teacher-guided group.

1. Select a [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) protocol for students to use. In pairs, students review each other’s writing and provide feedback using the co-constructed success criteria. Stage 3 students discuss how their perspective and context influenced their argument(s).
2. Explain that students will use their persuasive script to publish their text as a video in [Lesson 19](#_Lesson_19_–_1).
3. Re-watch [Coonabarabran | Sydney Weekender (4:58)](https://www.youtube.com/watch?v=4x4rAvCK8Lg). As a class, explore the use of multimodal features and multimedia components, including visual and audio elements and their impact on the audience. For example:

* sound effects: animal sounds (crickets, goats bleating) and musical instruments (Digeridoo, clapping sticks, shaker) create a sensory experience that immerse the viewer in the environment
* images: video footage, still shots and tracking shots allow the viewer to feel like they are part of the scene and draw attention to specific details
* positioning: c~~l~~ose-up, aerial view, wide angle, drone footage and panning around draws the viewer’s attention to important parts of the scene
* gestures: pointing, hand movements, head nodding, smiling, laughter and eye contact allow the presenter to visually communicate emotions with the audience.

**Note**: a multimodal text combines 2 or more expressive modes to communicate (NESA 2024). Multimedia is the use of digital technologies to present combinations of text, graphics, video, animation and/or sound in an integrated way.

1. Students discuss what the multimodal features and multimedia components to include in their video and how they will enhance their presentation.

**Stage 2 Assessment task 10** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**EN2-CWT-02** – plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

* sequence argument points in paragraphs that begin with a topic sentence and support the development of ideas
* experiment with modality to modulate an argument for persuasive effect
* use simple, compound and complex sentences of varying lengths for variation and readability
* use topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority
* reflect on and monitor texts according to given criteria, and respond to feedback from others.

**Stage 3 Assessment task 6 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-VOCAB-01** – extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

* identify and use words that convey subjective, emotive and persuasive meanings in texts.

**EN3-CWT-01** – plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

* choose text formats with appropriate text structures, features and language to persuade a target audience
* use rhetorical devices targeted to the audience
* use modality to qualify or strengthen arguments
* create written texts that include multiple paragraphs with clear, coherent transition of ideas
* acknowledge sources of information to add credibility and authority to arguments and information
* vary sentence structures or lengths when using simple, compound and complex sentences, with a focus on achieving clarity and effect suited to text purpose
* use parentheses in the first instance when abbreviating names using acronyms, and when acknowledging a source
* use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority
* reflect on own writing by explaining and justifying authorial decisions regarding text-level features, sentence-level grammar, punctuation and word-level language.

**EN3-UARL-02** – analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* reflect on and explain how personal, social and cultural context is expressed in own texts
* recognise how an argument is influenced by perspective and create texts that adopt a perspective beyond personal experience.

## Lesson 19 – publishing a multimodal text with multimedia components

The following teaching and learning activities support multi-age settings.

### Whole

1. Watch [Guide to Goulburn | Sydney Weekender (5:20)](https://www.youtube.com/watch?v=boT9YWr4LKw). Ask:

* What is the purpose and who is the intended audience?
* How has the video used persuasive and informative structures and features?
* What multimodal features were used? How did they enhance meaning?
* What point of view is expressed? What evidence did they provide?

1. Stage 2 students discuss what makes the video effective in achieving its purpose to persuade and inform. For example, the video has a clear structure, engaging visuals to draw the viewer in and credibility through interviews with local residents. Stage 3 students identify and analyse how audio elements create meaning and impact. For example, background music develops a sensory experience by immersing the viewer in the environment.
2. Remind students that they will publish and present their persuasive text using multimodal features and multimedia components.
3. Using the video as an exemplar, co-construct success criteria for presenting a planned persuasive presentation.

The table below outlines example success criteria for Stage 2 and Stage 3 students.

|  |  |
| --- | --- |
| Stage 2 success criteria | Stage 3 success criteria |
| Students can:   * state a reasoned argument * provide evidence to support the point of view presented * include multimodal features to enhance meaning * adjust volume, pace and intonation to engage the audience. | Students can:   * present multimodal arguments that include researched information, topic-specific vocabulary and persuasive techniques * include words, visuals, audio elements and/or gestures to create meaning and impact * use volume, pace and intonation to enhance meaning. |

1. Students use digital technologies to publish their script from [Lesson 18](#_Lesson_18_–_1) as a video. Students incorporate multimodal features and multimedia components, such as images, video footage, sounds and/or voice recordings.

**Too hard?** Students work with a peer mentor.

1. Explain that students will share their video recordings in [Lesson 20](#_Lesson_20_–_1).

**Stage 2 Assessment task 11 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-OLC-01** – communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

* identify the evidence a speaker provides to support a particular point of view
* state a reasoned argument in a presentation about learning area content, to a familiar audience
* include multimodal features in planned and delivered presentations, to expand meaning and engage an audience.

**EN2-RECOM-01** – reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

* identify and describe how text structure, features and language work together to achieve a text’s purpose.

**EN2-CWT-02** –plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

* select and use multimodal features to add meaning.

**Stage 3 Assessment task 7 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-OLC-01** – communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

* analyse how audio elements in texts integrate with linguistic, visual, gestural and spatial elements to create meaning and impact
* experiment with volume, pace and intonation to enhance meaning when presenting and reciting, and recognise the effects these have on audience understanding
* present multimodal arguments that include research and references, topic-specific vocabulary and the selection of persuasive techniques appropriate to audience
* select multimedia components, visual displays or use gestural features to enhance and bring clarity to presentations.

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* analyse how the integration of persuasive, informative and/or narrative structures within a text can enhance effect.

**EN3-CWT-01** – plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

* choose multimodal features suited to a target audience and purpose, to reinforce and extend ideas
* select text formats for combined purposes, creating hybrid texts for target audiences.

## Lesson 20 – presenting and reflecting on textual concepts

The following teaching and learning activities support multi-age settings.

### Whole

1. In small groups, students share their video presentations.
2. After each presentation, students respond to the following questions:

* What argument(s) was expressed?
* What supporting examples did the presenter provide to support their argument(s)?

1. Students complete a [self-assessment](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/strategies-for-student-self-assessment) using guiding questions.

The table below outlines reflective questions for students’ self-assessment.

|  |  |
| --- | --- |
| Stage 2 reflective questions | Stage 3 reflective questions |
| * What types of modality did you include in your video presentation? What impact did they have on the audience? * What other language choices did you make that support the purpose of the text? * What multimodal features did you use? How did they enhance meaning? | * What type of rhetorical devices did you include and what impact did they have? * What was the purpose of using tiered vocabulary, subjective and emotive words in your presentation? * What multimedia components did you use and how did they enhance your video? |

1. Students reflect on their learning and the textual of ‘perspective and context’, ‘theme’ and ‘argument and authority’. Ask guiding questions, for example:

* What is something you learned?
* What is something you found interesting?
* What connections did you draw between learning in this unit and your own personal experiences?

**Stage 2 Assessment task 12** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-VOCAB-01** – builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words

* describe how modal words indicate degrees of probability, occurrence, obligation and inclination.

**EN2-RECOM-01** reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

* describe how multimodal features enhance meaning and contribute to salience in texts.

**Stage 3 Assessment task 8** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN3-RECOM-01**– fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* analyse use of multimodal features to enhance meaning within texts.

# Resource 1 – note-taking tips

Six boxes with note-taking tips.

Box 1 is titled ‘Stay Engaged and Focus on Key Points’ and reads ‘Actively listen to the information that is being presented. Identify and write down key vocabulary, main ideas and important details. Try to use your own words and paraphrase information.’

Box 2 is titled ‘Use Abbreviations and Symbols’ and reads ‘Shorten common words and phrases to save time. For example, & (and), e.g. (for example), i.e. (that is), # (number), and @ (at).’

Box 3 is titled ‘Organise your Notes’ and reads ‘Use headings, subheadings, bullet points and numbering to structure notes clearly.’

Box 4 is titled ‘Highlight and Emphasise’ and reads ‘Underline or use different colours to highlight important words or information that require further review.’

Box 5 is titled ‘Use Visuals’ and reads ‘Incorporate diagrams, charts, mind maps and other visuals to represent information effectively.’

Box 6 is titled ‘Revise and Reflect’ and reads ‘Review your notes for understanding and for future tasks. Summarise key information to reinforce learning.’

# Resource 2 – earth oven exemplar

An earth oven (laalboo) is an underground oven. An earth oven is created by digging a pit in the ground. The pit is then lined with heated stones (goolboo). Food is placed on the stones, often wrapped in leaves (bilil) or foil, and then covered with more hot stones. This cooking method creates an efficient, natural oven that cooks food slowly (oombala) and evenly.

Earth ovens have been around for thousands of years and they are used by many cultures worldwide. They are significant to Aboriginal Peoples and their connection to Country (booroo). This traditional cooking method connects current generations with their Ancestors, ensuring the preservation and continuation of traditional knowledge. Earth ovens were considered a meeting place whether that be for a small family or larger mob. Sharing stories (jawal) around an earth oven is one cultural practice that Elders use to demonstrate recipes and pass them on to future generations.

To create an earth oven, dig a hole (riiwa) about one metre deep and place larger stones at the bottom. Once the hole is prepared, light a fire (noorroo) inside. When the fire is going well, place the smaller stones on top of the fire to heat. After the fire has burned down to coals, take out the smaller stones. Place the food, wrapped in foil or in a heatproof container, onto the hot stones. Cover the food with small, hot stones. Place the vitamin c tree (madoorr) leaves on top of the rocks and cover with a hessian bag. Then, fill the hole with sand. Let the food cook for several hours before carefully uncovering the pit and retrieving the meal. The result is delicious (gorna gija) food (gorna niyarra) cooked in an earth oven.

# Resource 3 – damper recipe

|  |  |  |
| --- | --- | --- |
| **Ingredients**   * 2 cups self-raising flour * 1 teaspoon salt * 1 and cups water * golden syrup (optional) | **Equipment**   * baking tray * baking paper * spoon * large bowl | **Did you know?**  Damper can also be cooked outside on a fire or hot coals. |

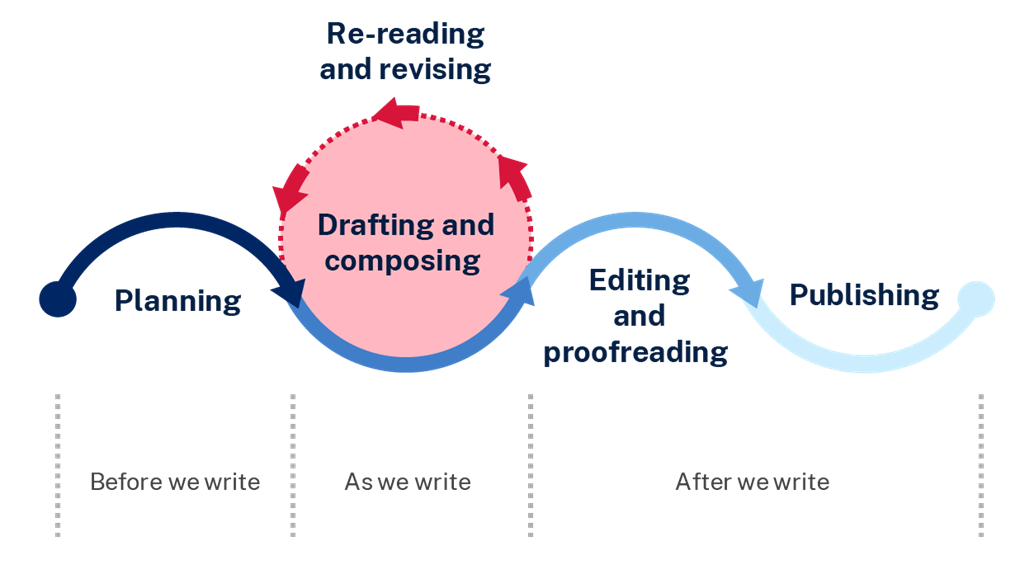
**Method**

1. Preheat the oven to 200°C.
2. Combine the flour and salt in a large bowl.
3. Stir in the water and mix gently with a wooden spoon to form a soft dough.
4. Place dough on a lightly floured surface. Knead gently for 1 to 2 minutes or until smooth.
5. Line a baking tray with baking paper so that the dough doesn’t stick.
6. Press down gently to make a flat, round shape and cut a deep cross in the dough.
7. Bake for 30 minutes, until golden.
8. Serve damper warm with golden syrup (optional).

# Resource 4 – authority evaluation checklist

|  |  |  |
| --- | --- | --- |
| **less authority** | **Authority**: Determine authority by asking 'How trustworthy is this text?' Does the text have more or less authority? | **more authority** |
| **unclear** | **Purpose**: Is the purpose to inform, persuade or to entertain? | **clear** |
| **not an expert** | **Author**: Who wrote the text? Are they an expert? | **expert** |
| **not credible** | **Publisher**: Who is the publisher? Does the publisher have a reputation? | **credible** |
| **messy and errors** | **Language features**: Are there spelling, grammar and punctuation errors? Is the layout and sentence structure correct? | **clean and accurate** |
| **outdated** | **Currency**: How recently was the text written? When was it last updated? | **recent** |
| **opinion** | **Accuracy**: Does it have facts or statistics? Does it use quotes? Is it factual or an opinion piece? | **factual** |

# Resource 5 – writing process



# Resource 6 – informative text exemplar

The Dampier Peninsula
The Dampier Peninsula is located in Western Australia, 200 kilometres north of Broome. It is home to white sandy beaches, crystal-clear water and deep red cliffs. Access to the Dampier Peninsula is via the sealed Cape Leveque Road (Tourism Western Australia, 2024). Some roads along the route are not sealed. As a result, a four-wheel drive is required to explore certain locations. Continued improvements in road conditions will enhance future access to the area.  
Places to see
Pender Bay
Pender Bay is a National Heritage listed site that is perfect for visitors who enjoy bird watching, swimming, snorkelling and fishing (Ardi Beyond Broome 2022). A four-wheel drive is required when visiting this location. Pender Bay is a resting ground for humpback whales before their migration south to Antarctica. For that reason, the world’s largest population of humpback whales visit this area every August. A visit to the beach provides opportunities to swim, snorkel or fish (Tourism Western Australia 2024).
Horizontal Falls
The Horizontal Falls are located in the Buccaneer Archipelago and are considered a natural phenomenon (Australia’s North West 2024). The fast-moving tidal currents squeeze through two narrow gorges of the McLarty Range in Talbot Bay forming the Horizontal Falls. The falls can be viewed by taking a scenic flight or riding a speed boat through them (Australia’s North West 2024). The unique formation of these falls results in them being regarded as a natural wonder.
One Arm Point
One Arm Point is the northern most community on the Dampier Peninsula (Australia’s North West 2024). It is home to the Bardi Jawi People.  Visitors to One Arm Point can explore the beaches, take a tour of the Ardyaloon Hatchery and view the tidal movements of the King Sound from the round rock lookout.  This remote community offers views of the Buccaneer Archipelago and provides an opportunity for immersion in Aboriginal culture and lifestyle. Due to the uniqueness of this remote location, visitors are required to obtain a permit (Tourism Western Australia 2024).
Trochus niloticus shell
The Dampier Peninsula offers connections to culture, natural scenery and coastal views.  In 2018, Tourism WA estimated a thirty-six percent increase in visitors to this area by 2030 (Broome Advertiser 2019). This anticipated growth shows the significance of the region.

# Resource 7 – Dampier Peninsula script

The Dampier Peninsula in Western Australia should be on every traveller's bucket list. This place is a hidden gem. It is located 200 kilometres north of Broome. Its stunning white sandy beaches, crystal-clear water and deep red cliffs make it a must-see place to visit. So, what are you waiting for? Embark on a unique journey that combines nature, adventure and culture.

A highlight of the Dampier Peninsula is Pender Bay, which showcases the most stunning natural beauty. Bird watching, swimming, snorkelling, and fishing enthusiasts will find their haven within this secluded wilderness (Ardi Beyond Broome 2022). The best way to experience this pristine landscape is to stay in an eco-friendly tent, chalet or an unpowered campsite. Pender Bay is certainly an essential stop on any visit to the Dampier Peninsula, as it offers a unique blend of magnificent scenery and diverse wildlife.

The Horizontal Falls are a thrilling natural phenomenon that will captivate adventurous visitors. The powerful tidal currents of the Buccaneer Archipelago squeeze through narrow gorges to offer a thrilling sight (Australia’s North West 2024). Visitors can choose between witnessing it from the air or embarking on a heart-pounding speedboat ride. The Horizontal Falls highlight the spectacular strength of nature and they are a perfect experience for those seeking an adrenaline rush.

To experience the rich cultural heritage of the Dampier Peninsula, visit One Arm Point, home to the Bardi Jawi People. This remote community offers stunning views of the Buccaneer Archipelago and a unique opportunity for immersion into Aboriginal culture and lifestyle (Tourism Western Australia 2024). Visiting the Ardyaloon Hatchery or viewing the tidal movements from the round rock lookout will deepen your cultural understanding and environmental awareness. A trip to One Arm Point will leave you with lasting memories and a deep appreciation of this community.

The Dampier Peninsula is more than a travel destination; it is an enriching experience that blends nature, adventure and culture. Its breathtaking landscapes, rugged coastline and rich cultural heritage make this a remarkable region. So, why would you wait any longer? Pack your bags and set out on an unforgettable adventure where every turn reveals a story worth telling!

# Resource 8 – Ardyaloon information

Ardyaloon, also known as One Arm Point, is an Aboriginal community situated on the northern tip of the Dampier Peninsula in Western Australia. This remote community is home to the Bardi Jawi People, who have a deep cultural connection to the land and sea.

Ardyaloon is known for its coastal environment, diverse marine life and cultural traditions. The Bardi Jawi culture is celebrated through various community-run projects, including the Ardyaloon Trochus Hatchery and Aquaculture Centre. The Ardyaloon Hatchery was established in 1988 to address the declining number of the Trochus niloticus shells (Ardyaloon Hatchery 2019).

Visitors to Ardyaloon can experience traditional practices such as spear fishing, basket weaving and storytelling. These experiences provide an insight into the Bardi Jawi way of life.

The community is also involved in conservation efforts to protect the natural resources and heritage. Access to Ardyaloon requires permission from the community. This ensures that tourism is managed sustainably and respectfully.

# References

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