

Grades

3-6

ENGLISH

Unit 10

“Pioneer Australians (& Resourcefulness)”





ENGLISH (Grades 3-6) – Unit 10

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OVERVIEW (GRADES 3-6 ENGLISH)

Topic	Theme	Weekly Poem	Literary Focus	Writing Focus
1	The Homestead	<i>My Country</i> (excerpt) – Dorothea Mackellar	Imagery, cultural response, adverb groups	Descriptive setting writing
2	True Blue Aussie Grit	<i>Clancy of the Overflow</i> – Banjo Paterson	Tone, cohesion, vivid vocabulary	Character sketch using emotive language
3	Women in the Bush	<i>A Bush Girl</i> – A.B. Paterson	Characterisation, idioms, repetition	Diary entry from a historical perspective
4	Aboriginal Voices	<i>We Are Going</i> – Oodgeroo Noonuccal	Context, perspective, bias	Reflective response from a respectful viewpoint
5	Pioneers on the Move	<i>The Teams</i> – Henry Lawson	Social context, verb groups, cohesion	Descriptive narrative about a pioneer journey
6	Outback Challenges	<i>The Fire at Ross's Farm</i> – Henry Lawson	Emotive verbs, vivid action, repetition	First-person recount of a bushfire or natural event
7	Life on the Land	<i>Said Hanrahan</i> – John O'Brien	Figurative language, humour, elaborated tense	Newspaper-style report or letter to the editor
8	Faith in the Bush	<i>The Bush Christening</i> – Banjo Paterson	Satire, audience, metaphor	Final Task: Narrative story using literary techniques studied throughout the course

RESOURCES:

All the information you need is included within the informational story in each lesson plan. The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some art and craft materials. Each child will also need an English Journal (i.e., a lined exercise book for writing responses to questions and creative writing activities. It is also helpful to have a good dictionary.

Three lessons a week will provide the basic learning. To enjoy a richer learning experience, you could supplement the lessons with extra books about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

* Swiss Family Robinson

* 'Robinson Crusoe' by Daniel Defoe

* 'Billabong Series' by Mary Grant Bruce

* 'John of the Sirius' & 'John of Sydney Cove' by Doris Chadwick

Australian Curriculum Alignment Table (Yrs 3–6)

Lesson	Content Descriptions (Years 3–6)
Topic 1, Lesson 1 – My Country (Imagery & Setting)	AC9E4LE01, AC9E4LE03, AC9E4LE04, AC9E4LY05, AC9E4LA04, AC9E4LA06, AC9E3LE01, AC9E3LY05, AC9E5LE01
Topic 1, Lesson 2 – Emotion and Opinion	AC9E4LA01, AC9E4LA02, AC9E4LE04, AC9E4LY05, AC9E5LE03
Topic 1, Lesson 3 – Descriptive Writing: My Place	AC9E4LE05, AC9E4LA06, AC9E4LA09, AC9E4LY06, AC9E4LY08, AC9E5LY06, AC9E6LE01
Topic 2, Lesson 1 – Clancy: City vs Bush	AC9E4LA01, AC9E4LA09, AC9E4LE03, AC9E4LE01, AC9E4LY05, AC9E5LE01, AC9E6LE01
Topic 2, Lesson 2 – Dialogue & Voice	AC9E4LA01, AC9E4LA12, AC9E4LE03, AC9E4LE04, AC9E5LE03, AC9E6LA12
Topic 2, Lesson 3 – Creating a Bush Character	AC9E4LE05, AC9E4LE03, AC9E4LA06, AC9E4LA12, AC9E4LY06, AC9E5LA12, AC9E5LY06, AC9E6LE03
Topic 3, Lesson 1 – A Bush Girl: Character & Setting	AC9E4LE01, AC9E4LE03, AC9E4LY05, AC9E4LA04, AC9E5LE01
Topic 3, Lesson 2 – Action Verbs & Adverbials	AC9E4LA06, AC9E4LA09, AC9E4LE03, AC9E4LY06
Topic 3, Lesson 3 – Journal Writing: Character Voice	AC9E4LE05, AC9E4LA09, AC9E4LY06, AC9E4LY08, AC9E5LY06
Topic 4, Lesson 1 – Listening to Aboriginal Voices	AC9E4LE01, AC9E4LE04, AC9E4LY01, AC9E4LY05, AC9E3LY01, AC9E5LE01
Topic 4, Lesson 2 – Exploring Metaphors	AC9E4LE04, AC9E4LE01, AC9E4LY05, AC9E4LY01, AC9E5LE03, AC9E6LE01
Topic 4, Lesson 3 – Respectful Response Writing	AC9E4LE01, AC9E4LY01, AC9E4LY05, AC9E4LY06, AC9E6LY06
Topic 5, Lesson 1 – Bush Journey: Visual Imagery	AC9E4LE03, AC9E4LA04, AC9E4LY05, AC9E4LY06, AC9E5LE01
Topic 5, Lesson 2 – Sequencing the Journey	AC9E4LA04, AC9E4LA06, AC9E4LY05, AC9E4LY06
Topic 5, Lesson 3 – Recount of the Road	AC9E4LE05, AC9E4LY06, AC9E5LY06
Topic 6, Lesson 1 – Bushfire Action: Drama & Language	AC9E4LE01, AC9E4LA04, AC9E4LA09, AC9E4LY05, AC9E5LE03
Topic 6, Lesson 2 – Conflict & Emotion in Recounts	AC9E4LE04, AC9E4LA06, AC9E4LY06, AC9E5LE03
Topic 6, Lesson 3 – Writing a Bushfire Recount	AC9E4LE05, AC9E4LA09, AC9E4LY06, AC9E5LY06, AC9E6LE01
Topic 7, Lesson 1 – Humour and Satire in Poetry	AC9E4LE01, AC9E4LE03, AC9E4LY05, AC9E5LE01, AC9E6LE01
Topic 7, Lesson 2 – Letter to the Editor	AC9E4LY06, AC9E4LE05, AC9E4LY08
Week 7, Lesson 3 – Writing Humour with Purpose	AC9E4LE05, AC9E4LY06, AC9E5LY06
Topic 8, Lesson 1 – Satire and Metaphor in Bush Poetry	AC9E4LE04, AC9E4LE01, AC9E4LY05, AC9E6LE01
Topic 8, Lesson 2 – Drafting the Final Narrative	AC9E4LY06, AC9E4LE05, AC9E5LY06, AC9E6LY06
Topic 8, Lesson 3 – Editing and Publishing	AC9E4LY08, AC9E4LY06, AC9E6LA12

Prior to starting each week, review the recommended resources.

Contents

Topic	Description	Page
Topic 1	The Homestead	
Topic 2	True Blue Aussie Grit	
Topic 3	Women of the Bush	
Topic 4	Aboriginal Voices	
Topic 5	Pioneers on the Move	
Topic 6	Outback Challenges	
Topic 7	Life on the Land	
Topic 8	Faith in the Bush	
Topic 9	Assessment: The final assessment task is still to be advised. We will include this in future editions. If you are enrolled in a school or correspondence course, then they may require you to hand in your English Journal including any final assessment task. You could include photographs of any practical activities or creative projects. We aim to continually improve these study guides and make them more family-friendly, so we value your comments. To provide valuable feedback on the lessons in this study guide, contact Homeward Education Support 2226 Murphys Creek Rd., Ballard, Qld 4352 or via email at info@hesupport.com.au or 0438614452.	

Lesson 1.1: The Homestead

Poem Focus: “*My Country*” (excerpt) by Dorothea Mackellar

Character Trait Focus: *Resourcefulness*

Literary Focus: Setting and imagery

Language Focus: Adverbials, adjectives, complex sentences

A) Introduction

Parent/Tutor Says:

“Today we begin our English journey by stepping into the Australian bush! Over the next few weeks, we’ll be reading poems and stories about the people who lived in the outback long ago. These people needed courage, creativity, and *resourcefulness* – that means they used what they had, made do, and didn’t give up easily.

In this lesson, we’re going to use our imaginations to picture what it’s like to live on a pioneer homestead. We’ll read part of a famous poem and then use what we learn to describe our own setting in words.”

B) Read-Aloud Poem Excerpt

Parent/Tutor Instructions:

Read the following stanza slowly and clearly to your child. Ask them to close their eyes and imagine the scene as they listen.

“My Country” by Dorothea Mackellar (Excerpt)

*“I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains.
I love her far horizons,
I love her jewel-sea,
Her beauty and her terror –
The wide brown land for me!”*

Parent/Tutor Asks:

“What pictures did you see in your mind as I read that poem? What words helped you to imagine it?”

Let the student share freely, then read the stanza a second time.

C) Narration Exercise

Parent/Tutor Says:

“Now that you’ve listened carefully, I’d like you to tell me everything you remember from the poem. What was the setting like? What words stuck in your mind? Try to describe what you saw in your imagination.”

(Let your child narrate aloud. You may prompt with questions like: ‘What colour was the land?’ or ‘What weather did she mention?’)

D) Literary Focus Activity – Descriptive Language & Visualisation

Parent/Tutor Says:

“We’re going to learn how Dorothea Mackellar used descriptive words to create pictures in our minds. These are called *imagery*. Let’s look at some of the powerful phrases she used.”

Write these phrases on a whiteboard or paper:

- *sunburnt country*
- *sweeping plains*
- *ragged mountain ranges*
- *droughts and flooding rains*
- *jewel-sea*
- *wide brown land*

Parent/Tutor Discussion Prompt:

“What do you think ‘sunburnt country’ means? Why do you think she calls the land ‘wide’ and ‘brown’?”

Encourage the child to underline or highlight the **describing words** (adjectives) and **action words** (verbs or implied movement like “sweeping”).

Then write these sentences for your child to copy and complete in their notebook:

1. The *sweeping plains* made me think of _____.
2. I imagined the *ragged mountain ranges* looking _____.
3. A *jewel-sea* might be _____.

Encourage them to use adjectives and adverbs to add to each sentence. For example:

“The sweeping plains made me think of golden grass blowing gently in the wind.”

E) Creative Writing Task – “My Homestead”

Parent/Tutor Says:

“Now, let’s imagine your own pioneer homestead. What would it look like? Where is it? What surrounds it? Use descriptive words just like the poet did to help someone else see your scene.”

Instructions for the Child:

Write a paragraph describing your own pioneer homestead. Use:

- At least 3 adjectives (describing words)

- At least 2 adverbials (words that tell us how, where, or when something happens)
- At least 1 complex sentence (using ‘because’, ‘when’, ‘although’, ‘if’, etc.)

Example Opening Line:

“My homestead sits at the edge of the golden plains, where the gum trees whisper when the wind blows.”

Encourage your child to write **6–8 sentences**. You may want to scribe or type for reluctant writers while they dictate.

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What is one word from the poem that helped you picture the setting?
- What makes the Australian land special?

Middle Primary (Ages 9–10):

- Why do you think Dorothea Mackellar used words like “terror” and “beauty” in the same poem?
- What would be hard about living on a homestead? How might people be resourceful?

Older Primary (Ages 10–11):

- How does the poem use contrast (e.g. drought and flood, beauty and terror) to describe Australia?
 - Why is it important to use descriptive language when writing about setting?
-

G) Biblical Connection – Faith in All Seasons

Parent/Tutor Says:

“In her poem, Dorothea Mackellar talks about both the beauty and the challenges of the land – floods and droughts, sunburn and sea. The Bible tells us that in all seasons, we can trust in God and find strength in Him.

Let’s read this verse together:

‘I know how to live on almost nothing or with everything. I have learned the secret of living in every situation... For I can do everything through Christ, who gives me strength.’ – Philippians 4:12–13 (NLT)

Ask:

- How might a pioneer have relied on God in times of flood or drought?
- What does this verse tell us about being resourceful?”

Lesson 1.2: Emotion and Opinion in “My Country”

Poem Focus: “My Country” (excerpt) by Dorothea Mackellar

Character Trait Focus: *Resourcefulness*

Literary Focus: Language of feeling and opinion

Language Focus: Subjective vs objective language; noun groups and adjectives

A) Introduction

Parent/Tutor Says:

“In our last lesson, we looked at the setting and the descriptive language in Dorothea Mackellar’s poem ‘My Country’. Today we’re going to dig deeper and look at the way the poet shows her feelings and opinions about Australia. This kind of writing is called *subjective* language – language that shows emotion, not just facts. Let’s learn how she uses it, and then try to use it ourselves!”

B) Re-read the Poem Excerpt

Parent/Tutor Instructions:

Read the same stanza aloud once again. This time, ask your child to listen carefully for feelings. What does the poet *feel* about Australia?

*“I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains.
I love her far horizons,
I love her jewel-sea,
Her beauty and her terror –
The wide brown land for me!”*

Parent/Tutor Prompts:

- “Which words show how she *feels* about Australia?”
- “Do you think this is a poem full of facts, or full of emotions? Why?”

Write the word “**Subjective**” on a whiteboard or paper.

Explain: “*Subjective means showing your own feelings or opinions. Objective means giving facts without adding how you feel.*”

C) Narration Exercise

Parent/Tutor Says:

“Now that we’ve read it again, tell me in your own words what Dorothea Mackellar feels about her country. What does she love about it? What makes it hard to live there?”

Let the student speak freely. Encourage use of key words like *love, beauty, terror, drought, sweeping plains, jewel-sea*, etc.

D) Language Focus – Subjective vs Objective

Parent/Tutor Says:

“We’re going to look at the difference between *subjective* and *objective* sentences.”

Write or print the following pairs of sentences. Read each aloud and ask your child: “Which one is full of feeling (subjective)? Which one is factual (objective)?”

Subjective Sentence

I love a sunburnt country.
The wide brown land is beautiful.
The jewel-sea sparkles with glory.
Her beauty and her terror move me deeply.

Objective Sentence

Australia is a country.
The land is large and dry.
The sea reflects the sunlight.
The land has extreme weather.

Activity:

Create your own set of 3 subjective and 3 objective sentences with your child.

Example:

- Subjective: “I think the homestead is the best place in the world.”
 - Objective: “The homestead is made of wood and stone.”
-

E) Mini Writing Task – Expressing an Opinion

Parent/Tutor Says:

“Now it’s your turn to write some sentences that show your feelings and opinions. Think about a place you love. It could be the bush, the beach, your backyard, or even your room. Write 3–5 sentences using *subjective* language.”

Instructions for the Child:

Write a short paragraph using:

- the word “*I love*” or “*I think*”
- describing words (adjectives)
- strong feeling words

Example:

“I love the big gum tree in my backyard. Its branches stretch like arms above me. I think it’s the best climbing tree in the world!”

Encourage use of **vivid words** that express **emotion or personal opinion**.

F) Reflective Thinking Questions**Youngest Students (Ages 8–9):**

- What words show that the poet loves her country?
- Can you name a place you love, and why?

Middle Primary (Ages 9–10):

- Why do you think the poet used words like “beauty” and “terror” in the same poem?
- How do *subjective* words help us understand how someone feels?

Older Primary (Ages 10–11):

- How would the poem sound if it were written with only facts and no feelings?
 - Why is it important for writers to show how they feel through words?
-

G) Biblical Connection – Loving God’s Creation**Parent/Tutor Says:**

“Dorothea Mackellar loved the land of Australia – even its challenges. The Bible also speaks about creation being full of God’s beauty and power.”

Psalm 104:24 – ‘O Lord, how many are your works! In wisdom you made them all; the earth is full of your creatures.’

Ask your child:

- How do we show thankfulness for the country we live in?
- What does it mean to love a place and still see its problems?

Lesson 1.3: Writing “My Place” – Descriptive Paragraph

Poem Focus: “*My Country*” (excerpt) by Dorothea Mackellar

Character Trait Focus: *Resourcefulness*

Literary Focus: Developing setting through description

Language Focus: Adjectives, adverbials, complex sentences, past/present tense

A) Introduction

Parent/Tutor Says:

“Over our last two lessons, we’ve been reading Dorothea Mackellar’s poem ‘*My Country*’. We’ve seen how she used words to describe the land she loved – and how she showed both emotion and facts. Today, you’re going to become a writer too! You’ll write a description of *your* special place – using your imagination and your words to paint a picture.”

B) Model Reading – “My Place” (Tutor-Read Sample Text)

Parent/Tutor Says:

“I’m going to read you a short paragraph written by another student. As I read it, I want you to imagine this place in your mind. What kind of pictures do the words paint?”

“My Place” – Sample Paragraph:

I love my secret garden. It’s hidden behind a row of tall, waving gum trees. When I push open the gate, I smell eucalyptus and see little patches of sunlight dancing on the grass. Birds sing above me, and I hear the crunch of dry leaves under my shoes. My place is quiet, gentle, and wild. Sometimes I sit under the biggest tree and listen to the wind whispering through the leaves. This is the place where I feel closest to God.

Parent/Tutor Prompts:

- “What did you see in your mind when I read that?”
 - “Which describing words helped you picture it?”
 - “What senses did the writer use – sight, sound, smell, feel?”
-

C) Narration Exercise

Parent/Tutor Says:

“Now, you tell me everything you remember about the garden in the story. Describe it back to me using your own words.”

Let the child narrate what they recall. Encourage them to use full sentences and descriptive language.

D) Writing Focus – Expanding Ideas with Language Tools

Parent/Tutor Instruction:

Show the child how we can *expand* our ideas using:

- **Adjectives** (describing nouns)
- **Adverbials** (describing how, when, or where)
- **Complex Sentences** (using words like because, when, although, if)
- **Tense Choices** (using present or past tense clearly)

Examples:

- Basic: *The tree was big.*
- Improved: *The tall tree stood in the centre of the paddock, rustling softly whenever the wind blew.*

Activity:

Write the following sentence starters and have your child complete or expand them creatively:

1. In my favourite place, I can hear _____.
 2. When I walk there, I feel _____ because _____.
 3. I love this place because _____.
 4. Sometimes I _____ under the _____ while _____.
-

E) Main Writing Task – “My Place” Paragraph

Parent/Tutor Says:

“Now it’s time for you to write your own descriptive paragraph about your special place. It could be somewhere real (like your bedroom, backyard, a beach) or somewhere imagined (a treehouse, a cave, a secret valley). Your goal is to help your reader see, hear, and feel what it’s like to be there.”

Instructions for the Child:

Write a paragraph of 6–8 sentences including:

- At least 3 adjectives
- At least 2 adverbials (e.g. “softly in the wind,” “when the rain falls”)
- At least 1 complex sentence (joined by “when,” “because,” “although,” “if”)
- Clear use of either past or present tense

Optional Prompt Words (if needed):

- gentle, quiet, wind, golden, hidden, whispering, sunlight, crunchy, peaceful, wild

Encourage neat handwriting (joined letters) and proper punctuation, especially commas and full stops.

Optional Extension:

Illustrate the place with a labelled drawing!

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What makes your special place feel safe or fun?
- Which sense (sight, sound, smell, touch) do you use most in that place?

Middle Primary (Ages 9–10):

- How did you show your feelings in your writing?
- Which sentence in your paragraph do you think is the most descriptive?

Older Primary (Ages 10–11):

- How did you make your setting come alive for the reader?
 - How would your paragraph change if it was written in a different tense?
-

G) Biblical Connection – God Is with Us in Every Place

Parent/Tutor Says:

“In the Bible, we read about people who had special places where they met with God – Moses at the burning bush, Jacob when he dreamed of the ladder to heaven, or Jesus in the garden. Sometimes our own quiet places can help us feel close to God too.”

Psalm 139:9–10 – “If I rise on the wings of the dawn, if I settle on the far side of the sea, even there Your hand will guide me, Your right hand will hold me fast.”

Ask your child:

- “Why do you think it’s helpful to have a special place to talk to God or think quietly?”
 - “How can we show resourcefulness by using the space we have well?”
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Wrap-Up Checklist for the Lesson:

- Child narrated the sample text
- Explored language features to expand ideas
- Wrote and edited a paragraph using descriptive tools
- Reflected on the connection between place, feeling, and faith

Optional Extra Lesson 1.4: Stories of Resourceful Problem-Solving

Character Trait: *Resourcefulness - careful planning and problem-solving to use what you have to get the job done.*

A) Introduction

Parent says:

"This week we are learning about the amazing ways that people who lived long ago, solved problems, invented things, and built homes, tools, and machines.

They didn't have machines like we do today. They had to use the resources God gave them wisely and plan carefully.

Today, we'll read part of a story about a family who had to build their own home on an island, using only what they could find."

Ask your child:

- "Have you ever built something with your hands – like a fort, a cubby house, or a Lego creation?"
 - "What things do you need to think about before you build something?"
- (Encourage responses. Prompt with ideas like 'planning', 'materials', 'safety', 'design'.)

Parent says:

"Good builders think carefully before they start. That's part of being orderly and resourceful!"

B) Storytime: Reading Aloud

Parent says:

"I'm going to read you an excerpt from *The Swiss Family Robinson*, a story written over 200 years ago about a shipwrecked family who must build everything they need to survive."

Before reading:

"As we read the story, think about how the family used problem-solving, planning, and faith. What would you have done in their situation?"

Read aloud the excerpt

Read aloud clearly, with expression:

Excerpt from The Swiss Family Robinson (Simplified)

The Terrible Storm

After the terrible storm and shipwreck, we were so thankful just to be alive!

The night had been wild and terrifying. Huge waves tossed our ship about like a toy. Winds howled and tore at the sails. Thunder cracked loudly overhead, and lightning lit up the sky like a flashing sword. When morning came, the sea was calm, but the ship was wrecked, stuck fast on a reef near an island. Around us floated broken pieces of wood, barrels, and crates. The rest of the crew had abandoned ship during the night, but somehow, by God's mercy, our family had stayed together.

Father gathered us - Mother, my brothers, and me - and prayed aloud. "Dear God," he said, "You have spared our lives. Please help us to use wisdom and courage in the days ahead."

A Land of Strange Beauty

We looked around. We had no proper house, no food except what was in the ship's stores, and no tools – only what we could find among the wreckage. We knew we needed to act quickly. The sun was already climbing in the sky, and we had nowhere safe to sleep when night came.

Father said firmly, "We must plan carefully. God has given us this land, these trees, the strong wood of the ship, and vines for rope. Let us work together. Our first task must be to build a shelter before nightfall."

We began exploring the land nearby. It was strange and beautiful - tall grasses waved in the breeze, colourful birds flew overhead, and strange fruits hung from the trees. But we dared not wander far. We stayed close to the shore, looking for a good place to build.

Choosing the Trees

Then we saw them - a group of strong trees growing close together, their thick trunks standing like pillars. Their branches stretched out wide and strong, crisscrossing each other high above the ground.

"This," said Father, his eyes shining, "will be our treehouse!"

Excitedly, we got to work. First, we returned to the ship to fetch supplies. We found planks of wood, nails, a hammer, saws, rope, and even a bag of tools. We loaded everything into barrels and floated them across the shallow water to the shore.

It was hard work carrying everything through the sand and up to the trees. The sun beat down on us, and our hands soon ached from lifting and pulling. But we worked together, encouraging one another.

Building the Shelter

Father showed us how to begin. "We must build a strong platform first," he said. "It will be like the floor of our house, resting between the trees."

Using long planks from the shipwreck, we laid them across the thick branches. We tied the planks tightly with strong ropes made from twisted vines. Each knot had to be firm and secure - we did not want the floor to wobble!

Mother helped by gathering large leaves to weave into mats for the walls. While Father and my eldest brother hammered and tied, my younger brother and I worked to carry lighter materials and pass up supplies. We laughed and joked, but we also worked hard, knowing we had little time before sunset.

Once the platform was finished, we started building the walls. We leaned branches against the sides and tied them carefully. Then we layered broad green leaves over the branches to keep out the wind and rain. It smelled fresh and earthy, like the deep woods after a storm.

The Ladder and the View

At last, Father said, "Now we must make a way to climb up and down."

Using more rope and some leftover planks, we fashioned a ladder. It wasn't perfect - some of the steps were crooked - but it was sturdy enough to climb.

As the sun began to sink toward the horizon, painting the sky with pink and orange, we climbed up into our new shelter. From high among the trees, we could see the wide, endless sea and the thick green jungle behind us. Tiny waves lapped gently on the shore, and seabirds wheeled overhead.

Giving Thanks

We were tired, dirty, and sore; but we were safe. Together we knelt on the wooden platform, bowed our heads, and thanked God.

"Thank You," Father prayed, "for sparing our lives, for giving us strength to work, and for providing everything we needed - strong trees, sturdy wood, and clever hands."

That night, we slept close together in our treehouse, wrapped in blankets we had salvaged from the ship. The night sounds of the island - crickets chirping, waves whispering, and distant hoots of owls - sang us to sleep.

A New Beginning

Our new home was simple. It didn't have glass windows or a chimney or painted walls like the house we once knew. But it was safe and strong because we had planned carefully, worked together, and trusted in God's provision.

As we drifted into sleep, I felt a deep warmth in my heart. We had survived the storm. We had begun a new life. And even in a wild, unknown land, we were not alone.

We had each other, and we had God's faithful care.

C) Thinking Time

Parent says:

"Let's think about what the Swiss Family Robinson did."

Ask your child:

- "What was the first thing they needed after the shipwreck?"
- "Where did they decide to build their home?"
- "What materials did they use?"
- "Why was it important to plan and build carefully?"

(Help your child think in an orderly sequence: **need** → **plan** → **gather** → **build** → **succeed**.)

D) Activity: Plan and Build

Parent says:

"Now it's your turn to imagine you are a builder!"

Activity Options by Age Group

Foundation–Year 2:

- Draw a picture of a shelter you would build if you were stranded on an island.
- Label your picture with important parts (e.g., *roof*, *ladder*, *walls*).
- Talk about why your shelter would keep you safe.

Years 3–4:

- Write a short paragraph (3–5 sentences) describing how you would build a simple shelter.
- Include what materials you would use and the steps you would take.
- Explain why it's important to plan carefully.

Years 5–6:

- Write a detailed paragraph (8+ sentences) describing a survival shelter you would design.
 - Explain:
 - What materials you would use
 - Why you would choose those materials
 - How you would make the shelter strong and safe
 - Why careful planning is essential
 - **Extension:** Write one sentence about how this idea of planning applies to something else in life (e.g., schoolwork, friendships, projects).
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Optional Extension Activity:

- Create a small model of a "shelter" using sticks, Lego, boxes, or craft supplies.
- Label the parts like an engineer's diagram (e.g., *support beam*, *entrance*, *rain cover*).

- Present your model to a parent or sibling and explain your building choices.
-

E) Bible Connection and Reflection

Parent says:

"God loves careful building and planning.

In the Bible, there are many examples of people who built wisely because they followed God's wisdom."

Read aloud:

Proverbs 24:3–4

"By wisdom a house is built,
and through understanding it is established;
through knowledge its rooms are filled
with rare and beautiful treasures."

Parent says:

"Building something good – whether it's a house, a project, or even a life – takes wisdom, planning, and order.

God wants us to think carefully and build wisely in everything we do."

F) Wrap-Up

Parent says:

"Today we learned that building something good starts with careful thinking and orderly planning.

The Swiss Family Robinson used what they had wisely, and they trusted God to help them.

When we plan carefully and work faithfully, we are following God's pattern of wisdom and order."

Optional closing prayer:

"Dear God, thank You for giving us minds to think, plan, and build.

Help us to use what You give us wisely and to build lives that honour You. Amen."

Curriculum Links (Australian Curriculum v9)

Foundation – Year 2

- AC9EFLA02 – Explore different ways of using language to express preferences, likes and dislikes
- AC9EFLE05 – Retell and adapt familiar literary texts through play, performance, images or writing
- AC9EFLY02 – Interact in informal and structured situations by listening while others speak
- AC9EFLY05 – Use comprehension strategies to understand and discuss texts listened to or read
- AC9EFLY06 – Create and participate in shared editing of short written texts to record and report ideas

Years 3–4

- AC9E3LA03 – Describe how texts use different language features and structures relevant to their purpose
- AC9E3LE02 – Discuss connections between personal experiences and character experiences in literary texts and share personal preferences
- AC9E3LY02 – Use interaction skills to contribute to conversations and discussions
- AC9E3LY05 – Use comprehension strategies to build literal and inferred meaning
- AC9E3LY06 – Plan, create, edit and publish imaginative and informative texts

Years 5–6

- **AC9E5LE02** – Present an opinion on a literary text using specific terms and reflect on the viewpoints of others
 - **AC9E5LY02** – Use appropriate interaction skills to clarify meaning and present ideas
 - **AC9E5LY05** – Use comprehension strategies to build and evaluate meaning
 - **AC9E5LY06** – Plan, create, edit and publish written and multimodal texts using appropriate structure and vocabulary
-

Lesson 2.1: The City and the Bush – “Clancy of the Overflow”

Poem Focus: “Clancy of the Overflow” by Banjo Paterson (excerpt)

Character Trait Focus: Resourcefulness

Literary Focus: Character contrast and setting

Language Focus: Comparing places, formal vs informal tone, present vs past tense

A) Introduction

Parent/Tutor Says:

“This week we’re going to meet one of the most famous bushmen in Australian poetry – Clancy of the Overflow! Banjo Paterson wrote about Clancy over 100 years ago. Clancy was a drover – a man who moved sheep or cattle across long distances. He was known for being calm, clever, and able to handle anything out in the wild bush.

In this first lesson, we’ll look at the contrast between life in the city and life in the bush. The man who tells the poem lives in a city office and dreams about the freedom Clancy has. Let’s read an excerpt from the poem and see what we can learn.”

B) Poem Excerpt – Tutor Reads Aloud

Parent/Tutor Instructions:

Read the following stanza aloud. You may read it twice for clarity, or invite your child to echo read each line with you.

*“And the bush hath friends to meet him, and their kindly voices greet him,
In the murmur of the breezes and the river on its bars,
And he sees the vision splendid of the sunlit plains extended,
And at night the wond’rous glory of the everlasting stars.
I am sitting in my dingy little office, where a stingy
Ray of sunlight struggles feebly down between the houses tall,
And the foetid air and gritty of the dusty, dirty city
Through the open window floating, spreads its foulness over all.”*

C) Narration Exercise

Parent/Tutor Says:

“Now that you’ve heard the stanza, I’d like you to tell me everything you remember. What kind of place does Clancy live in? What kind of place does the narrator live in?”

Allow your child to narrate aloud. Prompt as needed:

- “What sounds did Clancy hear?”
 - “What did the narrator see from his window?”
 - “What are the biggest differences between the two settings?”
-

D) Literary Focus – Comparing City and Bush

Parent/Tutor Says:

“Let’s make a comparison chart of what life is like in the bush and in the city, according to the poem.”

Create a chart with two headings: **Bush Life (Clancy)** and **City Life (Narrator)**

Write words and phrases from the poem under each column. For example:

Bush Life (Clancy)	City Life (Narrator)
kindly voices, breezes, river	dingy little office
sunlit plains, everlasting stars	gritty air, dusty city
vision splendid, wondrous glory	foulness, houses tall, no fresh air

Discuss:

- “Which one sounds more peaceful or free?”
 - “Which one sounds more crowded or unpleasant?”
 - “How does the poet use *contrast* to make us feel something?”
-

E) Writing Task – Comparing Two Places

Parent/Tutor Says:

“Now it’s your turn. I want you to write two short paragraphs – one describing life in the bush, and one describing life in the city. Use ideas from the poem, and your own thoughts too.”

Instructions for the Child:

Write:

1. A **bush paragraph** using words like *wide, clean, breezy, bright, peaceful*.
2. A **city paragraph** using words like *tall buildings, noisy, dusty, crowded, busy*.

Use **both present and past tense** in your sentences where appropriate.

Encourage:

- At least one **complex sentence** per paragraph (using “because,” “although,” “when,” etc.)
- Use of describing words (adjectives) and action or feeling words (verbs)

Example sentence starter:

- *Clancy rode across the golden plains where the grass waved in the breeze...*
 - *In the city, people rushed past tall buildings and never looked up at the sky.*
-

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What makes the bush sound peaceful?
- Why do you think the man in the office is dreaming about the bush?

Middle Primary (Ages 9–10):

- What does Banjo Paterson want us to feel about the bush compared to the city?
- How do different places change the way people act or feel?

Older Primary (Ages 10–11):

- How is this poem shaped by the time in which it was written (over 100 years ago)?
 - What kind of person might Clancy be? How is he resourceful?
-

G) Biblical Connection – God Is with Us Everywhere

Parent/Tutor Says:

“Clancy is out in the open bush, while the narrator is in a crowded city. The Bible reminds us that no matter where we are – peaceful fields or noisy cities – God is still present, and we can find strength in Him.”

Psalm 139:7–10 – “Where can I go from your Spirit? Where can I flee from your presence? If I go up to the heavens, you are there... If I rise on the wings of the dawn, if I settle on the far side of the sea, even there your hand will guide me.”

Ask your child:

- “Have you ever felt closer to God in nature?”
 - “How can we bring peace and kindness into a noisy or difficult place?”
-

Wrap-Up Checklist for the Lesson:

- Read and discussed the poem excerpt
- Compared life in the bush and the city
- Wrote two descriptive paragraphs
- Reflected on God’s presence and the theme of resourcefulness

Lesson 2.2: What Did Clancy Say? – Tone, Voice, and Dialogue

Poem Focus: “Clancy of the Overflow” by Banjo Paterson

Character Trait Focus: Resourcefulness

Literary Focus: Dialogue and tone in poetry

Language Focus: Formal and informal language, punctuation of speech, voice and feeling

A) Introduction

Parent/Tutor Says:

“Today we’re going to look at how a writer gives a character a voice. One way to do that is through dialogue – when a character speaks. Dialogue helps us hear not just what is said, but how it’s said. Writers use punctuation, word choice, and even rhythm to show whether someone is calm, excited, rude, polite, or funny.

Banjo Paterson didn’t include much direct speech from Clancy in the poem, but we’ll learn how to write dialogue that shows personality, feelings, and tone.”

B) Revisit the Poem – The Letter from Clancy

Parent/Tutor Says:

“In the poem, Clancy sends a short reply to the narrator. Here is what it says.”

*“...And an answer came directed in a writing unexpected
(And I think the same was written with a thumbnail dipped in tar);
'Twas his shearing mate who wrote it, and verbatim I will quote it:
“Clancy’s gone to Queensland droving, and we don’t know where he are.”*

Parent/Tutor Explains:

“This is the only bit of dialogue in the poem – and it isn’t even written by Clancy! But what does this little message tell us?”

Ask your child:

- “What kind of tone does this message have?” (relaxed, informal, rough)
 - “What can we guess about the people who live and work with Clancy?”
 - “How is the grammar different from how we usually speak?”
-

C) Narration Exercise

Parent/Tutor Says:

“Now, retell this part of the story in your own words. Who wrote the letter? What did it say? What does that tell us about bush life?”

Encourage a free-flowing oral narration. If your child struggles, prompt with questions:

- “Was Clancy easy to contact?”
 - “How does the letter sound different from what someone might write today?”
-

D) Language Focus – Informal Dialogue & Quotation Marks

Parent/Tutor Explains:

“Let’s look closely at how to write speech. In stories and poems, we show speech using *quotation marks*. In Australia, we usually use double quotation marks (“ ”). Inside the quotes, we must:

- Begin with a **capital letter**
- End with punctuation **before** the closing quote
- Use a **comma** or **full stop** (and sometimes an exclamation or question mark)

Let’s try with the message from the poem:

“Clancy’s gone to Queensland droving, and we don’t know where he are.”

Let’s fix the grammar to make it standard, but keep the informal tone:

“Clancy’s off droving somewhere in Queensland,” said his mate. “We’re not sure where he is.”

Activity – Spot the Features:

Write this sentence and ask your child to circle:

- the **quotation marks**
 - the **capital letter at the start** of the speech
 - the **punctuation before the closing quote**
-

E) Creative Task – Write What Clancy Might Say

Parent/Tutor Says:

“Let’s imagine that Clancy did write a letter or send a message. What would he say? Would he talk about the open plains? The cattle? His horse? Would his tone be cheerful, peaceful, or adventurous?”

Instructions for the Child:

Write a short **imagined message** from Clancy. It could be:

- A letter to a friend
- A note left at a homestead
- A short poem or verse from Clancy’s point of view

Must include:

- At least **two lines of dialogue** using quotation marks correctly
- Language that matches Clancy’s calm and resourceful bush personality
- An **informal, friendly tone**

Example:

“The sun’s been kind this week,” wrote Clancy. “We’re making good time. The mob is moving steady, and the country looks grand.”

F) Reflective Thinking Questions**Youngest Students (Ages 8–9):**

- Why do you think Clancy’s friend wrote such a short letter?
- What kind of person do you think Clancy is?

Middle Primary (Ages 9 – 10):

- How do writers show feelings in the way a person speaks?
- What kind of words help show that a speaker is relaxed or stressed?

Older Primary (Ages 10–11):

- What’s the difference between writing in formal and informal tones?
 - What makes a character’s voice sound “real” in a story?
-

G) Biblical Connection – Words That Build Up**Parent/Tutor Says:**

“When Clancy’s mate wrote back, he didn’t use perfect grammar, but he told the truth plainly. The Bible reminds us that our words don’t have to be fancy – they should be true, kind, and helpful.”

Ephesians 4:29 – “Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up.”

Ask your child:

- “When you write or speak, how can your words build someone up?”
 - “Can someone have a rough voice but still be kind and wise?”
-

Wrap-Up Checklist for the Lesson:

- Explored the letter about Clancy and its tone
- Reviewed how to use quotation marks correctly
- Created dialogue or a message from Clancy

- Reflected on the character's voice and purpose in storytelling

Lesson 2.3: Creating a Bush Character – Dialogue and Description

Poem Focus: “*Clancy of the Overflow*” by Banjo Paterson

Character Trait Focus: *Resourcefulness*

Literary Focus: Character creation and voice

Language Focus: Complex sentences, descriptive phrases, speech punctuation

A) Introduction

Parent/Tutor Says:

“We’ve been learning about Clancy – Banjo Paterson’s calm, capable bushman. Clancy doesn’t say much in the poem, but we can imagine what kind of person he is from the way others describe him.

Today, you’ll create your own Aussie bush character. Think of someone who’s resourceful – someone who can handle a problem, fix things with what they’ve got, or stay calm in a tough situation. You’ll describe what they’re like and then write a short conversation that shows who they are.”

B) Character Exploration – What Makes Clancy Special?

Parent/Tutor Asks:

“Let’s list some clues about Clancy. What do we know about him from the poem?”

Write on a whiteboard or notepaper a list like this, building it together with your child:

Clancy’s Qualities:

- Calm
- Free
- Works with animals
- Knows the land
- Hard to reach
- Doesn’t fuss about city life
- Happy with simple things
- Probably helpful and cheerful

Parent/Tutor Says:

“These are the clues we get about Clancy. We don’t know everything, but we can imagine what kind of person he is. Now let’s create a new character, just like a bush storyteller would.”

C) Oral Character Brainstorm

Parent/Tutor Prompts:

Ask your child to brainstorm a new bush character. Use these questions:

- Is your character a drover, a bush nurse, a shearer, a tracker, a horse-breaker, or something else?
- What's their name?
- What do they look like?
- How do they speak? (Fast and cheerful? Slow and thoughtful?)
- What makes them resourceful?
- What problem have they solved?

Let your child talk it through first. You may wish to scribe notes as they speak.

D) Writing Task – Character Description with Dialogue

Parent/Tutor Says:

“Now it's time to write. You're going to write a **mini-scene** (just one paragraph or two) where we meet your character and hear them speak. You'll describe what they're doing and how they speak. This is called *revealing character through action and dialogue*.”

Instructions for the Child:

Write 1–2 short paragraphs that include:

- A brief description of your bush character (appearance, setting, job)
- At least **two lines of speech**, punctuated correctly with quotation marks
- Use of **complex sentences** (with ‘because’, ‘when’, ‘if’, etc.)
- Words that show the character's **resourcefulness**

Example:

Old Ned sat on an overturned water tank, fixing the broken wheel with wire and grit.

“You don't need a fancy part,” he said, squinting into the sun. “Just a bit of know-how and something strong to tie it with.”

His voice was slow and dry like the dust, but there was a sparkle in his eye when he worked.

E) Editing and Reading Aloud

Parent/Tutor Says:

“Let's go back and check your punctuation. Have you used quotation marks for your character's speech? Did you start each quote with a capital and end it with the right punctuation?”

Use this checklist:

- Quotation marks around each spoken line
- Capital letter at the beginning of each quote
- Comma, full stop, exclamation or question mark **before** the closing quotation mark
- New paragraph for a new speaker (if more than one character speaks)

Optional: Read it aloud in an ‘Aussie bush voice’ for fun!

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What was your favourite thing about your bush character?
- What made them good at solving problems?

Middle Primary (Ages 9–10):

- How did you show what kind of person your character is?
- What clues did you give through how they speak?

Older Primary (Ages 10–11):

- How does dialogue help the reader understand a character?
 - If your character had to face a flood, fire, or drought, what would they do?
-

G) Biblical Connection – The Wisdom of a Quiet Worker

Parent/Tutor Says:

“Clancy is described as calm and wise. He doesn’t brag or complain. The Bible values that kind of person – someone who works faithfully, solves problems with quiet wisdom, and builds others up.”

Proverbs 14:23 – “All hard work brings a profit, but mere talk leads only to poverty.”

Ask your child:

- “Do you know someone who works hard without making a fuss?”
 - “How can you be a resourceful person who quietly helps others?”
-

Wrap-Up Checklist for the Lesson:

- Created an original bush character
- Wrote dialogue with correct punctuation
- Used complex sentences and character clues
- Reflected on resourcefulness in everyday life

Lesson 3.1: Strength in the Setting – “A Bush Girl”

Poem Focus: “*A Bush Girl*” by A.B. Paterson

Character Trait Focus: *Resourcefulness*

Literary Focus: Character and setting working together

Language Focus: Imagery, noun groups, expanded descriptions

A) Introduction

Parent/Tutor Says:

“This week, we’re going to read a poem about a young woman who grew up in the bush. She isn’t rich or fancy, but she’s strong, kind, and smart. She doesn’t give up easily – and she knows how to handle the bush. The poet, A.B. Paterson, gives us clues about what kind of person she is by describing where she lives and how she acts.

Today we’ll read part of the poem and talk about how the *setting* – the bush – helps us understand her character. Then we’ll try writing our own description of a person whose setting shows something about who they are.”

B) Poem Excerpt – Read-Aloud

Parent/Tutor Instructions:

Read the following stanza (slightly modernised for ease) aloud with expression. Ask your child to close their eyes and imagine the bush girl as you read.

*She’s a girl from the high country,
With the sun in her golden hair.
She can ride through creeks and brambles,
Like the breeze that’s always there.
With a whip or with a kettle,
She’s as steady as a rock,
And she’ll lend a hand to strangers
Or go fetch a wayward stock.*

Parent/Tutor Prompts:

- “What do we learn about this bush girl?”

- “What kind of work does she do?”
 - “How does the poet make her seem capable and strong?”
-

C) Narration Exercise

Parent/Tutor Says:

“Tell me everything you remember about the bush girl. What does she do? What’s she like? What kind of setting does she live in?”

Let your child speak freely. You may prompt with:

- “What’s the weather like where she lives?”
 - “What animals or jobs might she handle?”
 - “Is she the kind of person who gives up easily?”
-

D) Literary Focus – Character Through Setting

Parent/Tutor Says:

“Writers sometimes show us what a character is like by showing us where they live or work. That’s called *revealing character through setting*. In this poem, the bush is rough and wild – but the girl fits right in. She’s strong because the land taught her to be strong.”

Activity:

Draw a quick chart together:

Setting Detail	What It Shows About Her
High country, sun in hair	She’s used to working outdoors
Rides through creeks and brambles	She’s brave and strong
Steady with whip or kettle	She can farm animals and cook – resourceful!
Helps strangers or rounds up stock	She’s kind and responsible

Ask:

- “Can you think of other places that might shape a person – like the city, the desert, a farm?”
-

E) Creative Task – Character Through Place

Parent/Tutor Says:

“Now it’s your turn. You’re going to describe someone who lives in a place that helps shape who they are. Think of a place: a farm, a lighthouse, a rainforest, a busy roadhouse, a sheep station. Then describe the person who belongs there.”

Instructions for the Child:

Write 5–7 sentences describing:

- Where your character lives

- What their surroundings are like
- What they do each day
- How the place has helped them become who they are

Encourage use of:

- **Adjectives and noun groups** (e.g. “dusty outback track”, “hard-working roadhouse cook”)
- **Descriptive verbs** (e.g. rides, fixes, climbs, gathers, boils)
- **Connections between place and personality** (“Because she works in the hills, she knows every trail.”)

Example:

Jake lives on a cattle station where the grass grows dry and flat for miles. He wakes up early and rides his horse to check the fences. Because the land is so big, Jake has learned to be smart and quick. He carries a rope, wire, and water – just in case something goes wrong. He’s quiet, but he knows how to fix almost anything.

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What kind of work do you think the bush girl does every day?
- What makes her brave?

Middle Primary (Ages 9–10):

- How does the bush help shape the character of the girl?
- What details in the poem helped you picture her clearly?

Older Primary (Ages 10–11):

- Why do you think Banjo Paterson wrote about women in the bush?
 - How do strong characters show resourcefulness in tough settings?
-

G) Biblical Connection – Strength from God in Every Place

Parent/Tutor Says:

“The bush girl is strong and kind, and the place she lives in helps her become that way. The Bible reminds us that our strength isn’t just from the land or hard work – it’s from God. No matter where we live, He is shaping our hearts.”

Philippians 4:13 – “I can do all things through Christ who gives me strength.”

Ask your child:

- “What kind of work makes people stronger?”
- “How can we learn strength from the place we live, and also trust God to guide us?”

Wrap-Up Checklist for the Lesson:

- Read and discussed the bush girl poem
- Explored how setting reveals character
- Wrote a paragraph describing someone shaped by their setting
- Reflected on strength, setting, and God's help

Lesson 3.2: Action and Courage – Verbs and Adverbs in “A Bush Girl”

Poem Focus: “*A Bush Girl*” by A.B. Paterson

Character Trait Focus: *Resourcefulness*

Literary Focus: How verbs and adverbs reveal character action

Language Focus: Verb groups, adverbials, tense and sentence expansion

A) Introduction

Parent/Tutor Says:

“Last lesson, we learned how the setting of the bush helps shape the character of the bush girl. Today we’ll look more closely at the action words in the poem – *verbs* – and the words that tell us how, when, or where something happens – *adverbs and adverbial phrases*.”

Strong characters are shown through strong actions. Writers use interesting verbs and adverbs to show bravery, cleverness, and determination. That’s what we’re going to practise today!”

B) Re-read the Poem Excerpt – Focus on Action

Parent/Tutor Reads:

*She’s a girl from the high country,
With the sun in her golden hair.
She can ride through creeks and brambles,
Like the breeze that’s always there.
With a whip or with a kettle,
She’s as steady as a rock,
And she’ll lend a hand to strangers
Or go fetch a wayward stock.*

Parent/Tutor Prompts:

- “What are the verbs (doing words) in this poem?”
 - “What do they tell us about what the bush girl *does*?”
 - “Are these quiet or powerful actions?”
-

C) Narration Exercise

Parent/Tutor Says:

“Tell me the actions the bush girl did. What kind of things does she do? Why are those actions important?”

Encourage your child to speak in full sentences:

- “She rides through creeks...”
- “She fetches lost animals...”
- “She uses a whip or kettle...”

D) Language Focus – Verbs and Adverbials

Parent/Tutor Explains:

“Let’s look more closely at how action words show bravery and skill. Then let’s see how we can add *adverbial phrases* to describe how, where or when she does something.”

Write these examples from the poem on paper or whiteboard:

Verb (Action Word)	Adverbial Phrase
ride	through creeks and brambles
lend	a hand to strangers
fetch	a wayward stock

Discussion:

- “Which verb shows courage?”
- “Which one shows kindness?”
- “What would happen if the poet only said ‘She helps’? Why is ‘lends a hand to strangers’ better?”

E) Writing Task – Expand the Action

Parent/Tutor Says:

“Now it’s your turn. We’re going to practise using strong verbs and adding adverbial phrases that show bravery or resourcefulness.”

Instructions for the Child:

Choose one of the *verbs* below, and write a sentence that includes an *adverbial phrase* to show more detail.

Suggested Verbs:

- climbed
- rescued
- galloped
- cooked
- repaired
- shouted
- searched

Example Sentences:

- *She galloped through the dust to stop the runaway colt.*
- *He repaired the water tank with wire, just before the storm hit.*
- *The girl cooked damper quietly by the fire, while the cattle rested nearby.*

Challenge: Write at least **4–5 sentences** showing different actions and adverbials. Try using:

- **One sentence with “when”** (e.g. *when the wind picked up*)
 - **One sentence with “because”**
 - **One sentence with “if”** (conditional)
-

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What’s one thing the bush girl can do that shows she’s brave?
- What action word would you use to describe someone who helps others?

Middle Primary (Ages 9–10):

- Why is it important to choose *strong verbs* in writing?
- How can *adverbial phrases* make writing more exciting?

Older Primary (Ages 10–11):

- How can the way someone *acts* tell you more about them than what they say?
 - What kind of actions would you use to describe a person who is resourceful?
-

G) Biblical Connection – Faith That Works in Action

Parent/Tutor Says:

“The bush girl isn’t just brave in words – she’s brave in what she *does*. The Bible reminds us that our faith shows not just in what we say, but in what we *do*.”

James 2:17 – “Faith by itself, if it is not accompanied by action, is dead.”

Ask your child:

- “What kind of actions show faith and kindness in real life?”
 - “Can you think of someone who quietly helps others through action?”
-

Wrap-Up Checklist for the Lesson:

- Identified verbs and adverbials in the poem
- Created expanded action sentences using strong verbs
- Reflected on character, courage, and faith in action

Lesson 3.3: A Bush Girl's Journal – Writing with Character Voice

Poem Focus: “*A Bush Girl*” by A.B. Paterson

Character Trait Focus: *Resourcefulness*

Literary Focus: Writing in first-person character voice

Language Focus: Sentence fluency, tense consistency, punctuation of thoughts and speech

A) Introduction

Parent/Tutor Says:

“Today, you’re going to step into the shoes of the bush girl we’ve been reading about. Imagine you are her. You’ve just finished a hard day out on the land – maybe you rounded up cattle, helped a neighbour, or rode through tough country. You’re tired, dusty, but proud of what you’ve done.

Now it’s evening. You sit down by the fire, open your journal, and write about your day. We’ll practise using strong character voice, detailed description, and correct punctuation to bring her story to life.”

B) Character Recap – Who Is She?

Parent/Tutor Prompts:

Before writing, ask your child to recall what they know about the bush girl. Use the following prompts:

- What kind of place does she live in?
- What work does she do?
- How does she speak and act?
- What makes her resourceful?

You might write key words or short phrases on a whiteboard or notepad:

- **Setting:** dusty, dry, wide open plains, riverbanks, scrub
 - **Jobs:** riding, cooking, fixing, helping
 - **Tools:** whip, kettle, rope, horse, billycan
 - **Traits:** brave, steady, helpful, kind, practical
-

C) Main Writing Task – Journal Entry in Character

Parent/Tutor Says:

“Let’s write a journal entry as if you were the bush girl. Remember, this is a *first-person narrative*, which means you’ll use the word ‘I’ and write as though it’s your own story.”

Instructions for the Child:

Write a **short journal entry** of 6–10 sentences that includes:

- Description of what happened in the day (a challenge, a task, or an interaction)
- Sensory language (what she saw, heard, felt, smelled)
- Strong verbs and adverbial phrases
- One or two thoughts or reflections (what she learned or how she feels)

Encourage:

- Consistent use of past tense
- Clear paragraphing
- Writing neatly in joined letters (if writing by hand)

Example Opening:

Tuesday, near the old creek bend

Today I rode out just after dawn, the frost still thick on the grass. The cows had broken through the bottom fence again, so I spent most of the morning chasing them back up the ridge. My boots got soaked crossing the river, but I didn't mind – it was quiet out there, just me and the birds. I stopped under the gumtree near Widow Harris's and boiled the billy. She waved from her porch, and I promised to come by tomorrow with some flour. The sun was hot by midday, but the wind helped. I reckon I've earned a good night's rest.

D) Self-Editing Checklist

Parent/Tutor Reviews With Child:

Once your child has completed the journal entry, read it together and check:

- Used **first-person voice** ("I")
- Used **past tense** consistently
- Included **descriptive details**
- Used **correct punctuation**, including capital letters and full stops
- Paragraphs are neat and fluent

Optional: Have your child read the entry aloud using a steady, bush-like voice!

E) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What was your favourite part of the bush girl's day?
- What did she use or do that showed she was resourceful?

Middle Primary (Ages 9–10):

- How did writing in the bush girl's voice help you understand her better?
- What kind of emotions did you include in her journal?

Older Primary (Ages 10–11):

- What do you think bush girls (or boys) of the past would have written in real journals?
 - What can we learn from people who worked hard in quiet, simple ways?
-

F) Biblical Connection – Quiet Faithfulness

Parent/Tutor Says:

“The bush girl doesn’t make a big show of herself – but she’s faithful, strong, and quietly kind. The Bible speaks about people who quietly do good work and trust God each day.”

1 Thessalonians 4:11–12 – “Make it your ambition to lead a quiet life... work with your hands... so that your daily life may win the respect of outsiders.”

Ask your child:

- “What does it mean to be faithful in small things?”
 - “How can you show quiet strength and trust in your everyday life?”
-

Wrap-Up Checklist for the Lesson:

- Brainstormed details about the bush girl
 - Wrote a detailed journal entry in first person
 - Reflected on daily work, strength, and quiet faithfulness
-

Lesson 4.1: Listening to Aboriginal Voices – “We Are Going”

Poem Focus: “*We Are Going*” by Oodgeroo Noonuccal

Character Trait Focus: *Resourcefulness*

Literary Focus: Exploring meaning through voice and repetition

Language Focus: Subjective language, tone, cultural context

A) Introduction

Parent/Tutor Says:

“This week we are listening to the voices of Australia’s First Nations people. The poem we are reading is by Oodgeroo Noonuccal, one of Australia’s first published Aboriginal poets. Her poems are thoughtful, strong, and full of emotion. They tell us what her people have experienced – and how they feel about it.

In today’s lesson, we will read part of her famous poem ‘*We Are Going*’, which expresses the sadness and strength of a people who have seen their way of life change. We will listen respectfully, reflect deeply, and learn how poetry gives voice to people’s hearts.”

B) Poem Excerpt – Read Aloud Together

Parent/Tutor Instructions:

Read the following excerpt slowly, with calm and clear expression. Then, read it a second time, asking your child to close their eyes and visualise the words.

*We are the shadow ghosts
The memories of yesterday
The keepers of ceremonies
The law of the elders.

We are the wonder tales
Told in the firelight
The nomads who wandered
And lived with the land.

But we are now
We are the strangers
The nameless ones

We are the shadow ghosts
The dispossessed.*

C) Narration Exercise

Parent/Tutor Says:

“Now, I’d like you to tell me what you remember. What images or feelings stayed in your mind? What kind of people are being described in the poem?”

Encourage your child to speak gently and thoughtfully. Prompt with:

- “What does it mean to be a ‘shadow ghost’?”
 - “What kind of life did these people live before?”
 - “How do they feel now?”
-

D) Literary Focus – Tone and Repetition

Parent/Tutor Says:

“This poem uses *repetition* and *tone* to express strong feelings. Repetition means repeating words or lines. Tone means the feeling or attitude in the poem – sad, proud, angry, gentle.”

Write these lines on a board or paper:

- *We are the shadow ghosts*
- *We are the wonder tales*
- *We are the strangers*
- *We are the dispossessed*

Ask:

- “Why do you think the poet repeats the words ‘*We are...*’?”
- “How does the tone of the poem change from the beginning to the end?”

Draw this simple table together:

Past (Then)	Present (Now)
Wonder tales	Strangers
Lived with the land	Dispossessed
Nomads who wandered freely	Nameless ones

Discussion:

- “What do these changes show us?”
 - “How do you think the poet feels about what has happened?”
-

E) Writing Task – Voice of the Past and Present

Parent/Tutor Says:

“Now we’re going to try writing like Oodgeroo. You’ll write two short stanzas: one about the past, and one about the present. Use repetition to show how something has changed. It doesn’t have to be a bad change – some things change for the better. So we are just going to write about how things have changed from the past to the present.”

Instructions for the Child:

Write two stanzas:

1. Begin each line of the first stanza with “**We were...**”
2. Begin each line of the second stanza with “**Now we are...**”

...or...

1. Begin each line of the first stanza with “**People used to.....**”
2. Begin each line of the second stanza with “**But now, people.....**”

Each stanza should be 3–4 lines. Use descriptive words that show how life has changed.

Example:

*We were the storytellers
We were the fire keepers
We were the singers of songs
We were the watchers of stars*

*Now we are the forgotten
Now we are the unheard
Now we are the shadows
Now we are still waiting*

Encourage thoughtful word choices and a gentle, respectful tone.

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What kind of life do you think Aboriginal people lived before?
- Why do you think they feel sad in this poem?

Middle Primary (Ages 9–10):

- Why is it important to listen to poems written by Aboriginal people?
- How does this poem help us understand their feelings?

Older Primary (Ages 10–11):

- What does it mean to be “dispossessed”?
- How does poetry help preserve culture and history?

G) Biblical Connection – Listening with Love

Parent/Tutor Says:

“This poem invites us to listen with respect. The Bible tells us to care for those who have lost much and to listen to the voices of those who are hurting.”

James 1:19 – “Everyone should be quick to listen, slow to speak, and slow to become angry.”

Ask your child:

- “How can we show kindness by listening well?”
- “How does listening help us understand and love others better?”

Wrap-Up Checklist for the Lesson:

- Read and reflected on the poem with visualisation
- Identified repetition and tone in the poem
- Wrote a two-part stanza with past/present voice
- Discussed how to listen respectfully and biblically

Lesson 4.2: Exploring Metaphors – Meaning in “We Are Going”

Poem Focus: “*We Are Going*” by Oodgeroo Noonuccal

Character Trait Focus: *Resourcefulness*

Literary Focus: Metaphor and symbolism in poetry

Language Focus: Figurative language, cultural meaning, interpretation

A) Introduction

Parent/Tutor Says:

“Yesterday we listened to a poem that gave a powerful voice to Australia’s First Nations people. Today, we’re going to take a closer look at the poet’s *metaphors*. A metaphor is when a writer says something *is* something else – not literally, but to help us understand a deeper meaning.

In ‘*We Are Going*’, Oodgeroo Noonuccal uses metaphors to express how her people felt when they had to leave the land and way of life that they had known. Let’s find those metaphors and talk about what they might mean.”

B) Poem Lines – Focus on Figurative Language

Parent/Tutor Reads Aloud:

We are the shadow ghosts...

We are the wonder tales told in the firelight...

We are the strangers...

We are the dispossessed...

Parent/Tutor Asks:

“What do you think she means by ‘shadow ghosts’? Are they real ghosts – or is that a metaphor?”

Explain:

A metaphor is a way of comparing things. When she says ‘*we are the shadow ghosts*’, she doesn’t mean they’re invisible or scary – she means they feel like they’ve been pushed aside, or they feel like they’re no longer noticed or valued.

C) Narration Exercise – What Do the Metaphors Mean?

Parent/Tutor Says:

“Tell me what each metaphor might mean. What feeling does it give you?”

Write these on a whiteboard or paper. Read each aloud and let your child offer an interpretation in their own words:

Poetic Line	What It Might Mean
<i>We are the shadow ghosts</i>	Forgotten people; not seen or included
<i>We are the wonder tales</i>	People with rich stories and culture
<i>We are the strangers</i>	Treated like outsiders in their own land
<i>We are the dispossessed</i>	Had their land and homes taken away

Encourage your child to think deeply but answer in age-appropriate language.

D) Language Focus – Create Your Own Metaphors

Parent/Tutor Says:

“Now let’s try making our own metaphors. Instead of saying how someone feels in plain words, let’s say it in a creative way that shows meaning.”

Activity:

Write these simple feelings and help your child turn them into metaphors:

Feeling	Metaphor Example
Forgotten	<i>I am a coat left behind in the corner.</i>
Strong	<i>I am a tree that bends but never breaks.</i>
Brave	<i>I am the fire that keeps burning in the storm.</i>
Lonely	<i>I am the last leaf on the branch.</i>

Let your child come up with **at least two original metaphors** to describe themselves, a character, or a group of people. Prompt gently with:

- “What do you feel like when you’re brave?”
 - “What do some people feel like when they are left out?”
-

E) Creative Writing – “We Are...” Metaphor Poem

Parent/Tutor Says:

“Now you’re going to write your own mini poem in the style of Oodgeroo. It’s called a *We Are* poem. Each line will start with ‘**We are...**’, and you’ll use a metaphor to describe something deep or meaningful.”

Instructions for the Child:

Write **4–6 lines**. Each line begins with ‘**We are...**’ and includes a metaphor. Your poem might speak for:

- A group of people
- A family
- A team
- A community
- Or even something imaginary (like “the birds,” or “the forgotten books”)

Example:

We are the hidden stars that still shine in the morning

We are the seeds waiting deep in the soil

We are the river, still flowing beneath the dust

We are the flame that won't go out

Let your child choose their own theme and metaphors with meaning.

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What was your favourite line from the poem?
- How does a metaphor help you say something in a different way?

Middle Primary (Ages 9–10):

- Why do you think Oodgeroo used so many metaphors in her poem?
- Can a metaphor make a poem more powerful?

Older Primary (Ages 10–11):

- What makes a metaphor more effective than a plain statement?
 - How can figurative language help people express hard or deep feelings?
-

G) Biblical Connection – Finding Meaning in Words

Parent/Tutor Says:

“Jesus often used *figurative language* when He taught. He told parables and used images like ‘light,’ ‘vine,’ and ‘shepherd’ to teach spiritual truths. Just like Oodgeroo used metaphors to speak from her heart, Jesus used them to speak to ours.”

John 10:14 – “I am the good shepherd; I know my sheep and my sheep know me.”

Ask your child:

- “What do you think Jesus means when He says He is a ‘shepherd’?”
 - “How can pictures and poetry help us understand deep truths?”
-

Wrap-Up Checklist for the Lesson:

- Interpreted metaphors in the original poem
- Created personal metaphors for feelings or identity
- Wrote an original “We Are” metaphor poem
- Reflected on the power of figurative language and its biblical use

Lesson 4.3: Writing a Respectful Response – Listening to “We Are Going”

Poem Focus: “*We Are Going*” by Oodgeroo Noonuccal

Character Trait Focus: *Resourcefulness*

Literary Focus: Personal response and cultural understanding

Language Focus: Tone, respectful voice, past and present tense

A) Introduction

Parent/Tutor Says:

“This week we’ve been listening carefully to the voices of Aboriginal Australians through the poem ‘*We Are Going*’ by Oodgeroo Noonuccal. We’ve heard how her people feel – displaced, forgotten, yet still strong. Today, we’re going to write a respectful response to the poem.

When we respond to someone’s story – especially a story that speaks of pain – we must be gentle and kind. A respectful response shows that we’ve listened, and that we care. Let’s think deeply and write with love.”

B) Recap – What Was the Poem Saying?

Parent/Tutor Prompts:

Review key ideas from the poem. Ask your child:

- “What was the poet saying about the past?”
- “How did she describe the present?”
- “What feelings did she express?”
- “What stayed with you after reading it?”

You might write a list of key points or feelings on paper:

- Storytellers
 - Forgotten
 - Sadness
 - Strength
 - Culture
 - Dispossessed
 - Waiting
-

C) Narration Exercise – Reflecting on Meaning

Parent/Tutor Says:

“Tell me what the poem meant to you. What did you think or feel when you read it? What did you learn about Aboriginal people and their experiences?”

Encourage your child to speak gently and honestly. You may prompt:

- “Was there a line that made you feel something?”
 - “Do you think the poet wants us to listen and understand?”
 - “Why is it important to remember other people’s stories?”
-

D) Writing Task – A Respectful Response Letter or Poem

Parent/Tutor Says:

“Now you’re going to write a personal response to the poem *‘We Are Going’*. You can choose to write a **short letter** to the poet, or a **free-verse poem** expressing what you want to say in return. Either way, speak with care and respect.”

Option 1: Write a Letter

Instructions for the Child:

Write a short letter addressed to Oodgeroo (or to “Dear Poet”). In your letter:

- Say what you heard in her poem
- Tell her what it made you feel or understand
- Say something kind, such as “I want to learn more” or “Thank you for sharing your feelings about your people”

Example Letter:

Dear Poet,

I read your poem and it made me feel sad for the people who were pushed away. I didn’t know how much had been lost. I liked the line about the shadow ghosts – it helped me imagine how it feels to be forgotten. Thank you for writing this poem. I will remember to treat all people kindly.

From,

A student who wants to listen

Option 2: Write a Response Poem

Instructions for the Child:

Write a free-verse poem (no rhyming needed) of 4–6 lines that responds to the feeling of *“We Are Going”*. Use a gentle, hopeful tone. You might start with phrases like:

- “I hear your words...”
- “I will remember...”
- “You are not forgotten...”
- “We are learning...”

Example:

I hear your words in the quiet
Where stories used to be told
You are not forgotten
We are listening, still

And your strength is like the earth –
It never goes away.

E) Review and Edit Gently

Parent/Tutor Says:

“Let’s read your writing aloud together and check that your words are respectful, clear, and kind.”

Use this editing checklist:

- Are the words gentle and caring?
 - Did I express what I felt or learned?
 - Did I use correct punctuation (especially in letters)?
 - Did I stay in the correct tense (past or present)?
-

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What do you want Aboriginal people to know after reading their poem?
- How can we show kindness when someone tells a sad story?

Middle Primary (Ages 9–10):

- Why is it important to remember the stories of others?
- How did writing a response help you understand the poem better?

Older Primary (Ages 10–11):

- What’s the difference between replying with facts and replying with care?
 - How can respectful writing bring healing between different people?
-

G) Biblical Connection – Speaking with Grace

Parent/Tutor Says:

“The Bible reminds us to speak truth in love, and to answer others with gentleness and grace. When we write responses to poems like this, we are practising kindness and understanding.”

Colossians 4:6 – “Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.”

Ask your child:

- “What does it mean to speak with grace?”
 - “How can our words help others feel heard and valued?”
-

Wrap-Up Checklist for the Lesson:

- Reflected on the meaning of the poem
- Wrote a respectful personal response (letter or poem)
- Reviewed tone and punctuation
- Connected the lesson to kindness and biblical grace

Lesson 5.1: The Road and the Teams – Visualising Henry Lawson’s Bush Journey

Poem Focus: “*The Teams*” by Henry Lawson (abridged excerpt)

Character Trait Focus: *Resourcefulness*

Literary Focus: Visual imagery and descriptive sequencing

Language Focus: Temporal (time) words, noun groups, connectives

A) Introduction

Parent/Tutor Says:

“Have you ever been on a long, dusty road trip? Imagine taking that trip in a cart pulled by bullocks – not cars or trucks! That’s what pioneer families and transport teams did in the early days of Australia. Today’s poem is about the bullock teams who carried heavy goods along bush tracks for days or weeks at a time.

In this lesson, we’re going to read part of Henry Lawson’s poem ‘*The Teams*’. We’ll picture what the journey was like and learn how the poet helps us see it all through his words.”

B) Poem Excerpt – Read Aloud Together

Parent/Tutor Reads Aloud (abridged and adapted excerpt):

*A cloud of dust on the long white road,
And the teams go creeping on.
Inch by inch with the weary load –
And they’re gone as the day is gone.

With eyes half-shut from the blinding dust,
The drivers drone and swing,
And bark their orders at the team
Through lips too dry to sing.

The wagon creaks and the bullocks strain
With creaking yoke and chain.
The sun beats down on the silent bush –
And the teams go on again.*

Parent/Tutor Prompts:

- “What did you see in your imagination as I read that?”
 - “What words helped you picture the scene?”
 - “How does it sound? Is it fast or slow?”
-

C) Narration Exercise

Parent/Tutor Says:

“Now tell me what you remember from the poem. Try to describe the journey, the movement, the drivers, and the bullocks.”

Encourage a descriptive oral narration. Prompt as needed:

- “What time of day is it?”
 - “What do the drivers do?”
 - “How do the bullocks move?”
-

D) Literary Focus – Visual Imagery and Sequencing Words

Parent/Tutor Says:

“Henry Lawson uses lots of **visual imagery** – words that help us picture the journey – and **temporal words** that show us the order of things, like ‘as the day is gone’ or ‘inch by inch’.”

Write these words on paper or board:

- **Temporal Connectives:** then, next, after that, as the day went on, finally
- **Imagery Words:** dust, creaking, yoke, blinding sun, inch by inch

Activity:

With your child, build a chart showing what happens first, next, and last in the poem.

Time	Action	Image
Early morning	Teams appear on the road	Cloud of dust
Midday sun	Drivers shout orders, bullocks struggle	Yoke creaking, dry lips, heavy sun
Afternoon fading	Teams move slowly on	Bush silence, tired movement

E) Writing Task – Visualise and Describe the Journey

Parent/Tutor Says:

“Now you’re going to write a short paragraph that describes a bush journey – just like the one Lawson wrote about. You can use your own imagination or stay close to the poem’s picture.”

Instructions for the Child:

Write a 5–7 sentence descriptive paragraph using:

- **At least 2 temporal words** to show the order of events

- **At least 3 strong nouns or noun groups** (e.g. dusty track, creaking wagon)
- **A slow, steady rhythm in your writing** to match the movement

Example:

Early in the morning, the wagons rolled out onto the long track. The dust rose behind them like smoke, and the bullocks moved inch by inch. By midday, the sun was high and hot, and the chains groaned under the load. The drivers did not speak much. Later, the bush became still again, and the sound of wheels slowly faded into the trees.

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What did you see in your imagination while reading the poem?
- How do you think the drivers felt?

Middle Primary (Ages 9–10):

- Why do you think Henry Lawson used slow words like “inch by inch”?
- What does this poem teach us about bush life?

Older Primary (Ages 10–11):

- How does Lawson use language to make us feel the weight and heat of the journey?
 - What can we learn about resourcefulness from these pioneer transport teams?
-

G) Biblical Connection – Persevering on the Journey

Parent/Tutor Says:

“The bullock drivers in this poem kept going, even when they were tired, dusty, and sore. In life, we all have journeys where we need to keep going and trust that God is with us.”

Galatians 6:9 – “Let us not grow weary in doing good, for at the proper time we will reap a harvest if we do not give up.”

Ask your child:

- “What helps you to keep going when something is hard?”
 - “How can we show resourcefulness and perseverance like the bullock teams?”
-

Wrap-Up Checklist for the Lesson:

- Read and discussed Lawson’s poem using visualisation
- Identified imagery and sequencing devices
- Wrote a bush journey paragraph using literary tools
- Reflected on the value of perseverance in life and faith

Lesson 5.2: Sequencing the Journey – Time Words and Sentence Rhythm

Poem Focus: “*The Teams*” by Henry Lawson

Character Trait Focus: *Resourcefulness*

Literary Focus: Sequencing events in descriptive writing

Language Focus: Temporal connectives, adverbial phrases, sentence fluency

A) Introduction

Parent/Tutor Says:

“Yesterday, we imagined a long, slow journey through the bush with Henry Lawson’s poem ‘*The Teams*’. We saw the bullocks creeping forward and the drivers working hard. Today, we’re going to focus on the way Lawson showed time passing slowly.

Writers use *temporal words* – like ‘then’, ‘after that’, ‘as the sun rose’ – to help readers follow the order of events. We’ll also look at *adverbial phrases* that tell us when, where, and how something happens. These make our writing smoother and more vivid.”

B) Re-read Poem Excerpt – Listen for Time and Rhythm

Parent/Tutor Reads Aloud (repeat of excerpt):

*A cloud of dust on the long white road,
And the teams go creeping on.
Inch by inch with the weary load –
And they’re gone as the day is gone.*

Parent/Tutor Asks:

- “What words show the *pace* of the journey?”
 - “What words show the *time* of day or how it changes?”
 - “Does the rhythm of the poem feel fast or slow? Why?”
-

C) Language Focus – Temporal Words and Adverbial Phrases

Parent/Tutor Explains:

“We’re going to make a list of words and phrases that writers use to show the order of time. These are called *temporal connectives*. We’ll also find *adverbial phrases* that tell us more about how, when, or where something happens.”

Write these two lists together:

1. Temporal Words (Time Connectives)

- First
- Then
- After that
- As the sun rose
- Later on
- Finally
- While the day faded

2. Adverbial Phrases (When, Where, How)

- Inch by inch
- Along the dusty track
- In the heat of the day
- With heavy wheels groaning
- Before the stars appeared

Activity:

Write these three sentence starters and ask your child to complete them using temporal or adverbial phrases:

1. The wagons moved slowly _____.
2. _____, the sun began to burn the road.
3. The bullocks pressed forward _____.

Encourage varied sentence lengths and rhythm that matches the slow movement.

D) Writing Task – Sequence a Day on the Track

Parent/Tutor Says:

“Now you’re going to write a short **sequential paragraph** – a story told in order – about a full day travelling with a team in the bush. You’ll describe what happens in the morning, at midday, and in the afternoon or evening.”

Instructions for the Child:

Write a **paragraph of 6–8 sentences** that:

- Uses **temporal connectives** to show time (e.g. “Then...”, “Later...”, “Finally...”)
- Includes **at least 3 adverbial phrases**
- Has **clear sequence** from morning to evening
- Uses **descriptive, steady rhythm** (don’t rush through)

Example:

First, the team set off before sunrise while the air was cool. The bullocks walked quietly along the track, their hooves stirring the dust. As the morning light rose, the drivers gave short, low calls. Then, in the heat of the day, the wheels creaked and the chains clanked with every step. After that, the bush fell silent again and the team moved on, inch by inch. Finally, before the stars appeared, they stopped near a gum tree and unyoked the bullocks.

E) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What time words did you use in your paragraph?
- How can you tell when something is happening?

Middle Primary (Ages 9–10):

- Why is it important to put events in order in a story?
- How do time words help the reader understand what's going on?

Older Primary (Ages 10–11):

- How does sentence rhythm help match the feeling of the story?
- What writing techniques did Lawson use to make his poem feel slow and heavy?

F) Biblical Connection – A Journey of Patience and Strength

Parent/Tutor Says:

“The bullock teams didn’t rush – they moved slowly but steadily, step by step. God calls us to live that way too: not always rushing ahead, but walking patiently and faithfully each day.”

Psalm 37:5 – “Commit your way to the Lord; trust in Him, and He will act.”

Ask your child:

- “How can writing about slow journeys help us remember to be patient?”
- “What does it mean to walk step-by-step with God each day?”

Wrap-Up Checklist for the Lesson:

- Reviewed time connectives and adverbial phrases
- Wrote a paragraph that followed a full day’s sequence
- Matched writing rhythm to meaning
- Reflected on patience and resourcefulness in daily life

Lesson 5.3: Writing a Bush Journey – A Story of Resourcefulness

Poem Focus: Inspired by “*The Teams*” by Henry Lawson

Character Trait Focus: *Resourcefulness*

Literary Focus: Narrative writing using time, setting, and rhythm

Language Focus: Temporal sequencing, complex sentences, descriptive detail

A) Introduction

Parent/Tutor Says:

“This week, we’ve imagined life on the bush tracks with bullock drivers and transport teams. We saw how Henry Lawson described slow movement, dust, creaking wagons, and hardworking people. Now it’s your turn to create your own bush journey story.

You’ll write about a made-up character – perhaps a pioneer, a driver, a child, or even a team of animals – who sets off on a slow, dusty journey. Use your imagination, but also use what you’ve learned: time words, setting description, and strong sentence rhythm.”

B) Plan the Story Together

Parent/Tutor Prompts:

Help your child plan their story by answering the following:

- **Who is the main character?** (e.g. a boy named Joe, a young bullock driver, a brave girl, an old drover)
- **Where are they going?** (e.g. to deliver supplies, to visit a family station, to rescue someone)
- **What challenge do they face?** (e.g. broken wheel, dry creek, tired bullocks, getting lost)
- **How do they show resourcefulness?** (e.g. using rope to fix something, taking shelter under a tree, calming the team)

Optional: Jot ideas on paper or draw a simple map or story path.

C) Main Writing Task – A Fictional Bush Journey

Parent/Tutor Says:

“Now it’s time to write your story. Make it sound slow and steady – just like a real bush journey. Include time connectives so we know what happens first, next, and last. Show the land, the movement, and how your character solves a problem.”

Instructions for the Child:

Write a **narrative story (8–10 sentences)** that includes:

- A **clear sequence of time** (temporal words like “then,” “after that,” “finally”)

- At least **2 adverbial phrases** (e.g. “through the dusty gully,” “while the sun burned overhead”)
- A **challenge or obstacle**
- A **moment of resourcefulness**
- A **satisfying ending** (arrival, rest, or overcoming the problem)

Example Story Opening:

Just after sunrise, Eli hitched up the team and rolled out of the station yard. The wheels squeaked as the wagon crept over the dry, cracked track. He knew the journey to Long Creek would take all day, and the sun was already warming the dust. Then, just past Widow’s Ridge, one of the reins snapped. Eli didn’t panic. He pulled a spare rope from his belt and tied a new lead line, just as his father had shown him.

Let the child finish the story with creativity and detail.

D) Editing and Reading Aloud

Parent/Tutor Says:

“Let’s read your story aloud together. Good writers go back and check their sentences.”

Editing Checklist:

- Temporal words used to show order
 - At least two adverbial phrases included
 - A clear beginning, middle, and end
 - Correct punctuation (especially capital letters, full stops)
 - The writing sounds slow and descriptive – not rushed
-

E) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What was the problem in your story?
- How did your character fix it?

Middle Primary (Ages 9–10):

- What made your character resourceful?
- What kind of feelings or moods did your story have?

Older Primary (Ages 10–11):

- How did you use sentence rhythm to match the journey’s pace?
 - What parts of your writing helped readers picture the bush setting?
-

F) Biblical Connection – Using What You Have

Parent/Tutor Says:

“Your story showed how someone can solve problems with courage and creativity. That’s what it means to be resourceful. God gave us minds and hands to solve problems and care for others.”

2 Timothy 1:7 – “For God gave us a spirit not of fear, but of power and love and self-control.”

Ask your child:

- “What does it mean to be resourceful when things go wrong?”
 - “How can we trust God to help us think wisely and act bravely?”
-

Wrap-Up Checklist for the Lesson:

- Planned a bush journey with character and challenge
- Wrote a full story with sequencing and strong language
- Edited for fluency and punctuation
- Reflected on resourcefulness and faith

Lesson 6.1: Facing the Flames – “The Fire at Ross’s Farm”

Poem Focus: “*The Fire at Ross’s Farm*” by Henry Lawson (abridged excerpt)

Character Trait Focus: *Resourcefulness*

Literary Focus: Problem and response in narrative poetry

Language Focus: Descriptive language, cause and effect, emotional tone

A) Introduction

Parent/Tutor Says:

“This week we’re reading a poem about a bushfire – one of the scariest challenges a pioneer family could face. In Henry Lawson’s ‘*The Fire at Ross’s Farm*’, a young man sees danger coming and decides to help, even though the people he helps had once looked down on him.

Today, we’ll explore how stories show danger and bravery. We’ll look at the poem’s *problem and response*, and how a person’s *resourcefulness* can change everything.”

B) Poem Excerpt – Read Aloud with Expression

Parent/Tutor Reads Aloud (abridged and simplified for clarity):

*The squatter saw the fire break out,
He called across the wire –
“My oats are dry and past the fence!
Come help us fight the fire!”

Young Andy rode through smoke and flame
With just a rope and axe.
He beat the fire and saved the shed –
Then turned the cattle back.

The squatter came with hat in hand,
His face was full of shame.
“You’ve done what we could never do –
I’m proud to speak your name.”*

C) Narration Exercise

Parent/Tutor Says:

“Tell me what happened in the poem. What was the problem? What did Andy do? How did the squatter respond?”

Prompt if needed:

- “What was the danger?”
 - “What tools did Andy use?”
 - “How did people feel at the end?”
-

D) Literary Focus – Problem and Response

Parent/Tutor Says:

“Stories (and poems) often follow a simple pattern:

1. A problem appears.
2. Someone responds with courage or skill.
3. Things change because of what they did.

Let’s fill in the chart together.”

Problem	Response	Outcome
Bushfire threatened Ross’s farm	Andy rode in with a rope and axe	Saved the shed and cattle; earned respect

Discuss:

- “What made Andy resourceful?”
 - “Why do you think the squatter was ashamed at the end?”
 - “How does the poem show bravery without using the word ‘brave’?”
-

E) Writing Task – Describe the Scene of the Fire

Parent/Tutor Says:

“Now let’s practise writing a paragraph that *shows* the danger and *shows* the courage – without just saying ‘it was scary’ or ‘he was brave’. Use describing words, action verbs, and feeling words to bring the moment to life.”

Instructions for the Child:

Write a **short paragraph (6–8 sentences)** describing the fire scene, including:

- What it looked like (smoke, flames, wind, heat)
- What Andy did (his actions, his tools)
- How others reacted (fear, surprise, respect)

Encourage the use of:

- Strong **verbs** (raced, swung, shouted, turned)
- **Adverbial phrases** (in the thick smoke, while others watched, with the axe in hand)
- One **complex sentence** showing cause and effect (e.g. “Because the flames were high, Andy had to act fast.”)

Example:

The fire came fast, licking at the dry grass with crackling teeth. Andy rode in before anyone else could move, his face hidden under his hat. Smoke stung his eyes as he swung the axe to clear a path. With one arm, he turned the cattle away from the flames. Because he didn’t wait, the shed was saved. The others watched in silence as the fire died down behind him.

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What did Andy do to help?
- Why was the fire dangerous?

Middle Primary (Ages 9–10):

- What made Andy brave and resourceful in this poem?
- How did his actions change the way the squatter saw him?

Older Primary (Ages 10–11):

- Why do you think Henry Lawson wrote about someone who helped even when he wasn’t respected at first?
 - What does this teach us about how we treat others?
-

G) Biblical Connection – Helping Without Expecting Reward

Parent/Tutor Says:

“Andy didn’t help because he wanted praise – he helped because it was the right thing to do. The Bible teaches us to do good even when no one thanks us.”

Luke 6:35 – “But love your enemies, do good to them, and lend to them without expecting to get anything back.”

Ask your child:

4. “Have you ever helped someone who didn’t treat you well?”
 5. “How can we be like Andy and show kindness with courage?”
-

Wrap-Up Checklist for the Lesson:

- Read and retold the story of the fire

- Identified the problem, response, and outcome
- Wrote a descriptive paragraph showing action and danger
- Reflected on bravery, kindness, and biblical service

Lesson 6.2: Voices in the Fire – Dialogue, Emotion, and Tension

Poem Focus: “*The Fire at Ross’s Farm*” by Henry Lawson

Character Trait Focus: *Resourcefulness*

Literary Focus: Using dialogue and emotion to build tension

Language Focus: Punctuating speech, expressing feeling, varying sentence types

A) Introduction

Parent/Tutor Says:

“In yesterday’s lesson, we saw how Henry Lawson used action to show courage. Today, we’ll explore how writers use *dialogue* – what people say – to show emotion and tension during a crisis.

When people are in danger, they speak differently. Their sentences might be short or shouted. Their words show fear, urgency, or leadership. Learning how to *punctuate* speech and choose the right *tone* helps make writing powerful and real.”

B) Poem Excerpt – Focus on Dialogue

Parent/Tutor Reads (abridged excerpt with dialogue):

*The squatter saw the fire break out,
He called across the wire –
“My oats are dry and past the fence!
Come help us fight the fire!”*

Discuss Together:

- “What do you notice about the squatter’s words?”
 - “How do you think he said it – calmly, or urgently?”
 - “Why is punctuation important in dialogue?”
-

C) Language Focus – How to Punctuate Speech

Parent/Tutor Explains:

In Australian English, we use **double quotation marks** to show someone is speaking. Here's a quick guide:

1. Start speech with a **capital letter**.
2. End the speech with punctuation **inside** the quotation marks.
3. Add a **speech tag** (he said, she shouted) after the quote, if needed.
4. Start a **new paragraph** when a different person speaks.

Examples:

- “Quick! Bring the buckets!” shouted the driver.
 - “The fence is catching,” Andy called. “We’ll lose the shed if we don’t act now.”
 - “Stay back!” yelled someone. “The flames are too close!”
-

D) Activity – Write Emergency Dialogue

Parent/Tutor Says:

“Now you’ll write a short scene where characters are facing a bushfire or another danger. You’ll use dialogue to show urgency, fear, or calm leadership.”

Instructions for the Child:

Write a **short scene (6–8 sentences)** where:

- At least **3 people speak** (use a new paragraph for each speaker)
- Use **quotation marks**, capital letters, and end punctuation correctly
- Show different emotions (fear, urgency, calmness)
- Include at least one **speech tag** (e.g. said, called, shouted)

Example Scene:

“The fire’s jumping the fence!” yelled Tom.

“Get the buckets!” shouted his sister. “Quickly – before it reaches the shed!”

Andy ran to the back paddock. “I’ll stop it from that side,” he called, swinging the axe over his shoulder.

Encourage sentence variation – some short for action, some longer for explanation.

E) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What words did people say in your scene?
- How did you show someone was scared or brave?

Middle Primary (Ages 9–10):

- Why do people speak differently in a crisis?
- How does punctuation help readers understand who’s speaking?

Older Primary (Ages 10–11):

- What kinds of speech tags help show emotion (e.g. snapped, whispered, insisted)?
 - How can you use dialogue to build tension without saying “he was scared”?
-

F) Biblical Connection – Speaking with Purpose in Trouble

Parent/Tutor Says:

“When people are in danger, what we say matters. The Bible reminds us that words can bring peace or fear – so we must speak with courage and wisdom, especially when others are looking to us.”

Proverbs 15:1 – “A gentle answer turns away anger, but a harsh word stirs up wrath.”

Ask your child:

- “How can we use our words to calm others?”
 - “Can someone be brave not just in what they do, but in what they say?”
-

Wrap-Up Checklist for the Lesson:

- Identified and discussed dialogue in the poem
- Practised punctuating and writing dialogue with correct speech formatting
- Showed emotion and tension through characters’ words
- Reflected on using words wisely and bravely

Lesson 6.3: Writing a Bushfire Story – Courage and Resourcefulness

Poem Focus: Inspired by “*The Fire at Ross’s Farm*” by Henry Lawson

Character Trait Focus: *Resourcefulness*

Literary Focus: Narrative with action, dialogue, and emotional tone

Language Focus: Narrative structure, dialogue punctuation, descriptive language

A) Introduction

Parent/Tutor Says:

“You’ve learned how poets like Henry Lawson show courage, tension, and kindness during danger. You’ve written action scenes and practised dialogue. Now it’s your turn to create your own story – a short bushfire adventure where someone faces danger and responds with resourcefulness.

This is your chance to use everything you’ve learned so far: time words, descriptive language, dialogue, and story rhythm.”

B) Planning the Story Together

Parent/Tutor Says:

“Before we write, let’s plan the story together. Think of a character – someone who faces a sudden bushfire – and what they do about it.”

Help your child brainstorm answers to these prompts:

1. **Who is the main character?** (e.g. a child, a parent, a neighbour, a drover, a bush teacher)
2. **Where does the story take place?** (e.g. a homestead, bush track, paddock, near the shed)
3. **What problem happens?** (e.g. a bushfire, runaway stock, a blocked escape path)
4. **What does your character do to help?** (e.g. redirect cattle, save animals, build a firebreak)
5. **How do they use what they have?** (e.g. water, blankets, ropes, tools, quick thinking)

Jot ideas together on a whiteboard or notebook.

C) Main Writing Task – Short Bushfire Narrative

Parent/Tutor Says:

“Now it’s time to write your story. Use a calm, clear voice, just like Lawson. Describe the land, the heat, the smoke. Then show the action and what your character says or does. End with how they solve the problem.”

Instructions for the Child:

Write a **short story of 8–10 sentences**, including:

- A **clear beginning** that introduces the setting and character

- A **problem** (the fire) and rising tension
 - A **response** that shows *resourcefulness*
 - At least **2 lines of correctly punctuated dialogue**
 - At least **2 descriptive phrases** (e.g. “through the smoky paddock”, “under the scorching sun”)
 - A **satisfying ending** showing what was saved or learned
-

Example Story:

The sky was hot and hazy when Mia saw the smoke behind the hills. She ran to the paddock where the sheep were huddled near the dry grass.

“We’ve got to move them now!” she shouted to her brother.

He looked unsure. “The creek is low – we’ll never get them across!”

But Mia had an idea. She grabbed the salt lick and walked slowly, calling the sheep with calm, steady steps.

“Come on, girls,” she whispered. “This way.”

The flock followed her through the shallow creek bed, just before the flames reached the fence. Later, as the fire passed safely behind them, their father gave Mia a nod.

“You’ve got your mother’s sense,” he said quietly. “And her grit.”

D) Editing and Sharing

Parent/Tutor Says:

“Let’s read your story aloud and check it together.”

Editing Checklist:

- Clear problem and response
- Dialogue is punctuated with quotation marks and speech tags
- At least two descriptive phrases used
- Spelling and punctuation correct
- Story shows resourcefulness, not just bravery

Optional Extension:

Illustrate the scene, or turn it into a short comic or storyboard!

E) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What made your character helpful?
- What problem did they solve?

Middle Primary (Ages 9–10):

- How did your character stay calm or clever during danger?
- What tools or ideas did they use?

Older Primary (Ages 10–11):

- How did you use dialogue and action to build tension?
 - What message do you want readers to learn from your story?
-

F) Biblical Connection – Courage, Action, and Faith

Parent/Tutor Says:

“Sometimes God calls us to act quickly in times of trouble. Like Andy in Lawson’s poem, or like brave pioneers, we must think wisely and act with love – even when we’re scared.”

Isaiah 41:10 – “Do not fear, for I am with you... I will strengthen you and help you.”

Ask your child:

- “How did your character act with courage and resourcefulness?”
 - “How does God help us stay calm and kind during a crisis?”
-

Wrap-Up Checklist for the Lesson:

- Planned and wrote a full bushfire narrative
- Included dialogue, description, and a resourceful response
- Edited carefully and reflected on the story’s message
- Linked the story to a biblical truth about courage and God’s help

Lesson 7.1: The Land and the Locals – “Said Hanrahan”

Poem Focus: “*Said Hanrahan*” by John O’Brien (abridged)

Character Trait Focus: *Resourcefulness*

Literary Focus: Repetition and point of view

Language Focus: Humour, irony, voice, and mood

A) Introduction

Parent/Tutor Says:

“Life in the Australian bush was often tough, but it was also full of character – and characters! In today’s poem, we’ll meet Hanrahan, a man who always sees the worst in everything, even when things are going well. The poem is full of *repetition* and *humour*, and it shows how different people respond to life on the land.

This lesson will help us understand *point of view* – how the speaker sees things – and how writers use *tone* and *repetition* to create meaning (and sometimes irony). We’ll also begin thinking about how real resourcefulness means seeing solutions, not just problems.”

B) Poem Excerpt – Read Aloud with Expression

Parent/Tutor Reads Aloud

(Abridged and slightly simplified excerpt for younger readers):

*“We’ll all be rooned,” said Hanrahan,
In accents most forlorn,
Outside the church, one Easter Day
In the teeth of a western storm.

And every time it rained or dried,
Or grass grew brown or green,
You’d hear old Hanrahan complain,
In every change of scene.

If it rained too much – “We’ll all be rooned!”
If the sun shone bright and long –
“It’s bound to bring a fire,” he’d say,
“It’s sure to all go wrong.”*

C) Narration Exercise

Parent/Tutor Says:

“Tell me everything you remember from the poem. What does Hanrahan say? How does he feel about the weather? What kind of mood do you think the poem has?”

Encourage a full retelling. Prompt if needed:

- “What happens in the story of the poem?”
- “What does Hanrahan say no matter what?”
- “How do you think the other townsfolk feel about his attitude?”

D) Literary Focus – Repetition, Tone & Point of View

Parent/Tutor Says:

“Let’s look at how the poet uses **repetition** and **tone** to help us understand Hanrahan’s character.”

Repetition:

- The line “*We’ll all be rooned*” is repeated.
- “Rooned” is an Irish-Australian accent for “ruined.”
- It shows Hanrahan always expects the worst.

Tone:

- The poet uses a light, humorous tone – even though Hanrahan is gloomy.
- The poem’s mood is cheerful, not sad – why? Because we can see the *irony* – the opposite of what Hanrahan expects often happens!

Activity: Create a chart:

Event	What Hanrahan Says	Reality (implied)
There’s a storm	“We’ll all be rooned!”	The storm passes.
It rains a lot	“It’ll flood the crops!”	The crops probably grow well.
There’s sunshine	“There’ll be a fire!”	The weather is likely just fine.

Discuss:

- “Why does the poet repeat what Hanrahan says?”
- “Does the poet agree with Hanrahan?”
- “How can we tell it’s meant to be funny?”

E) Writing Task – Describe Hanrahan’s Point of View

Parent/Tutor Says:

“Now let’s practise writing about a character’s *point of view*. Write a short paragraph that describes what Hanrahan is like and how he sees the world.”

Instructions for the Child:

Write a paragraph (5–6 sentences) that:

- Describes Hanrahan’s personality
- Gives examples of what he says or does
- Explains how his point of view is different from others in the town
- Ends with a reflection on whether his attitude is helpful

Example:

Hanrahan is a man who always sees the worst in every situation. When it rains, he’s sure there will be a flood. When the sun shines, he says there will be a bushfire. He repeats the words, “We’ll all be rooned,” no matter what happens. The other people don’t seem to agree with him – they listen but keep working. Hanrahan’s point of view is gloomy, and it doesn’t help the town solve any problems.

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What does Hanrahan always say?
- Do you think he is right?

Middle Primary (Ages 9–10):

- Why does the poet use the same line again and again?
- How is this poem both serious and funny?

Older Primary (Ages 10–11):

- How does Hanrahan’s attitude affect others?
 - What’s the difference between being cautious and being pessimistic?
-

G) Biblical Connection – Choosing Faith Over Fear

Parent/Tutor Says:

“Hanrahan feared the worst, no matter what happened. But the Bible teaches us to *trust* rather than always worry. God calls us to be wise, yes – but also *hopeful* and *thankful*.”

Philippians 4:6 – “Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God.”

Ask your child:

- “What does God want us to do when we’re worried?”
 - “How can we have faith, even when things are hard?”
-

Wrap-Up Checklist for the Lesson:

- Read and narrated the poem with understanding
- Identified repetition, tone, and point of view
- Wrote a paragraph exploring Hanrahan’s attitude
- Reflected on faith, fear, and helpfulness in hard times

Lesson 7.2: Writing with a Bush Voice – Humour and Repetition

Poem Focus: “*Said Hanrahan*” by John O’Brien

Character Trait Focus: *Resourcefulness*

Literary Focus: Humorous voice and characterisation

Language Focus: Repetition, dialogue, informal tone, character development

A) Introduction

Parent/Tutor Says:

“In our last lesson, we met Hanrahan, who always expected the worst – even when things were going fine! His gloomy view made the poem funny, because we could see he wasn’t always right.

Today, we’ll learn how authors use *humour*, *repetition*, and *voice* to build characters that are memorable and real. Then, you’ll create your own ‘bush-style’ character – a person with a strong way of speaking, a clear opinion, and maybe even a catchphrase, like Hanrahan’s ‘*We’ll all be rooned!*’”

B) Character Voice – What Makes Hanrahan Memorable?

Parent/Tutor Says:

“Let’s figure out why Hanrahan stands out. What makes him easy to remember?”

Write these points on a board or paper as your child helps brainstorm:

- He repeats the same phrase
- He sees the worst in everything
- His words sound Australian and informal
- He doesn’t change his mind
- He’s serious – but the poem is funny!

Ask:

- “What’s a *catchphrase*?” (a phrase someone says often)
 - “Do you know anyone who always says the same thing?”
 - “How can repetition help make a character funny?”
-

C) Creative Writing Task – Create Your Own Bush Character

Parent/Tutor Says:

“Now you’ll create your own Aussie-style bush character. Think about someone who has a strong opinion and always says it – maybe someone who thinks they know best, or someone who always sees the funny side, or someone like Hanrahan who’s always worried.”

Instructions for the Child:

Write a **short character sketch (6–8 sentences)** including:

- A **name** and description (e.g. Old Bill, Daisy the Cook, Lenny the Lager)
 - What they usually say (catchphrase)
 - What they believe (even if it's wrong!)
 - How other people react to them
 - Use **repetition** and **informal speech style**
 - Write at least **1 line of dialogue** with quotation marks
-

Example:

Old Mick never changed his mind, no matter what you told him. “It’ll be a disaster, just you wait,” he’d say every time someone tried something new. If the sky was clear – “We’ll get sunburned.” If it rained – “There goes the shed roof again!” The neighbours smiled and let him talk, because he meant no harm. “Mark my words,” said Mick, “this whole paddock will blow away!” But of course, it didn’t. It grew the greenest grass all season.

D) Language Focus – Bush Style and Informal Tone

Parent/Tutor Explains:

In bush poems and stories:

- Sentences are sometimes short
- Language is often **informal** (e.g. “reckon”, “ain’t”, “bloke”, “rooned”)
- Repetition helps build rhythm and humour
- Dialogue shows the character’s voice clearly

Activity:

Choose 2–3 of these Aussie-style words and phrases to include in your writing:

- “Reckon”
- “She’ll be right”
- “Fair dinkum”
- “No good’ll come of it”
- “Not on your nelly”
- “You watch and see!”

Let your child rewrite one of their character’s lines using an informal style.

E) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What does your character say a lot?
- Are they funny, worried, or bossy?

Middle Primary (Ages 9–10):

- How does repetition help make your character memorable?
- What makes a strong voice in writing?

Older Primary (Ages 10–11):

- What do you think the poet wants readers to feel about Hanrahan?
 - Can a character who is wrong still be likeable or helpful?
-

F) Biblical Connection – Be a Voice That Builds Up

Parent/Tutor Says:

“Hanrahan always expected the worst, but the Bible encourages us to be people who speak with *hope*, not fear. We can still be honest, but our words should help and lift others.”

Ephesians 4:29 – “Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up.”

Ask your child:

- “How can we make our ‘voice’ in life kind and helpful?”
 - “Is there a way to speak the truth but still give others hope?”
-

Wrap-Up Checklist for the Lesson:

- Identified traits of strong character voice
- Created a humorous bush-style character using repetition and dialogue
- Used informal tone and speech punctuation
- Reflected on using our words to encourage, not tear down

Lesson 7.3: Bush Banter – Writing a Humorous Scene with Character Voice

Poem Focus: Inspired by “*Said Hanrahan*” by John O’Brien

Character Trait Focus: *Resourcefulness* (contrasted with pessimism)

Literary Focus: Dialogue-driven storytelling, humour through exaggeration and voice

Language Focus: Speech punctuation, informal expressions, storytelling tone

A) Introduction

Parent/Tutor Says:

“You’ve now created your own bush character and learned how voice, humour, and repetition can make a story come to life. Today, you’ll take that character and put them in a short *bush-style scene* – a slice of life that shows their personality through what they say and do.

Like Hanrahan, your character might not change much – but the *situation* around them should be funny, frustrating, or slightly exaggerated. You’ll use dialogue, informal tone, and humour to bring the bush scene to life!”

B) Story Setup – Quick Planning Prompts

Parent/Tutor Asks:

Let’s plan a scene around your character. Think about:

- **Where are they?** (e.g. outside the shed, at a country fair, fixing a fence, watching the sky)
- **What’s happening?** (e.g. a dust storm, a broken gate, an overheard rumour, a cooking disaster)
- **What do they say about it?** (Is it their usual catchphrase? Do they blame the weather? Do they warn everyone?)
- **Who else is in the scene?** (someone to respond, challenge, or laugh at them)

Write quick notes or brainstorm aloud.

C) Main Writing Task – Bush Character in a Funny Scene

Parent/Tutor Says:

“Now it’s time to write a short bush scene featuring your character. You’ll show their personality through what they say and how they react to the situation.”

Instructions for the Child:

Write a **short story or script-style scene (8–10 sentences)** with:

- A clear setting and situation
- Your bush character speaking at least **twice**, using **correct speech punctuation**
- **Humour** created by exaggeration, repetition, or contrast

- At least one **other character** who responds or reacts
 - Use of **informal tone**, bush-style expressions, or a familiar catchphrase
-

Example – Story Format:

The wind blew strong across the paddock as Old Nell stepped onto the porch.
 “Storm’s comin’. I told ya! This’ll blow the roof off the chook shed,” she muttered.
 Young Tom peered up at the clear blue sky. “There’s not a cloud to be seen, Nell.”
 “That’s how it starts,” she snapped. “First it’s sunny, then it’s sideways rain and hail like bricks.”
 Tom just smiled and kept raking the dust.
 Ten minutes later, a single gumleaf fluttered down and brushed Nell’s face.
 “See?” she said, nodding. “Told ya. It’s begun.”

OR – Script Format:

Old Mick: “Mark my words, we’re in for it. You wait and see.”
Bill: “Mick, it’s just a sheep sneezing.”
Old Mick: “First the sheep sneeze, then comes the thunder. That’s how it was in ’54.”
Bill (laughing): “And how many storms started with a sheep back then?”
Old Mick: “All the worst ones.”

D) Editing Together – Focus on Dialogue and Voice

Parent/Tutor Says:

“Let’s read your scene aloud and check the punctuation and style.”

Editing Checklist:

- Are quotation marks used correctly around speech?
 - Does each new speaker start a new paragraph?
 - Are the voices different and full of character?
 - Is the story or scene easy to follow and funny in tone?
-

E) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What made your character funny?
- What did they say that showed their personality?

Middle Primary (Ages 9–10):

- How did you use speech to build humour in the scene?
- Did your character act the same as Hanrahan or differently?

Older Primary (Ages 10–11):

- How does creating a voice help readers imagine a character more clearly?
 - Why might humour help us deal with challenges like drought or storms?
-

F) Biblical Connection – A Cheerful Heart in Hard Times

Parent/Tutor Says:

“Characters like Hanrahan always expect the worst, but God calls us to speak with *joy and hope*, even when life is tough. A cheerful heart doesn’t ignore hard things – it chooses to trust and bring laughter when it’s needed most.”

Proverbs 17:22 – “A cheerful heart is good medicine, but a crushed spirit dries up the bones.”

Ask your child:

- “Can humour be a gift from God?”
 - “How can we use our words to bring joy and strength to others?”
-

Wrap-Up Checklist for the Lesson:

- Planned a humorous bush scene with strong voice
 - Wrote and edited a short story or script featuring dialogue and repetition
 - Showed character through informal speech and reaction
 - Reflected on the value of humour, character, and joyful words
-

Lesson 8.1: Faith and Laughter – “The Bush Christening”

Poem Focus: “*The Bush Christening*” by Banjo Paterson (abridged)

Character Trait Focus: *Resourcefulness*

Literary Focus: Humorous narrative poetry with a message

Language Focus: Narrative sequence, setting, exaggeration, rhyme

A) Introduction

Parent/Tutor Says:

“This is our final week of lessons – and we’re finishing with one of the funniest bush poems written by Banjo Paterson. It’s called ‘*The Bush Christening*’, and it tells the story of a wild plan to christen a bush boy who’d never seen a church or a priest. The poem is funny and full of action, but it also reminds us that faith doesn’t need to be fancy – it just needs to be real.”

In today’s lesson, we’ll enjoy the humour, explore the exaggeration, and reflect on what the poem says about faith in the Australian bush.”

B) Poem Excerpt – Read Aloud with Humour and Rhythm

Parent/Tutor Reads Aloud (abridged and slightly simplified for clarity):

*On the outer Barcoo where the churches are few,
And men of religion are scanty,
On a road never crossed 'cept by folk that are lost,
One Michael Magee had a shanty.

And he lived all alone – then one morning, 'twas shown
He'd a young son who needed a naming.
So they hunted the boy who was bashful and shy –
And not keen on religious proclaiming!

The priest raised his voice – “Now bring the lad here!”
But the boy didn’t come – he took fright.
Then he ran like the wind, with the men chasing fast,
Till he vanished completely from sight.

At last they caught him, still dusty and wild –
And the priest, with a bottle near bursting,
Said, “If water won’t do, we’ll use what we’ve got – ”
And the christening came from a squirt of bush whisky!*

C) Narration Exercise

Parent/Tutor Says:

“Retell the story in your own words. Who was Michael Magee? What did the priest try to do? What did the boy do? How did the story end?”

Encourage full detail and laughter in the retelling. Prompt as needed:

- “Why didn’t the boy want to be christened?”
 - “What was funny about how they finally did it?”
 - “Did anyone get hurt? Or was it just silly fun?”
-

D) Literary Focus – Humour, Exaggeration, and Sequence

Parent/Tutor Says:

“Let’s look at what makes this poem funny and memorable. Banjo Paterson used **exaggeration** – telling things bigger than real life – to make the scene silly and fast-paced.”

Activity – Break down the sequence:

What Happens	Why It’s Funny
The boy runs away from the priest	Most kids don’t run from church!
Men chase him through the bush	Like a wild kangaroo hunt!
The priest gives up and uses whisky	Totally silly and unexpected
They still call it a christening	It’s not quite how church normally works!

Discuss:

- “Do you think the boy was scared or just cheeky?”
 - “Why do you think Banjo Paterson wrote it this way?”
 - “What does it say about having faith out in the bush?”
-

E) Writing Task – Describe the Christening Scene

Parent/Tutor Says:

“Let’s write a paragraph that describes the moment of the bush christening – but use your own words. You can make it funny, full of action, and a bit wild – just like the poem!”

Instructions for the Child:

Write a **descriptive paragraph (6–8 sentences)** including:

- A **clear beginning** (where it happened, who was there)
 - What the boy did
 - What the priest and men did
 - How it ended
 - At least one **exaggerated detail** (e.g. “ran like a kangaroo on fire”)
 - Use **descriptive language** and **humorous tone**
-

Example:

In the middle of nowhere, beside an old tin hut, a boy was about to be christened – but he had other ideas. As soon as the priest raised his hands, the boy bolted like a wild dingo. The men chased him through the bush, tripping on roots and shouting out names that weren’t his. He leapt a log, dived through a creek, and finally collapsed under a gum tree, puffing like a steam train. The priest caught up and looked around. “No water,” he said. “But this’ll do.” With a grin, he gave the lad a squirt of whisky and declared him christened. The men cheered – and the boy blinked in surprise, now named for life!

F) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What was the funniest part of the poem?
- Why did the boy run away?

Middle Primary (Ages 9–10):

- What does this poem tell us about how people lived in the bush?
- Do you think the christening worked? Why or why not?

Older Primary (Ages 10–11):

- How does Banjo Paterson use exaggeration to keep readers interested?
 - Do you think people can have real faith even if they live far from churches?
-

G) Biblical Connection – True Faith, Not Fancy Words

Parent/Tutor Says:

“This poem is silly, but it also reminds us that faith isn’t about perfect ceremonies – it’s about what’s in the heart. The Bible says God looks at the *heart*, not just the *outside*.”

1 Samuel 16:7 – “The Lord does not look at the things people look at... The Lord looks at the heart.”

Ask your child:

- “Can someone love God even if they’ve never been to a big church?”
 - “How can we show real faith in everyday life, like in the bush?”
-

Wrap-Up Checklist for the Lesson:

- Read and retold the story of the bush christening
- Identified humour, exaggeration, and story sequence
- Wrote a fun paragraph using action and voice
- Reflected on true faith beyond traditions or rituals

Lesson 8.2: Writing Bush Verse – Humour and Rhyme like Banjo Paterson

Poem Focus: Inspired by “*The Bush Christening*” by Banjo Paterson

Character Trait Focus: Resourcefulness

Literary Focus: Humorous verse, rhyme, bush setting

Language Focus: Rhyme, rhythm, wordplay, stanza structure

A) Introduction

Parent/Tutor Says:

“Yesterday we read *The Bush Christening* and laughed at how Banjo Paterson used rhyme and humour to tell a wild story. Today, we’ll have fun writing our own short bush poem using **rhyme** and **storytelling** – just like Banjo did!

We’ll practise using simple rhyming words, playful exaggeration, and rhythm. You’ll get to invent a funny event in the bush – maybe a silly animal moment, a misunderstanding, or a surprising solution to a bush problem!”

B) Let’s Hear the Rhythm – Rhyme and Structure

Parent/Tutor Explains:

Banjo Paterson’s poems often use:

- Four-line stanzas (called **quatrains**)
- A regular rhythm (like a beat you can clap to)
- A rhyme pattern like AABB or ABAB

Example from *The Bush Christening* (AABB):

*The priest arrived with boots and hat,
He wiped his brow and said, “What’s that?”
They pointed to the dusty scrub,
“The boy’s in there – we’ll need to club!”*

Activity – Identify Rhyme

Ask your child:

- “Which lines rhyme?”
 - “Can you clap the rhythm?” (Try clapping once per syllable)
-

C) Guided Writing – Your Own Bush Verse

Parent/Tutor Says:

“Now it’s your turn to write a **funny bush poem** in Banjo Paterson’s style! It doesn’t have to be perfect – but it should make us smile, use a bush setting, and have a fun twist.”

Instructions for the Child:

Write **2 or 3 four-line stanzas** (that’s 8–12 lines in total), using:

- A **rhyming pattern** (AABB or ABAB)
- A **funny or surprising story** (something silly or exaggerated)
- A clear **bush setting** (e.g. paddock, creek, homestead, outback road)
- Include **action** and **dialogue** if you like

Ideas to Start With:

- A sheep gets into the pantry
 - A goanna steals someone’s lunch
 - A bushranger tries to sneak away but trips over a chook
 - A storm blows someone’s hat into a billycan
-

Example Poem (AABB):

A bull came charging through the gate,
It squashed the pies upon the plate.
“My lunch!” cried Daisy, “Not again!”
“That bull’s been here since half past ten!”

They chased him round the washing line,
He knocked down socks and pegs in line.
At last he stopped beside the tree –
And Daisy said, “He’s lunch with me!”

D) Write, Edit and Share

Encourage your child to:

- Read their poem aloud for rhythm
 - Check rhyming words (you can help suggest some if they get stuck)
 - Write neatly in joined letters
 - Add illustrations if they’d like!
-

E) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What’s your poem about?

- Which part made you laugh the most?

Middle Primary (Ages 9–10):

- Did you find any rhymes tricky to write?
- What makes poetry different from a story?

Older Primary (Ages 10–11):

- How does rhyme and rhythm help tell a funny story?
 - How do bush poems capture the Aussie way of life?
-

F) Biblical Connection – Joyful Hearts in Daily Life

Parent/Tutor Says:

“God loves when we use our creativity to bring joy to others. Bush poems like this show us that even in a hard place, laughter and imagination have a place.”

Psalm 126:2 – “Our mouths were filled with laughter, our tongues with songs of joy.”

Ask your child:

- “Why do you think God gave us a sense of humour?”
 - “How can we use stories and poems to lift others up?”
-

Wrap-Up Checklist for the Lesson:

- Learned about rhyme, rhythm, and bush poetry
- Wrote and edited a short humorous bush poem
- Reflected on joy, humour, and God’s gift of creativity

Lesson 8.3: Final Showcase – Bush Writing with Heart and Humour

Unit Theme: *Faith in the Bush*

Literary Focus: Combining voice, setting, character and resourcefulness

Language Focus: Creative composition, dialogue, poetic and prose structure

A) Introduction

Parent/Tutor Says:

“You’ve now finished a full journey through the Australian bush – through stories, poems, humour, history, and faith. Today, you get to celebrate what you’ve learned by creating your own final piece. This is your chance to show everything you’ve practised: character voice, setting, description, dialogue or rhyme, and the Aussie spirit of *resourcefulness*.”

B) Choose Your Final Task – Poem or Story

Parent/Tutor Says:

“You can choose how to tell your final bush tale – through a short *bush poem* or a funny *bush story*. Both will show your creativity and all the skills you’ve learned.”

Let your child choose:

Option 1: Bush Poem

- 3–4 stanzas (12–16 lines)
- Use rhyme (AABB or ABAB), setting, voice, and humour
- Include a problem and an unexpected solution
- Can include repetition or a character catchphrase

Option 2: Bush Story

- Short narrative (8–12 sentences)
 - Must include:
 - A **bush setting**
 - A **memorable character**
 - A **challenge or mix-up**
 - At least **two lines of dialogue**
 - A moment of **resourcefulness**
-

C) Final Composition Time

Parent/Tutor Says:

“Take your time. Think about all the fun characters, poems, and problems we’ve read. Think about how bush people solve problems in surprising or clever ways. Let your own bush voice come through!”

Provide writing paper or journal space. Encourage:

- Neat joined writing
 - One draft with light editing
 - Optional illustrations or title decoration
-

D) Edit and Celebrate

Once complete, guide your child to:

Editing Checklist:

- Poem has rhythm and rhyme (if poem)
- Story has clear sequence and a satisfying ending (if story)
- At least one line of dialogue (with correct punctuation)
- Includes a bush setting, challenge, and resourcefulness
- Spelling and punctuation checked
- Title added

Optional Extension:

- Create a “Bush Booklet” of best work from the term
 - Read aloud at a family dinner or homeschool presentation
-

E) Reflective Thinking Questions

Youngest Students (Ages 8–9):

- What was your favourite part of writing today?
- What’s one thing you learned about the bush?

Middle Primary (Ages 9–10):

- What makes a character or story really Aussie?
- How did you show resourcefulness in your final piece?

Older Primary (Ages 10–11):

- How has learning through poems and stories helped you grow as a writer?
 - What message do you want readers to take from your writing?
-

F) Biblical Connection – Finishing Faithfully

Parent/Tutor Says:

“This unit showed us how people in the bush face hardship, danger, and joy. Whether it’s Hanrahan worrying, or a fire being fought, or someone being christened with a splash of humour – God is still there. And He delights when we use our talents, whether it’s writing, helping, or making others smile.”

Colossians 3:23 – “Whatever you do, work at it with all your heart, as working for the Lord.”

Ask your child:

- “How did you work with all your heart this term?”
- “How can your words point others to joy, courage, and faith?”

Wrap-Up Checklist for the Final Lesson:

- Completed a final bush-themed poem or story
- Demonstrated creativity, character, and writing skill
- Reflected on learning, humour, and faith
- Celebrated completing the full 8-week English course!

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT

Assessment:

The final assessment task is still to be advised. We will include this in future editions.

If you are enrolled in a school or correspondence course, then they may require you to hand in your English Journal including any final assessment task.

You could include photographs of any practical activities or creative projects.

We aim to continually improve these study guides and make them more family-friendly, so we value your comments.

To provide valuable feedback on the lessons in this study guide, contact Homeward Education Support 2226 Murphys Creek Rd., Ballard, Qld 4352 or via email at info@hesupport.com.au or 0438614452.