



written by

DUNCAN SMITH & NICOLE GODWIN

with paintings by

JANDAMARRA CADD

WE ARE AUSTRALIANS



wild dog

TEACHER NOTES



Blurb

What does it mean to be a citizen of Australia?

Writing style

The text in *We are Australians* is sparse, with each word carefully chosen to convey the significance and responsibility of being an Australian citizen. The poetic writing style creates a rich and respectful text that encourages readers to contemplate each page and its deeper meaning. This style of writing encourages reflection and encourages readers to look further into the topics of citizenship and the role of Australia's First Nations people. This book can be read to young readers or read independently.

Illustration style

Renowned artist – and now illustrator – Jandamarra Cadd uses a variety of styles and mediums to support and extend the text. The bright colours add a joyfulness and a sense of celebration, while Cadd's use of traditional First Nations techniques reinforces the longevity and importance of a culture that has lived on Australian land for over 65,000 years. The characters' respectful and reflective expressions highlight the significance of citizenship and the importance of honouring the history and culture of First Nation people in shaping our nation. The illustrator's style, different techniques, and colour choices add to the book's depth and meaning.

Specifications

Authors:	Duncan Smith & Nicole Godwin
Illustrators:	Jandamarra Cadd
ISBN:	9781742036328
Format:	262 x 220mm
Extent:	32pp self-ended
Binding:	Hardback
Reading Level:	8+
Interest Level:	4+
Category:	Non-fiction

Curriculum Links

- ENGLISH • LITERACY
 - LITERATURE
 - HUMANITIES & SOCIAL SCIENCES
 - HISTORY
 - CIVICS & CITIZENSHIP
- * INCLUDED CULTURAL UNDERSTANDINGS

Australian Curriculum Outcomes

ENGLISH - LANGUAGE

- ACELA1443* • ACELA1460* • ACELA1475*
- ACELA1483* • ACELA1487*

ENGLISH - LITERATURE

- ACELT1592 • ACELT1596* • ACELA1488
- ACELA1496 • ACELA1504 • ACELT1608*
- ACELT1609* • ACELT1613* • ACELT161

ENGLISH - LITERACY

- ACELY1655* • ACELY1656 • ACELY1789 • ACELY1670
- ACELY1675* • ACELY1677* • ACELY1678*
- ACELY1682 • ACELY1687 • ACELY1694
- ACELY1709

ABORIGINAL & TORRES STRAIT ISLAND HISTORIES & CULTURE (COUNTRY/PLACE)

- OI.1 • OI.2 (CULTURE)
- OI.4 • OI.5 (PEOPLE)
- OI.7 • OI.8 • OI.9

Before Reading

- Explore the students' understanding of the word 'citizen'.
 - What is a citizen?
 - Who can be a citizen?
 - What does it mean to be a citizen?
 - Can you be a citizen of more than one place?
 - Where are you a citizen?

Examine the cover

- Conduct a 'turn and share' exercise where, in pairs, one child shares with the other what they think the book might about. The listener shares their partner's response with the class.
- Discuss the book's possible genre and content.
- Who might the book be written for? Ask students to explain their opinions.
- Examine the cover illustration.
 - o What might the child be thinking or feeling?
 - o Discuss the colours used.
 - o Why might the illustrator have chosen to use bright colours instead of a skin tone?
- List questions that might need further investigation after reading.
- Read the blurb – 'What does it mean to be a citizen of Australia?'
 - Is this different to other blurbs you have read?
 - If so, how?
 - Why do you think the blurb may be so short?
 - Why do you think it asks a question?
- Wonder Wall Poster
 - After examining the cover and reading the blurb, ask children to share questions they may have about the book.
 - Write questions on the whiteboard, or on a Wonder Wall poster for display in the classroom.

HUMANITIES & SOCIAL SCIENCES (INQUIRY SKILLS)

- ACHASSI073 • ACHASSI074 • ACHASSI077
- ACHASSI079 • ACHASSI080 • ACHASSI095 • ACHASSI097 • ACHASSI099* • ACHASSI102
- ACHASSI122 • ACHASSI123

(KNOWLEDGE & UNDERSTANDING)

- ACHASSK083* • ACHASSK108*

CIVICS & CITIZENSHIP

- CHASSK091 • ACHASSK093* • ACHASSK115
- ACHASSK134* • ACHASSK135* • ACHASSK136*
- ACHASSK143* • ACHASSK147*
- ACHASSK148*

THEMES

- Citizens • citizenship • Australia
 - First Nations People
- First Nations culture • ceremony
 - responsibilities • belonging
 - rights • obligations • listening
 - Country • history





- Why are they important?
- What is the difference between a right and a responsibility?
- Discuss the images.
 - o What do you notice? How does it make you feel?
 - o Why might the illustrator have chosen to use these colours and traditional painting techniques?
 - o What might the people be sharing on pages 6&7?
 - o Discuss the idea of sharing what you have with those who don't have as much.

After Reading Discussion

- Discuss how the book was similar and different to what students were expecting.
- Have students' ideas about the book changed after reading?
- Return to the title **We Are Australians**. Has its meaning changed after reading?
 - o Do you like the title?
 - o What else could it have been called?
- Discuss the proverb, 'You can't judge a book by its cover.' How true or untrue is the proverb about **We are Australians**?
- Return to the Wonder Wall.
 - o Are there more Wonderings to add?
 - o Colour code the wonderings to show those that have been answered and those that need further investigation.
- Return to the endpapers.
 - o How did they prepare readers for the book's content and meaning?
 - o What might the endpapers signify?

Pages 2&3

We are citizens of our...

- Discuss with students the groups listed and ask if there are any others they would add.

Pages 4&5, 6&7

- Discuss 'rights'.
- What are rights?

Pages 12&13

Australia is unique.

- What makes Australia unique?
- List contributions that other cultures have made to Australian life.
- What would Australia be without these?
- What traditions and celebrations do Australians participate in that are from different countries?
- What traditions and celebrations are uniquely Australian?

Pages 14&15

It is up to us to be part of the present and to act for the future.

- Discuss what this sentence means to the students.
- How do we act for the future?

To know our history

- What history do you think the authors are speaking about?
- How can we learn the true history of our country?
- Why is it important to connect with First Nations people?
- Do students know whose land they work, live and play on? Investigate your local area and find out the language group or nation of your area.



- Ask students to share ways the class or school can create a greater connection with local Traditional Owners.

Pages 16&17

- Why is it important to embrace traditional languages?
- Ask students for ways the class or school can embrace language. (This must be done with First Nations Elders).
- How does our treatment of the land affect those yet to come?
- How can we make sure our treatment of the land affects all of us in a good way?
- Point out the hands and ask students if both people could be First Nations people. Discuss that skin colour doesn't determine if a person is a Traditional Owner.

Pages 18&19, 20&21

- Why is it important to wake up the ancestors?
- What might ancestors teach us?
- Go outside to a place surrounded by nature. What do you hear, smell, feel and see?
- Why is listening to Country important?
- What might Country tell us?

Pages 22&23

- Do you think we always 'treasure our differences'?
- How might it look to treasure differences?
- Why is it important to use your voice?
- Why is it sometimes hard to speak up?

Activities

Wondering Wall

- Return to the Wondering Wall. Note the Wonderings the class previously decided need further investigation.
- Allocate one of these to pairs or groups of threes to investigate, using technology and books.
- Groups present their findings to the class

and share their resources.

- This can also be an activity to highlight the importance of using reputable sources.



Citizens

- List groups and communities that students belong to.
- Create a picture graph to show the different groups and communities students belong to.
- Discuss the graph and list the largest group representation in the classroom.
- Discuss how responsibilities and duties might change from group to group.
- List ways that groups' responsibilities and duties are the same and how they differ.
- Ask students to write a short reflection on what they understand about being a citizen and the responsibilities it entails.

Human Rights

<https://humanrights.gov.au/introhumanrights/>

- Visit the Australian Human Rights website and complete Lesson One's quiz of four questions. (There is an entire lesson on Human Rights that is relevant to We are Australians)

Discuss:

- What the students have learnt about rights.
- The responsibilities that come with rights.
- The rights students might have in a classroom or school.
- Note responses on the whiteboard.
- In pairs, have children create a classroom rights poster.
- As a homework activity, students can, with their families, write their family rights.

Citizens of Australia Timeline

- Read the timeline with students.
- Pair children and allocate one of the people or issues listed in the timeline.
- In pairs, students create a PowerPoint presentation points to share.
- The PowerPoint should include:
 - o Information about the person, place or event.
 - o A biography or description of the person or event.
 - o Relevant dates
 - o Interesting facts
 - o Map and photos
 - o Clear explanations of terms
 - o Why the person or event is important and how it changed Australia.
 - o Resources used.

Incursion

Invite a local Elder to speak to the class.

- Before the visit, work with students to prepare questions. Encourage students to word questions in a way that encourage detailed information from your guest.
- Discuss with students the importance of deep listening in First Nation culture and what this might look like when listening to a guest.
- After the visit, have children write a report for the school newsletter or for display in class.

Creator Study

- Duncan Smith, Nicole Godwin and Jandamarra Cadd are successful individuals who have teamed up to create **We are Australians**.
- Allocate or allow students to choose one of the three creators to research and write an author or illustrator report.
- Encourage students to explore the creators' roles as Australian citizens. For example, author Duncan Smith has been awarded an Order of Australia Medal. Students who choose to write a report about Duncan should include why he received the honour.

Which Country?

- Author Duncan Smith and Illustrator Jandamarra Cadd are both First Nations men.
- Duncan Smith is a Wiradjuri man.
- Jandamarra Cadd is a Yorta Yorta and Dja Dja Warung man.
- Visit <https://aiatsis.gov.au/explore/map-indigenous-australia> and find the Country on the map for each creator. Discuss how each Country may be similar to, and different from, the other.
- Find the Country where your school is located on the map.

The Australian Citizenship Pledge and the Australian Citizenship Affirmation

The Australian Citizenship Pledge is recited at a citizenship ceremony by people about to become citizens. Visit <https://immi.homeaffairs.gov.au/citizenship/ceremony/what-is-the-pledge> and read both Australian Citizenship pledges.

From this time forward, under God*,
I pledge my loyalty to Australia and its people,
whose democratic beliefs I share,
whose rights and liberties I respect, and
whose laws I will uphold and obey.

The words 'under God' are omitted from one of the pledges.

- Why might there be two pledges?
- The Australian Citizenship Affirmation is similar to the Australian Citizenship Pledge and can be recited by all Australians.

As an Australian citizen,
I affirm my loyalty to Australia and its people,
Whose democratic beliefs I share,
Whose rights and liberties I respect,
And whose laws I uphold and obey.



Visit <https://immi.homeaffairs.gov.au/citizenship/ceremony/affirmation> to find out more about the Australian Citizenship Affirmation and watch the video on this page to understand the meaning of each phrase.

- Discuss each line of the Pledge and Affirmation, exploring the meaning of any words the students may not understand. Focus on pledge, democratic beliefs, liberties, respect and laws.
- Discuss the Pledge and Affirmation with students, asking them if they feel they say enough or leaves anything out.
- As a class, stand and recite the Affirmation together.
- In pairs, ask students to write and illustrate their own Australian Citizenship pledge.

Being a Citizen

Explore with students <https://immi.homeaffairs.gov.au/citizenship-subsite/Pages/Learn-about-being-an-Australian.aspx#content-index-1>

- Under the headings – Responsibilities and Privileges, Democratic Beliefs, Freedoms, Equalities, Values and Community – are subheadings.
- Allocate each child a subheading.
- Ask students to create an A4 poster on their allocated subheading, that will become part of a class citizenship mural.
- Once the mural is completed and displayed, discuss the main topics and subheadings in relation to the classroom. Note where each topic is relevant to the classroom and where they aren't.
- Have students create a Class Values, on the same subheading, to be displayed under the Australian citizen mural.

Welcome a new citizen

Your class can write letters to new citizens. Use the template and instructions at <https://immi.homeaffairs.gov.au/citizenship/celebrating-citizenship/celebrating-australian-citizenship-in->

schools and connect with your local government council to welcome new citizens with a treasured message.

Citizenship Ceremonies

View a video of a citizenship ceremony and hear from Australians who have become citizens at <https://immi.homeaffairs.gov.au/citizenship/celebrating-citizenship/citizenship-stories>.

Learn about what takes place at a citizenship ceremony at <https://immi.homeaffairs.gov.au/citizenship/ceremony>

- Why do you think a citizenship ceremony is so special and emotional?
- See if anyone in your class has been to a citizenship ceremony either as a guest or if they became citizens themselves. What do they remember about the day?

Resources

Citizenship Details

- <https://immi.homeaffairs.gov.au/citizenship/ceremony/what-is-the-pledge>
- <https://immi.homeaffairs.gov.au/citizenship/ceremony/affirmation>
- <https://immi.homeaffairs.gov.au/citizenship/what-does-it-mean>
- <https://immi.homeaffairs.gov.au/citizenship-subsite/Pages/Learn-about-being-an-Australian.aspx>
- <https://immi.homeaffairs.gov.au/citizenship/celebrating-citizenship/citizenship-stories>
- <https://immi.homeaffairs.gov.au/citizenship/celebrating-citizenship/celebrating-australian-citizenship-in-schools>

First Nations resources

- <https://www.narragunnawali.org.au/curriculum-resources>
- Human Rights
- <https://humanrights.gov.au/our-work/rights-and-freedoms/rights-and-freedoms-right-right>