

Unit 10

**“Pioneer Australians
(& Resourcefulness)”**

**Prep to
Grade**

3

ENGLISH





ENGLISH (Prep to Grade 3) - Unit 10

“Pioneer Australians (& Resourcefulness)”

WEEKLY THEMES OVERVIEW (GRADES K-3 ENGLISH)

Topic	Theme	Weekly Poem
1	The Homestead	<i>My Country</i> (excerpt) – Dorothea Mackellar
2	True Blue Aussie Grit	<i>Clancy of the Overflow</i> – Banjo Paterson
3	Women in the Bush	<i>A Bush Girl</i> – A.B. Paterson
4	Aboriginal Voices	<i>We Are Going</i> – Oodgeroo Noonuccal
5	Pioneers on the Move	<i>The Teams</i> – Henry Lawson
6	Outback Challenges	<i>The Fire at Ross’s Farm</i> – Henry Lawson
7	Life on the Land	<i>Said Hanrahan</i> – John O’Brien
8	Faith in the Bush	<i>The Bush Christening</i> – Banjo Paterson

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).

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...

- ‘Dot the Kangaroo’
- to be advised...

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Prior to starting each week, review the recommended resources.

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Topic 9	Assessment: If you are enrolled in a school or correspondence course, then they may require you to hand in your English Journal including the any final assessment tasks. You could include photographs of any practical activities or creative projects. 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.	

TOPIC 1	THE HOMESTEAD
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Lesson 1 – The Homestead

Poem: *My Country* (excerpt) – Dorothea Mackellar

Character Trait Focus: *Resourcefulness*

Christian Emphasis: Gratitude for God's creation; making the most of what we are given

Curriculum Links

Foundation: AC9EFLY01, AC9EFLY02, AC9EFLY06, AC9EFLY07

Year 1: AC9E1LY01, AC9E1LE02, AC9E1LA09

Year 2: AC9E2LE02, AC9E2LY02, AC9E2LA09

Year 3: AC9E3LE01, AC9E3LA01, AC9E3LA10

Ⓐ Introduction:

Parent/Tutor Says:

"Today we're starting a very special journey through Australian history and poetry. Over the next few weeks, we'll learn about what life was like for the first Australian pioneers—people who worked hard to build homesteads, ride horses, and survive out in the bush.

We'll begin with a beautiful poem by Dorothea Mackellar, who loved the Australian land. Then we'll hear a story about a family living on a homestead and how they learned to be resourceful—using what they had and making it work.

Let's begin by reading a few lines from Dorothea Mackellar's famous poem *My Country*."

Ⓑ Poetry Warm-Up

Parent/Tutor Reads Aloud:

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!

Discuss Briefly:

Ask:

- "What pictures do you see in your mind when I read that?"
- "What do you think it would be like to live in a place like that?"

Optional for Year 2:

Ask the child to repeat a line or two with expression.

● **Informational Story: *Life on the Homestead***

Parent/Tutor Says:

"I'm going to read you a story now. I want you to listen very carefully, because at the end you'll tell me what you remember. This is called a *narration*, and it helps train your memory and attention."

Story: *The Bark Hut by the Creek*

Once there was a little girl named Elsie who lived with her family on a homestead far out in the Australian bush. Their house wasn't made of bricks like modern houses—it was a bark hut, with rough timber walls, a dirt floor, and a roof made from corrugated iron.

Every day, Elsie and her brothers would help their parents around the homestead. Her father was building a fence around the paddocks using posts he cut from trees. Her mother baked damper in a camp oven over the coals and mended clothes by the fire. They didn't have a supermarket nearby or a shop to buy new things—they had to *use what they had*. That's what it meant to be *resourceful*.

One day, the water barrel tipped over and all their clean water ran out. "We'll have to fetch more from the creek," said Father. But the cartwheel had cracked, and the horse-drawn cart couldn't carry the heavy barrel.

Elsie had an idea. She remembered the billy cans they used to boil tea. "What if we all carried billy cans, buckets, and even saucepans?" she suggested. "We could fill them at the creek and bring back a little at a time."

Father scratched his beard. "That's clever thinking, Elsie," he said. "We'll all work together and make it happen."

The family made many trips, walking carefully over the red dirt track to the creek and back again. It took a long time, but by sunset, the barrel was full. Everyone was dusty and tired—but they had done it together.

That night, they sat around the fire. "Today we learned how to work together and make the most of what we've got," said Mum. "That's what bush life is all about."

Elsie smiled. She liked being part of a family who could solve problems, even out in the middle of nowhere.

● Narration

Parent/Tutor Says:

“Now I’d like you to tell me everything you can remember about the story. Try to tell it in your own words, from the beginning to the end. I’ll help you if you get stuck.”

Optional Prompts:

- What was the little girl’s name?
 - Where did her family live?
 - What problem did they have?
 - What idea did Elsie come up with?
 - What does it mean to be *resourceful*?
-

● Comprehension & Language Activity

Foundation:

Draw a Picture – “Draw Elsie helping her family carry water from the creek. Show the trees, the billy can, and the red dirt path.”

Year 1:

Label and Describe – “Draw the homestead and label 3 things (e.g., bark hut, water barrel, billy can). Then write a sentence: *Elsie helped her family get water.*”

Year 2 & 3:

Write a Short Paragraph – “Write 3–5 sentences to retell the problem and solution in today’s story. Try to use the word *resourceful* in your writing.”

● Optional Extra: Hands-On Activity

Bush Water Relay Game (Outdoor or kitchen fun!)

Parent/Tutor Says:

“Let’s play a pretend homestead game. You’ll be Elsie! Your job is to carry water from the ‘creek’ (a bowl or tub) to the ‘barrel’ (another container). You can only use a small cup or billy (plastic cup or small container). Let’s see how long it takes to fill it up!”

Instructions:

- Place two buckets (or containers) at opposite ends of a yard or hallway.
- The child carries small amounts of water using a cup, running back and forth.
- Older children can time themselves or compete for speed.

Debrief:

“What would it feel like to have to do this every day? How do you think Elsie felt when she finished helping?”

© Biblical Connection

Parent/Tutor Says:

“Elsie was *resourceful*—she used what she had and didn’t give up. The Bible tells us that God gives us what we need and wants us to be good stewards of it. Let’s read a verse together.”

Philippians 4:19 – “And my God will supply every need of yours according to His riches in glory in Christ Jesus.”

Discuss Briefly:

- “What does this verse mean?”
- “How did God help Elsie’s family even though they didn’t have much?”

Lesson 2 – The Homestead

Poem Focus: *My Country* (continued – visual language & descriptive writing)

Character Trait Focus: *Resourcefulness*

Christian Emphasis: Valuing the land God has given us; describing beauty with thankfulness

Curriculum Links

Foundation: AC9EFLY03, AC9EFLY06, AC9EFLY09

Year 1: AC9E1LA01, AC9E1LY06, AC9E1LE02

Year 2: AC9E2LE01, AC9E2LA06, AC9E2LY05

Year 3: AC9E3LE01, AC9E3LA04, AC9E3LY05

Ⓐ Introduction

Parent/Tutor Says:

"Today we're going to take a closer look at the poem *My Country* by Dorothea Mackellar. She used beautiful, strong words to describe the land she loved. These are called *descriptive words*—they help us imagine what something looks, sounds, or feels like.

We'll also do an activity to practise using our own describing words, just like Dorothea did."

Ⓑ Poetry Focus: Visual & Sensory Language

Parent/Tutor Reads Aloud:

I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains.

Discuss Together:

Ask:

- "What words describe the land?"
- "What is a 'sunburnt country'? What do you picture?"
- "What does 'sweeping plains' make you think of?"

Explain:

"Dorothea is using strong describing words so we can see the land in our imagination. Let's see if we can find and use our own describing words too."

● Word-Picture Exploration: Build a Word Bank

Parent/Tutor Activity Setup:

"Let's think about the Australian land around a homestead—bushes, animals, sky, dirt, trees. We're going to build a *word bank* filled with describing words."

Use the chart below or draw your own on paper:

Thing	What it Looks Like	What it Feels Like	What it Sounds Like
Dirt	red, dusty	dry, crumbly	crunches underfoot
Trees	tall, rough bark	shady, cool	rustles in the wind
Sky	bright blue	warm, sunny	birds chirping

Foundation Activity:

Give children three items (e.g., tree, sky, dirt). Help them name one describing word for each using their senses. You can walk outside for inspiration!

Year 1 Activity:

Have children complete a chart with 2–3 describing words for four items. Help them spell new words if needed.

Year 2 & 3 Activity:

Ask students to write 2–3 full sentences using descriptive language.

Example: "The sky was bright blue and full of sunlight. The dirt crunched under my boots."

● Oral Language & Creative Retelling

Parent/Tutor Says:

"Now let's play a describing game. I'll describe something from the homestead using clues, and you guess what it is!"

Examples:

- "I'm tall. I give shade. Birds sit on my arms. What am I?" (*Tree*)
- "I am red and dusty. You walk on me every day. What am I?" (*Dirt*)
- "I'm high above. I change from blue to grey to starry. What am I?" (*Sky*)

Foundation & Year 1 Extension:

Let your child take a turn describing something while *you* guess.

Year 2 & 3 Extension:

Challenge your child to describe something from the poem *without* saying its name. Can others guess?

● Writing or Drawing Task

Foundation:

Descriptive Picture – Draw a scene from the poem (sweeping plains, blue sky, mountain ranges). Choose one colour word and one texture word to label (e.g., red dirt, rough bark).

Year 1:

Sentence Writing – Write 2 sentences using colour and sound words.

Example: *The wind rustles through the rough trees. The dirt is red and dry.*

Year 2 & 3:

Mini Description Paragraph – Write 3–4 sentences about a place you imagine from the poem. Include at least one colour word, one texture word, and one sound.

● Optional Extra: Sensory Nature Walk

Parent/Tutor Instructions:

Take your child on a short walk in your backyard, a bush track, or even the local park.

As you walk, say:

“Let’s look for things we can describe—what we see, hear, and feel. You can take a clipboard or notebook and write or draw what you find.”

Ask:

- “Can you find something crunchy?”
- “Can you find something smooth?”
- “Can you hear a sound like Dorothea Mackellar described?”

Return and turn your observations into a picture or short writing piece.

● Biblical Connection

Parent/Tutor Says:

“When we use describing words, we are noticing how amazing God’s creation is! When we look closely at the land, we can be thankful for how rich and beautiful it is, even in the dry parts.”

Psalms 104:24 – “How many are your works, Lord! In wisdom you made them all; the earth is full of your creatures.”

Reflect Together:

- “Why do you think God made the land so different in each place?”
- “How can we be *resourceful* in using what God has given us in our part of the country?”

Lesson 3 – The Homestead

Poem Reference: *My Country* – Descriptive Writing and Imaginative Creation

Character Trait Focus: *Resourcefulness*

Christian Emphasis: Honouring God's gifts by using words to create and express beauty

Curriculum Links

Foundation: AC9EFLY04, AC9EFLY07, AC9EFLY10

Year 1: AC9E1LE03, AC9E1LY03, AC9E1LA08

Year 2: AC9E2LE03, AC9E2LY03, AC9E2LA08

Year 3: AC9E3LE03, AC9E3LY03, AC9E3LA09

Ⓐ Introduction

Parent/Tutor Says:

"We've been reading a very special poem called *My Country*, and we've learned how it describes Australia in ways that help us see, feel, and hear the land in our imagination.

Today, you're going to become a poet and storyteller! You'll create your own short piece about the land or the homestead using describing words—just like Dorothea Mackellar. We'll also finish with a thank-you prayer to God for our land and homes."

Ⓑ Warm-Up: Word Treasure Hunt

Parent/Tutor Says:

"Let's warm up our thinking by going on a *word treasure hunt*. I'll give you a word that describes something from the poem or story, and you have to find or point to something like it in our house, garden, or even just your imagination."

Examples:

- "Find something *dry* like red dirt."
- "Can you see something *rough* like bark?"
- "What's something *soft* like a shady bush bed?"
- "Can you find something *shiny* like the sun over the plains?"

Extension for Year 2 & 3:

Ask children to *write a list* of these describing words or use two of them in a sentence.

© Storytelling Prompt: *Imagine Your Own Homestead*

Parent/Tutor Says:

"Now it's your turn to imagine you live on a homestead like Elsie did. You'll make up your own story scene. It could be about building something, helping the animals, cooking, or collecting water. Let's plan it first together."

Story Planning Questions (Orally Discussed):

- "What will your homestead look like?"
 - "What kind of work will you help with?"
 - "What problem might come up?"
 - "How will you be *resourceful* to solve it?"
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© Guided Imaginative Writing or Drawing

Foundation:

Draw and Tell – "Draw a picture of yourself helping on your make-believe homestead. Then tell me the story, and I'll write your words down under the picture."

Year 1:

Sentence Writing – "Draw your homestead scene. Then write 1–2 sentences using words like 'I', 'my', and some describing words."

Example: *I helped my dad with the fence. It was tall and rough.*

Year 2 & 3:

Short Narrative – "Write 4–5 sentences telling a mini story. Try to include a setting (place), a simple problem, and a resourceful solution."

Example: *My family ran out of firewood. I used a wheelbarrow to collect sticks from the creek bed. I felt proud when the fire was warm again.*

© Oral Language: Share and Celebrate

Parent/Tutor Says:

"Let's take turns being the storyteller. I want you to tell me your homestead story using your drawing or writing to help. Use your voice to make it interesting—just like I did when I read to you!"

Options for Sharing:

- Record the child reading or telling their story.
- Call a grandparent or friend and have them tell the story.
- Act out the scene with toys or props.

Encourage Confidence:

"You're using your words and your imagination—what a resourceful writer and speaker you are!"

🅕 Optional Extra: Build a Mini Homestead (Craft or Play-based)

Parent/Tutor Instructions:

Help your child use items around the home to create a miniature homestead scene.

Ideas:

- Use blocks, cardboard, sticks, and leaves to make a hut
- Use toy animals and pebbles to make paddocks
- Draw fences and water barrels on paper
- Add paper people (cut-outs) to act out a pioneer story

Narration Prompt:

“Can you explain your homestead to me? What’s each part for? What do people do here?”

🅖 Biblical Connection

Parent/Tutor Says:

"God gave us the ability to use words, ideas, hands, and hearts to solve problems and build things. When we use our words wisely—through writing, telling stories, and creating poetry—we are honouring God."

Proverbs 18:21 – “The tongue has the power of life and death.”

Reflect Together:

- “How can your words bring life and encouragement?”
- “How did you use your imagination and your words to be resourceful today?”

Close in Prayer:

“Thank You, God, for our homes, for the land You made, and for giving us words to share. Help us to be wise, kind, and creative with what we say and do. Amen.”

Optional Extra Lesson: 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.
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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
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Lesson 4 – True Blue Aussie Grit

Poem: *Clancy of the Overflow* – Banjo Paterson (Excerpt)

Character Trait Focus: *Resourcefulness* and *Grit*

Christian Emphasis: Persevering through hard work with joy and trust in God

Curriculum Links

Foundation: AC9EFLY01, AC9EFLY02, AC9EFLY06

Year 1: AC9E1LY01, AC9E1LE02, AC9E1LA04

Year 2: AC9E2LE02, AC9E2LY02, AC9E2LA05

Year 3: AC9E3LE01, AC9E3LY02, AC9E3LA05

A Introduction

Parent/Tutor Says:

"This week we're learning about a famous Australian character named Clancy. Clancy lived and worked in the bush—he wasn't afraid of hard work or dusty roads. We'll be reading a poem about him written by Banjo Paterson. Clancy reminds us to keep going even when things are hard. That's what it means to have *grit*—to be tough and keep going. It's also part of *resourcefulness*—making the best of tough situations and enjoying the journey!"

B Poetry Reading & Discussion

Parent/Tutor Reads Aloud (Excerpt from *Clancy of the Overflow*):

I had written him a letter which I had, for want of better
Knowledge, sent to where I met him down the Lachlan, years ago,
He was shearing when I knew him, so I sent the letter to him,
Just "on spec", addressed as follows, "Clancy, of The Overflow".

And an answer came directed in a writing unexpected,
(And I think the same was written with a thumb-nail 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."

Discuss Briefly:

- “What kind of work do you think Clancy did?”
- “How would you describe the bush life he lived?”
- “What’s funny or surprising about the letter?”

Explain:

“This poem tells us that Clancy wasn’t sitting at a desk—he was out in the bush, riding with cattle, working hard, and loving the wide open land. He was *resourceful* and full of *grit*.”

● Storytime: *Riding with Clancy* (Short Imaginative Tale)

Parent/Tutor Says:

“Now I’m going to read you a story that goes along with the poem. As you listen, think about what Clancy might be like—and how he shows grit and resourcefulness.”

Story: *Riding with Clancy*

One sunny morning, a boy named Jock was visiting his uncle’s farm near the river. Jock had heard of a man called Clancy—people said he was the best drover in the bush. Jock had never met him, but he liked the sound of someone who rode across wild plains and knew how to handle a horse and cattle better than anyone.

That afternoon, a rider came up the track, dusty from head to toe, with a wide hat, a cheerful whistle, and a clever-looking horse. “G’day!” the man called out. “Name’s Clancy.”

Jock’s eyes lit up. “Are you really Clancy of the Overflow?”

“Reckon I am,” Clancy grinned. “Come help me move these steers up the ridge, eh? They’ve taken off through the scrub again.”

Jock was nervous. “I’ve never ridden a horse fast before.”

Clancy looked him in the eye. “Everyone starts somewhere. Grit’s not about being the best—it’s about giving it a go.”

Jock saddled up and followed Clancy through the scrub. The sun was hot, the path was bumpy, and his legs got sore. But Clancy kept calling out, “You’re doing well! That’s the spirit!” When they reached the ridge and turned the cattle, Jock was covered in dust but full of joy.

As they rode home, Jock said, “I didn’t think I could do it.”

Clancy smiled. “You just needed some encouragement and a bit of grit.”

ⓓ Narration

Parent/Tutor Says:

"Now it's your turn to tell the story back to me. Try to remember the beginning, middle, and end. If you forget a part, I'll help."

Prompts if needed:

- "Who did Jock meet?"
 - "What did Clancy ask Jock to do?"
 - "How did Jock feel before and after the ride?"
 - "What does it mean to have grit?"
-

ⓔ Comprehension & Language Task

Foundation:

Draw and Label – "Draw a picture of Clancy and Jock riding through the bush. Label 'horse', 'hat', and 'dust'."

Year 1:

Sentence Writing – Write 2 short sentences about the story. Example:

Clancy rode his horse. Jock helped move the cattle.

Year 2 & 3:

Paragraph Writing – Write 3–5 sentences explaining how Jock showed grit.

Example: *Jock was scared but he tried riding. It was hot and hard work, but he didn't give up. Clancy helped him learn and he felt proud.*

ⓕ Optional Extra: Role Play Game – "Droving with Clancy"

Parent/Tutor Instructions:

Set up a pretend trail using pillows or cones in the yard or lounge room. Use soft toys or paper animals as the "cattle."

Say:

"You're a young drover today, helping Clancy move cattle through the bush. Saddle up your 'horse' (a broom or cushion), guide the cattle (toys) past the rocks (pillows), and get them safely home!"

Reflection:

- "What was tricky about being a drover?"
 - "Did you keep going even when it was hard?"
-

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Parent/Tutor Says:

“Jock didn’t give up, and Clancy encouraged him. God wants us to help each other and keep going when things get tough.”

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

Discuss:

- “When have you needed grit to keep going?”
- “How can we help each other like Clancy helped Jock?”

Lesson 5 – True Blue Aussie Grit

Poem Focus: *Clancy of the Overflow* – Imagery, Movement, and Character Traits

Character Trait Focus: *Grit* and *Resourcefulness*

Christian Emphasis: Steadfastness in doing what’s right, even when it’s hard

Curriculum Links

Foundation: AC9EFLY03, AC9EFLY06, AC9EFLY09

Year 1: AC9E1LA01, AC9E1LY06, AC9E1LE02

Year 2: AC9E2LE01, AC9E2LA06, AC9E2LY05

Year 3:

A Introduction

Parent/Tutor Says:

"Yesterday we met Clancy, a hardworking drover from the poem *Clancy of the Overflow*. He showed grit—he kept going through dust, heat, and hard work, and he encouraged Jock to do the same.

Today we’ll think more about how Banjo Paterson described Clancy and his life. We’ll explore *imagery*—that means words that paint a picture in our mind. Then you’ll get to create your own bush riding scene using words or pictures!"

B Poetry Focus: Imagery in Clancy’s World

Parent/Tutor Reads Aloud:

(From later in the poem, simplified slightly for young children.)

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.

Discuss Briefly:

Ask:

- “What kind of sounds can Clancy hear in the bush?”
- “What do the plains and stars look like in your imagination?”
- “Why do you think Clancy enjoys the bush more than the town?”

Explain:

“These lines use describing words to help us *see* and *hear* Clancy’s world. Banjo Paterson loved the bush and wanted us to feel what it was like too.”

● Visual Imagery: Build a Word Bank

Parent/Tutor Says:

"Let's make a list of what we might *see*, *hear*, and *feel* if we were riding with Clancy across the bush."

Create a 3-column chart like this:

See	Hear	Feel
wide plains	breeze in trees	hot sun on skin
galloping horse	cattle mooing	dust in your mouth
sunset colours	river splashing	saddle bumping
stars at night	bird calls	wind on your face

Foundation:

Choose 3 ideas and draw a matching picture (e.g. galloping horse, starry sky). Describe each picture aloud.

Year 1:

Choose 4 ideas and write a sentence for 2 of them using "I see..." or "I hear..."

Year 2 & 3:

Write a descriptive paragraph using words from all three columns. Try to include a simile (e.g. *like the wind, as bright as a fire*).

● Oral Language: Act It Out

Parent/Tutor Says:

"Let's pretend you are Clancy, riding through the bush. Use your body and voice to show what it's like!"

Instructions:

- "Ride your horse around the room or yard. What do you see?"
- "Call out what you hear in the bush!"
- "Stop and look up—what's in the sky?"

Encourage imaginative speaking:

"I can see the sun setting across the plains!"

"I hear the cattle and the sound of my boots in the dust!"

Extension for Year 2 & 3:

Have your child tell a full sentence or two in role:

"I'm Clancy of the Overflow. I've been riding since dawn, and the sun is hot, but the stars will shine soon."

E Drawing or Writing Task

Foundation:

Drawing Activity – “Draw a picture of Clancy riding at night under the stars. Use blue, black, and white. Tell me what he might be thinking.”

Year 1:

Sentence Writing – Write 2 sentences about Clancy’s ride.

Example: *Clancy rides through the bush. He sees stars and hears the breeze.*

Year 2 & 3:

Descriptive Writing – Write 3–5 sentences describing what Clancy might see, hear, and feel during his ride. Include a simile if possible.

Example: *The wind rushed past like a river. The stars blinked in the sky as Clancy rode on. He felt free and brave in the quiet of the bush.*

F Optional Extra: Create a Starry Sky Craft

Materials:

- Black or navy paper
- White paint or chalk
- Toothbrush, cotton tips or sponges

Instructions:

- Flick or dab white paint to create stars
- Draw or paste a tiny horse-and-rider silhouette across the bottom
- Optional: Add gold dots for moonlight or label with a line from the poem

Talk Together:

“How do you think Clancy felt riding under that sky?”

“What helps us keep going when things are hard—like riding through the night?”

G Biblical Connection

Parent/Tutor Says: “Clancy kept going across the plains, through day and night. He was strong and cheerful. God asks us to live like that too—bravely and joyfully.”

James 1:12 – “Blessed is the one who perseveres under trial because, having stood the test, that person will receive the crown of life that the Lord has promised.”

Reflect Together:

- “Have you ever kept going at something hard?”
- “How can we be brave and cheerful with God’s help?”

Lesson 6 – True Blue Aussie Grit

Focus: Character Portraits, Creative Description, and Perseverance

Poem Reference: *Clancy of the Overflow*

Character Trait Focus: *Grit* and *Resourcefulness*

Christian Emphasis: God uses ordinary people with courage and endurance

Curriculum Links

Foundation: AC9EFLY04, AC9EFLY10

Year 1: AC9E1LE03, AC9E1LY03, AC9E1LA08

Year 2: AC9E2LE03, AC9E2LY03, AC9E2LA08

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

"This week, we've learned about Clancy—a bushman with grit and cheer, who worked hard and loved the wide Australian land. Today we'll finish our learning by creating our own character portrait of Clancy.

You'll describe what he looks like, how he acts, and what kind of person he is. Then we'll reflect on how we can be like Clancy in our own way, using the strength God gives us."

Ⓑ Character Exploration: What Do We Know About Clancy?

Parent/Tutor Says:

"Let's gather clues about Clancy from the poem and stories this week. What do we know about him?"

Create a simple character chart together:

What Clancy Does	What Clancy Looks Like	What Clancy Is Like
Rides horses, moves cattle	Dusty, strong, wide hat	Cheerful, gritty, calm
Travels far through bush	Tall, rugged	Brave, loves the bush
Helps others	Sun-tanned, smiley	Friendly, resourceful

Foundation:

Ask the child to act out or describe Clancy. Example: "He wears a big hat and rides a horse!"

Year 1:

Help the child choose 2 things Clancy does and 2 words that describe him. Write them in a sentence: *Clancy rides fast and works hard. He is kind and brave.*

Year 2 & 3:

Have the child choose at least 3 characteristics and write a short paragraph about Clancy. Try to include what kind of person he is inside.

● Creative Writing or Drawing Task

Foundation:

Portrait Drawing – “Draw Clancy riding through the bush. Add labels: ‘hat’, ‘horse’, ‘smile’, ‘dusty boots’. Tell me about what he’s doing.”

Year 1:

Mini Poster – Write the heading “Clancy is...” and finish 3–4 sentence starters with describing words:

- Clancy is **brave**.
- He rides a **strong** horse.
- He works in the **hot** sun.

Year 2 & 3:

Character Description Paragraph – Write 4–6 sentences about Clancy. Focus on both what he does and who he is. Try to use interesting adjectives.

Example: *Clancy is a kind and cheerful bushman. He rides his horse through the plains with dust on his boots and a wide-brimmed hat. He works hard, but he never complains. Clancy helps others and enjoys the freedom of the land.*

● Oral Presentation: Tell Us About Clancy

Parent/Tutor Says:

"Now that you’ve drawn or written about Clancy, I want you to share your work aloud. You’re teaching others about this character!"

Options:

- Present to family members or friends
- Record on video
- Pretend to be Clancy and speak in character: “G’day, I’m Clancy of the Overflow...”

Encourage confidence and expression:

“You’re sharing ideas clearly and proudly—that’s part of being resourceful!”

● Optional Extra: Bushman’s Kit Activity

Parent/Tutor Activity:

“Let’s imagine we are packing a bushman’s kit—just like Clancy might carry. What would you put in your bag if you were going riding for the day?”

Materials:

- Use real or pretend items (hat, rope, water bottle, map, snacks, notebook, small Bible)
- Place them in a bag or basket

Discuss:

- “Why do you need each item?”
- “What would help you be prepared and resourceful?”

Extension for Year 2 & 3:

Write a list with bullet points or sentences:

In my bushman’s kit, I would pack...

F Biblical Connection

Parent/Tutor Says:

“Clancy showed grit and kindness. God loves when we work hard, help others, and do what’s right even when it’s hard. Jesus showed us how to live this way, too.”

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

Reflect Together:

- “How can we be like Clancy in the way we live each day?”
- “What does it mean to work with *all your heart*?”

Close in Prayer:

“Dear God, thank You for the people in our lives who work hard and help others. Please help us to be cheerful, strong, and resourceful like Clancy—and to do everything with all our heart for You. Amen.”

TOPIC 3	WOMEN OF THE BUSH

Lesson 7 – Women in the Bush

Poem: *A Bush Girl* – A.B. Paterson (Excerpt)

Character Trait Focus: *Resourcefulness* and *Courage*

Christian Emphasis: God gives strength to every person—women and girls included!

Curriculum Links

Foundation: AC9EFLY01, AC9EFLY02, AC9EFLY06

Year 1: AC9E1LY01, AC9E1LE02, AC9E1LA04

Year 2: AC9E2LE02, AC9E2LY02, AC9E2LA05

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

"This week, we're going to learn about the girls and women who lived and worked in the Australian bush. They were strong, hardworking, and very *resourceful*. Just like the bushmen we've learned about, these bush girls could ride horses, milk cows, fix things, and help their families survive in tough places.

We'll begin with a poem by Banjo Paterson called *A Bush Girl*, and then hear a story about a girl named Jessie, who shows courage and strength in the outback."

Ⓑ Poetry Reading & Discussion

Parent/Tutor Reads Aloud (Excerpt from *A Bush Girl*):

She rides as well as any man,
She knows the wild bush well,
She'll rope a steer or milk a cow,
Or bake fresh bread to sell.

Discuss Briefly:

- “What kind of things can the bush girl do?”
- “Does this poem say girls can be strong too?”
- “Why do you think it’s important that she knows the wild bush well?”

Explain:

“This bush girl is full of skill and courage. Banjo Paterson wrote this poem to show that girls in the bush were just as brave and hardworking as the men.”

● Informational Story: *Jessie of Willow Tree Creek*

Parent/Tutor Says:

“Now I’m going to read you a story about a real Aussie bush girl named Jessie. Listen carefully and then you’ll tell the story back to me.”

Story: *Jessie of Willow Tree Creek*

Jessie was only ten years old, but already she knew how to do more than many grown-ups. She lived on a bush block with her parents, two younger brothers, and an old dog named Patch.

Their home was far from town, and everyone had to work hard. Jessie helped her mum with the chooks and goats and knew how to bake damper in the iron pot outside. Her dad taught her to ride a horse and to check the fences across the back paddock.

One hot summer morning, her dad rode off early to fix the windmill at the far bore. “Back by sundown,” he said. But just after lunch, a dry wind began to blow and a thick smell filled the air. Jessie stepped outside and saw a dark line rising over the hills.

“Bushfire!” she shouted.

Her mum was already filling buckets. “We need to wet everything down. Get the animals to the dam!”

Jessie didn’t panic. She ran to the goat pen, untied the rope, and led the animals through the smoky yard toward the dam. She shouted to her brothers, “Follow me!”

They reached the dam just as the wind roared. Fire raced through the grass behind them, but the family was safe. Jessie turned and saw their home through the smoke—still standing.

Later that night, her dad returned. “You were brave, Jessie,” he said. “You kept your head and helped save the farm.”

Jessie didn’t feel like a hero. She had just done what needed doing. That’s what bush girls do.

ⓓ Narration

Parent/Tutor Says:

"Now I want you to tell the story back to me. Try to remember what Jessie did and why. You can use your own words."

Prompt Questions if needed:

- "Where did Jessie live?"
 - "What did she do when the fire came?"
 - "How did she show courage and resourcefulness?"
-

ⓔ Comprehension & Language Task

Foundation:

Draw and Label – "Draw Jessie leading the animals to the dam. Label 'goat', 'fire', and 'dam'."

Year 1:

Sentence Writing – Write 2 short sentences. Example:

Jessie saw the fire. She saved the animals.

Year 2 & 3:

Short Paragraph – Write 3–5 sentences describing Jessie's actions. Use words like *brave*, *clever*, or *strong*.

Example: *Jessie saw the bushfire and helped her family. She led the animals to safety and stayed calm.*

Jessie showed courage and resourcefulness.

ⓕ Optional Extra: Fire Safety Role Play

Parent/Tutor Instructions:

Set up a pretend "bushfire" scenario. Use red paper strips or orange ribbons as pretend fire lines and place stuffed animals around the yard or room.

Say:

"You're Jessie. A fire is coming and you must think quickly. What do you grab? What do you do first? Who do you help?"

Let the child act out gathering animals or leading others to a 'safe' place.

Talk Together:

- "What does it feel like to be in charge during an emergency?"
 - "How can we prepare ourselves to help others?"
-

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Parent/Tutor Says:

“Jessie helped others and made wise choices. God made girls and boys to be strong, brave, and helpful. The Bible says we are all made for good works.”

Ephesians 2:10 – “For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.”

Reflect Together:

- “What ‘good works’ can we do in our own family?”
- “How does God help us be brave and resourceful like Jessie?”

Lesson 8 – Women in the Bush

Poem Focus: *A Bush Girl* – Word Choices & Heroic Description

Character Trait Focus: *Courage* and *Resourcefulness*

Christian Emphasis: God strengthens the hearts of the humble and brave

Curriculum Links

Foundation: AC9EFLY03, AC9EFLY06, AC9EFLY09

Year 1: AC9E1LA01, AC9E1LY06, AC9E1LE02

Year 2: AC9E2LE01, AC9E2LA06, AC9E2LY05

Year 3:

A Introduction

Parent/Tutor Says:

"Yesterday we heard a story about Jessie, a bush girl who acted quickly when danger came. She was brave and thoughtful and didn't give up.

Today we're going to think about the words that describe someone like Jessie. These are called *character traits*—words that describe what someone is like on the inside. Then we'll learn how to use these describing words to write or speak about a real or imagined bush girl."

B Vocabulary Focus: What Words Describe a Bush Girl?

Parent/Tutor Says:

"Let's brainstorm some describing words for a bush girl—like Jessie or the girl in the poem. We'll use words for what she *does*, what she *is like*, and how she *feels* inside."

Create a list or chart like this together:

What She Does What She Is Like How She Might Feel

rides horses	strong	brave
helps family	clever	sometimes afraid
carries buckets	dependable	determined
milks goats	hard-working	proud when she helps

Foundation:

Ask: "Can you tell me a word that means 'strong'?" (Help the child choose and act out the word.)

Year 1:

Choose 4 words from the chart and write 2 simple sentences using them.

Year 2 & 3:

Use at least 5 words from the chart in a short paragraph describing a bush girl's day.

● Imaginative Language: “Be the Bush Girl”

Parent/Tutor Says:

“Let's pretend that you are a bush girl today. I want you to tell me what kind of work you're doing, how you feel, and what you're thinking.”

Model a response if needed:

“I'm carrying water to the goats. My arms are tired, but I won't stop. I feel strong and proud.”

Foundation:

Encourage your child to act out a task while describing it (e.g. ‘milking a goat’, ‘riding a horse’).

Year 1:

Have your child give a short oral sentence in character. Prompt with: “What are you doing? How do you feel?”

Year 2 & 3:

Ask for 3–5 sentences spoken aloud, describing a problem and how they would solve it.

● Writing or Drawing Task

Foundation:

Draw a Heroic Moment – “Draw Jessie or another bush girl doing something brave. What is happening in your picture?” Parent writes the caption: *Jessie is...*

Year 1:

Sentence Writing – Write 2–3 sentences showing what the bush girl is doing.

Example: *She is helping her mum. She is brave. She can ride a horse.*

Year 2 & 3:

Hero Description Paragraph – Write a short paragraph using at least three describing words from the chart. Begin with: *The bush girl is...*

● Optional Extra: Bush Girl Dress-Up or Skit

Parent/Tutor Says:

“Let's act out a day in the life of a bush girl. You can use things around the house to dress up or pretend.”

Ideas for props:

- Apron, hat, rope (belt), stick horse, toy animal
- Water bucket (plastic container), basket, shovel

Activity Ideas:

- “Pretend to lead animals to the dam.”
- “Bake pretend damper and serve it to your family.”
- “Fix a fence and save a goat stuck in the wire!”

Debrief:

“How did it feel to help someone? What did you do that took courage?”

F Biblical Connection**Parent/Tutor Says:**

“God made girls and women to be strong, wise, and brave—just like He made boys and men to be. When we use the gifts He gave us, we bring Him glory.”

Proverbs 31:25 – “She is clothed with strength and dignity; she can laugh at the days to come.”

Discuss Together:

- “What does it mean to be clothed in strength?”
- “Can you think of a time you did something brave and resourceful?”

Close in Prayer:

“Thank You, Lord, for strong and caring girls like Jessie. Help all of us to be brave and kind, and to do the work You’ve given us with joy. Amen.”

Lesson 9 – Women in the Bush

Focus: Create Your Own Bush Heroine

Poem Reference: *A Bush Girl* – Review and Application

Character Trait Focus: *Courage* and *Resourcefulness*

Christian Emphasis: God equips us to serve, lead, and protect with wisdom and love

Curriculum Links

Foundation: AC9EFLY04, AC9EFLY10

Year 1: AC9E1LE03, AC9E1LY03, AC9E1LA08

Year 2: AC9E2LE03, AC9E2LY03, AC9E2LA08

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“This week, we learned about bush girls—brave and helpful young women who worked hard, rode horses, and protected their families. We saw how girls like Jessie could stay calm in danger and help others. Today, you get to make up your *own* bush girl and tell a story about what she does.”

Ⓑ Review Poem (Optional Re-read)

Parent/Tutor Reads Aloud:

She rides as well as any man,
She knows the wild bush well,
She'll rope a steer or milk a cow,
Or bake fresh bread to sell.

Ask:

- “Which line do you like best?”
 - “What does this tell us about the kind of girl she is?”
-

Ⓒ Character Creation: My Own Bush Girl

Parent/Tutor Says:

“Let's design your own bush girl character. She can be like Jessie—or very different! You get to decide what her name is, where she lives, what kind of work she does, and what challenge she faces.”

Use these planning prompts:

Character Name	Where She Lives	What She Can Do	What Challenge She Faces	How She Solves It
Rosie	In the red hills	Ride, fix fences	Lost a calf in a storm	Tracks it, brings it back
Ellie	On a sheep farm	Cook, milk goats	Water tank is broken	Carries water in buckets

Foundation:

Child chooses 2 or 3 things and tells you aloud: “Her name is Rosie. She helps her dad. She is brave.”

Year 1:

Fill in the chart together, then write 2 sentences about the bush girl.

Year 2 & 3:

Fill the chart and then write 4–5 full sentences as a mini biography or story.

© Creative Writing or Drawing Task

Foundation:

Draw Your Bush Girl – Draw the character you created and include at least one label (e.g. horse, damper, firewood). Parent writes child's story aloud based on their explanation.

Year 1:

Short Story Sentences – Write 2–3 sentences about what the bush girl does.

Example: *Rosie saw a snake. She got a stick and moved it away. She was brave.*

Year 2 & 3:

Bush Girl Story – Write a paragraph (5+ sentences) showing what challenge she faced and how she solved it using courage and resourcefulness.

© Oral Language: Tell Your Story Aloud

Parent/Tutor Says:

“Now I want you to tell your bush girl story out loud. Pretend you’re the narrator of a real adventure! Use expression and detail.”

Extension Ideas:

- Present to a sibling or grandparent
- Act out the story with simple props
- Record a video or audio performance

Encourage confidence and pride in their creative effort.

Ⓕ Optional Extra: Make a Bush Girl Badge

Parent/Tutor Instructions:

Invite your child to design a “Bush Girl Badge” or “Courage Badge” to show they’ve learned to be brave and resourceful.

Materials:

- Paper circle
- Crayons or markers
- Tape or safety pin
- Write “Courage” or “Bush Helper” on the front

Wear and Celebrate:

“Now that you’ve created and told your story, you’ve earned your Courage Badge—just like Jessie!”

Ⓖ Biblical Connection

Parent/Tutor Says:

“Just like the bush girls we’ve learned about, the Bible tells us that God gives His people the strength to help, lead, and be courageous.”

Joshua 1:9 – “Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.”

Reflect Together:

- “Why does God tell us not to be afraid?”
- “How can we be brave and helpful at home or in the community?”

Close in Prayer:

“Lord, thank You for giving us strength, even when we feel small. Help us to be like Jessie—brave, helpful, and kind. Thank You for the women and girls who work hard and lead with courage. Amen.”

TOPIC 4	ABORIGINAL VOICES

Lesson 10 – Aboriginal Voices

Poem: *We Are Going* – Oodgeroo Noonuccal (Excerpt)

Character Trait Focus: *Respect* and *Resourcefulness*

Christian Emphasis: Listening to others, showing honour, and valuing every voice

Curriculum Links

Foundation: AC9EFLY01, AC9EFLY02, AC9EFLY06

Year 1: AC9E1LY01, AC9E1LE02, AC9E1LA04

Year 2: AC9E2LE02, AC9E2LY02, AC9E2LA05

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“This week, we are going to listen to a different kind of story—one from the oldest people in Australia: the Aboriginal people. They cared for the land, listened to nature, and passed on their knowledge through song, story, and poem.

Today we’ll hear part of a poem by Oodgeroo Noonuccal, an Aboriginal woman who used her words to tell about her people’s feelings and memories. We’ll learn to *listen with respect* and understand that all people have something important to say.”

Ⓑ Poetry Reading & Reflection

Parent/Tutor Reads Aloud (Simplified excerpt from *We Are Going*):

The bora ring is gone.
The corroboree is gone.
And we are going.
We are going.

Explain Simply:

“A *bora ring* is a special place where ceremonies were held. A *corroboree* is a gathering with music, stories, and dance. The poet is telling us that these things have been taken away, and her people feel like they are being pushed out.”

Discuss Gently:

- “What do you think the poet is feeling?”
 - “Why do you think it’s important to remember what Aboriginal people have lost?”
 - “How can we show respect when we hear someone’s story?”
-

● Informational Story: *Kaya Listens to the Land*

Parent/Tutor Says:

“Now I’ll read you a story about a young Aboriginal girl named Kaya who listens and learns from her grandfather. Watch how she uses her ears, eyes, and heart to understand the land and her culture.”

Story: *Kaya Listens to the Land*

Kaya was a quiet girl who lived in the red country with her mob. Every morning she helped her nan grind seeds for damper and listened to the kookaburras laugh in the trees. But her favourite time was walking with her grandfather, Pop Djalul.

Pop Djalul carried a walking stick carved with markings. “These marks tell our stories,” he told her. “They remind us where to go and how to live.”

One afternoon, they walked to an old circle of stones in the bush. “This was our bora ring,” Pop said. “We danced here. We sang here. We taught the young ones what it meant to belong.”

Kaya knelt beside the stones. “But it’s broken now,” she whispered.

Pop nodded. “Yes, many things have changed. But we are still here. And when you listen to the land and carry our stories, we keep going.”

That night, Kaya looked up at the stars and thought, *Even when the old places are gone, I can still remember. I can still listen. I can still carry the stories.*

● Narration

Parent/Tutor Says:

“Now tell me what you remember from Kaya’s story. Try to say it in your own words.”

Prompt Questions if needed:

- “What did Kaya do with her grandfather?”
- “What did she learn about the stones?”

- “Why is it important to carry stories and listen to the land?”

E Comprehension & Language Task

Foundation:

Draw and Label – Draw Kaya and her grandfather near the bora ring. Label ‘stones’, ‘stars’, and ‘walking stick’.

Year 1:

Sentence Writing – Write 2–3 sentences about Kaya’s walk.

Example: *Kaya walked with Pop. They saw the stones. Pop told her about the old days.*

Year 2 & 3:

Short Paragraph – Write 4–5 sentences showing what Kaya learned from her grandfather.

Example: *Kaya listened to Pop’s stories about the old bora ring. She learned that the land holds memories. Even though things have changed, her people still have stories and wisdom.*

F Optional Extra: Listening to Country Activity

Parent/Tutor Instructions:

Take your child outside (to the backyard, a park, or a quiet place).

Say:

“Let’s sit quietly for 2 minutes and listen. What can you hear? What do you see? What do you feel?”

Ask afterward:

- “Did you hear birds? Wind? Leaves?”
- “How do you think Aboriginal people learned from nature?”

Foundation:

Draw what they saw or heard.

Year 1, 2 & 3:

Write or draw a mini nature poem:

I hear the magpie’s cry.

The wind dances in the gum trees.

I sit and listen.

© Biblical Connection

Parent/Tutor Says:

“Just like Kaya listened to her grandfather, we are called to listen to others and care for the land God made. We can be respectful listeners and humble learners.”

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

Reflect Together:

- “Why does God want us to be good listeners?”
- “In what way do we honour a person by listening to their stories?”

Close in Prayer:

“Dear God, thank You for all the people You made and for the stories they carry. Help us to listen with love, to learn from others, and to care for Your land. Amen.”

Lesson 11 – Aboriginal Voices

Focus: Listening, Respect, and Descriptive Language

Poem Reference: *We Are Going* – Word Meaning and Feelings

Character Trait Focus: *Respect* and *Resourcefulness*

Christian Emphasis: God invites us to listen with our hearts

Curriculum Links

Foundation: AC9EFLY03, AC9EFLY06, AC9EFLY09

Year 1: AC9E1LA01, AC9E1LY06, AC9E1LE02

Year 2: AC9E2LE01, AC9E2LA06, AC9E2LY05

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“Yesterday we met Kaya and her grandfather, who showed us how listening to the land and to each other is important. Aboriginal stories often teach lessons about caring for creation and remembering who we are.

Today, we’re going to think about the words in Oodgeroo Noonuccal’s poem and how they help us understand feelings. Then you’ll have a turn at using describing words to tell about a special place or memory of your own.”

Ⓑ Word Focus: Feeling Words in the Poem

Parent/Tutor Reads Aloud (Repeat the lines slowly):

The bora ring is gone.
The corroboree is gone.
And we are going.
We are going.

Ask Gently:

- “What feeling do these words give you?”
- “What do you think the poet is saying when she says ‘we are going’?”
- “Is it a happy or sad feeling? Why?”

Explain Simply:

“Some words don’t just tell us facts—they make us feel something. That’s called *emotion* or *mood*. This poem has a *sad* feeling, but also a quiet *strength*, because the poet is still using her voice to speak.”

● Describing Important Places

Parent/Tutor Says:

“Now let’s think about a special place *you* know. It might be your garden, a tree at the park, or your bedroom. Can you use describing words to help someone else picture it?”

Talk Together First:

Ask:

- “What can you *see* there?”
- “What do you *hear* or *smell*?”
- “How does it make you *feel*?”

Create a mini-word bank chart:

Senses	My Special Place
See	green grass, big gum tree, blue sky
Hear	kookaburras, wind, crunching leaves
Smell	eucalyptus, smoke from a fire
Feel (emotion)	calm, safe, happy

● Writing or Drawing Task

Foundation:

Draw My Special Place – Child draws their place with three things they can see or hear. Parent writes a caption: *I can hear... I can see... I feel...*

Year 1:

Sentence Writing – Write 2–3 sentences using describing words.

Example: *I see the tall trees. I hear birds. I feel peaceful under the tree.*

Year 2 & 3:

Descriptive Paragraph – Write 4–5 sentences using at least one word for sight, sound, and feeling.

Example: *My special place is the bush behind our house. I see gum trees and brown dirt. I hear magpies calling and the wind in the leaves. I feel calm and strong there.*

● Oral Sharing: Storytelling with Feeling

Parent/Tutor Says:

“Now that you’ve written or drawn about your special place, tell me about it in your own words. Try to speak slowly and clearly so I can imagine it in my mind.”

Encourage:

- Use hands to show shapes or direction

- Use voice to express feeling (calm, proud, sad, happy)
 - Optional: pretend you are telling the story to Kaya or her grandfather
-

❸ Optional Extra: Earth Art or Sound Walk

Option A: Earth Art

Make a picture outside using only natural materials: leaves, rocks, sticks, flowers. Let the child build a shape or pattern that represents a memory or place.

Say:

“Many Aboriginal people made patterns in the sand or ground to share stories. What story are you telling with your design?”

Option B: Sound Walk

Walk in silence for 3–5 minutes outside. Then ask your child to name as many sounds as they can remember. Use those sounds in a mini-poem or picture.

❹ Biblical Connection

Parent/Tutor Says:

“God made every person in the world with a voice and a story. When we stop and listen with love, we show respect—just like Jesus did when He talked with others.”

Proverbs 18:13 – “To answer before listening—that is folly and shame.”

Reflect Together:

- “Why is it important to listen before speaking?”
- “How can we be better listeners like Kaya?”

Close in Prayer:

“Lord, thank You for voices from the past and present. Help us to listen well and speak with kindness. May we honour all people who live in this land. Amen.”

Lesson 12 – Aboriginal Voices

Focus: Remembering, Respecting, and Retelling through Creative Response

Poem Reference: *We Are Going* – Reflective Summary

Character Trait Focus: *Respect* and *Resourcefulness*

Christian Emphasis: Honouring others by remembering and passing on their stories

Curriculum Links

Foundation: AC9EFLY04, AC9EFLY10

Year 1: AC9E1LE03, AC9E1LY03, AC9E1LA08

Year 2: AC9E2LE03, AC9E2LY03, AC9E2LA08

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“This week we’ve listened to the voices of Aboriginal people—voices that teach us to care for the land, listen carefully, and respect those who came before us.

Today, we’ll remember the story of Kaya and the words of Oodgeroo Noonuccal. Then we’ll honour those voices by creating our own respectful story or artwork that shows we are listening and learning.”

Ⓑ Review Discussion

Parent/Tutor Asks:

- “Who was Kaya, and what did she learn from her grandfather?”
- “What do you remember from the poem *We Are Going*?”
- “Why is it important to remember the stories and places that are gone?”

Explain Simply:

“Even if a special place is no longer there, the stories still matter. We can honour people by remembering what they loved, what they taught, and how they lived.”

Ⓒ Guided Story Starter: *Carrying the Stories*

Parent/Tutor Says:

“Imagine you are Kaya, or someone like her. One day you visit a special place that your family used to use—a camp, a river, or a stone circle. It’s quiet now, but you still remember what happened there.”

Offer this simple story prompt:

🦋 “I stand where the old ones stood. I see...”

Let your child finish the sentence aloud or in writing.

Add more lines to guide imagination:

- “I hear...”
- “I remember...”
- “I feel...”
- “I will carry this story because...”

Foundation:

Say the lines together and have your child draw one idea. Help them retell it aloud.

Year 1:

Write or trace one line of their choosing. Draw a picture to match.

Year 2 & 3:

Write a 4–6 sentence reflective paragraph based on the prompt.

🎨 Creative Response: Earth, Colour, Story

Choose one of the following projects based on your child's preference and maturity level.

Option 1: Dot Painting Story Scene

Materials:

- Brown or black paper
- Cotton tips or matchsticks
- Paint (earth colours—red, yellow, white, orange)

Instructions:

- Draw a simple animal or campfire outline in pencil.
- Use dots to decorate and tell a story.
- As your child paints, ask: “What part of the story are you showing?”
- Title the painting with one word or sentence: “*Carrying the Stories*”

Option 2: Nature Story Circle

Materials:

- Sticks, stones, leaves, seedpods (gathered respectfully)
- Blanket or flat ground space

Instructions:

- Help your child build a circular pattern or simple scene using the objects
- Sit together beside it and tell the story behind it
- Ask: “What does each part mean in your story?”

Optional Extension:

Let your child explain the story circle to another family member.

E Oral Retelling: Be a Story-keeper

Parent/Tutor Says:

“You are now a story-keeper—someone who listens, remembers, and shares stories. That’s what Aboriginal elders did. Let’s practise telling one of the stories again—either Kaya’s or your own.”

Options:

- Retell *Kaya Listens to the Land* in your own words
- Tell your own “I see / I hear / I remember” story
- Present your painting or circle as a story for others to learn from

Celebrate Your Child:

“You’re doing something very important—you’re learning to listen and to pass on wisdom.”

F Biblical Connection

Parent/Tutor Says:

“In the Bible, God tells us to remember what He has done and to honour those who came before us. Listening and remembering is a way we show love.”

Deuteronomy 32:7 – “Remember the days of old; consider the generations long past. Ask your father and he will tell you, your elders, and they will explain to you.”

Reflect Together:

- “What does God want us to do with the stories of the past?”
- “How can we honour all people in the way we speak, learn, and live?”

Close in Prayer:

“Lord, help us to be humble and to listen. Thank You for the land we live on, for the people who have cared for it for many years, and for those who have made our nation a good place to live. May we carry our own stories and those of others with kindness and show respect to every voice. Amen.”

TOPIC 5

PIONEERS ON THE MOVE

Lesson 13 – Pioneers on the Move

Poem: *The Teams* – Henry Lawson (Excerpt)

Character Trait Focus: *Resourcefulness* and *Endurance*

Christian Emphasis: Trusting God when the journey is long and hard

Curriculum Links

Foundation: AC9EFLY01, AC9EFLY02, AC9EFLY06

Year 1: AC9E1LY01, AC9E1LE02, AC9E1LA04

Year 2: AC9E2LE02, AC9E2LY02, AC9E2LA05

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“This week, we’re going to learn about the early pioneers who travelled across the land with wagons, carts, and bullock teams. These journeys were slow and dusty, and the people had to be *resourceful* and *strong*. In Henry Lawson’s poem *The Teams*, we hear what it was like to lead a heavy wagon through the bush.

We’ll read part of his poem today, and then we’ll meet a pioneer boy named Will whose family is moving to a new place in the outback.”

Ⓑ Poetry Reading & Discussion

Parent/Tutor Reads Aloud (Excerpt from *The Teams*):

A cloud of dust on the long white road,
And the teams go creeping on,
Inch by inch with the weary load,
And by one the day is gone.

Discuss Briefly:

- “What do you see in your mind when you hear this poem?”

- “Why do you think the wagons only move a little bit at a time?”
- “What kind of work do you think the people and animals are doing?”

Explain Simply:

“Henry Lawson wrote about real life in the bush. These teams of horses or bullocks pulled heavy wagons filled with supplies. It was slow, hot work—but the people didn’t give up. They showed *endurance*—that means they kept going, even when it was hard.”

● Informational Story: *Will and the Wagon Journey*

Parent/Tutor Says:

“Now I’ll read you a story about a boy named Will who is travelling with his family by wagon. As you listen, think about how he shows *resourcefulness* and what it might feel like to leave home behind.”

Story: *Will and the Wagon Journey*

Will sat on top of the wagon, holding his dog tightly. Around him were bags of flour, rolled-up blankets, a shovel, and even a tin bath. Everything they owned was stacked in or tied onto the wagon.

His father walked beside the bullocks, cracking the whip gently and calling out, “Gee! Haw! Come on now!” The bullocks moved slowly, pulling the heavy wagon over the dusty road.

Will’s family was moving. Their old farm had dried up, and they were heading west to a new piece of land where the soil was richer. It would take many days to get there.

Each day looked the same: dusty road, creaky wheels, hot sun, slow steps. Will helped by jumping down to fetch water from creeks and gathering sticks for the fire. He made games out of counting trees and watching birds. When the wagon got stuck, he helped dig out the wheels.

One night, it started to rain. The road turned to mud, and the wheels sank deep. “We’ll be here a while,” said Father. “But we’ll get through.”

Will looked at the grey sky. “We’ll just have to work together.”

So they did. They used logs to roll under the wheels. They took the load off to lighten it. Will didn’t complain. He even helped make damper on the fire that night.

At last, the sun came out again, and the road dried. The journey continued, and Will smiled as he saw green trees in the distance. “It’s going to be a good place,” he said.

● Narration

Parent/Tutor Says:

“Can you tell me everything you remember from the story about Will and the wagon? Try to tell the beginning, middle, and end.”

Prompt Questions if needed:

- “Why was Will’s family moving?”
 - “What did Will do to help during the trip?”
 - “How did they get the wagon out of the mud?”
 - “What does it mean to have endurance?”
-

🅔 Comprehension & Language Task

Foundation:

Draw and Label – Draw Will’s wagon and the road. Label ‘bullocks’, ‘wagon’, and ‘mud’.

Year 1:

Sentence Writing – Write 2–3 sentences about Will’s journey.

Example: *Will rode in the wagon. It got stuck in the mud. Will helped his dad.*

Year 2 & 3:

Short Paragraph – Write 4–5 sentences showing what made the journey hard and how Will helped.

Example: *Will’s family travelled in a wagon with bullocks. It was dusty and slow. One night it rained, and the wagon got stuck. Will helped dig and gather sticks. They worked together to keep going.*

🅕 Optional Extra: Wagon Trail Obstacle Game

Set up a pretend wagon journey at home or outside.

Instructions:

- Use boxes or chairs to be your “wagon”
- Fill it with pretend supplies (blankets, pots, toy animals)
- Create a path with ‘muddy spots’ (towels), ‘rivers’ (blue cloth), or ‘fallen logs’ (sticks)
- Have your child guide the wagon safely across!

Talk About It:

- “What did you do when the wagon got stuck?”
 - “Did you keep going, even when it got tricky?”
-

🅖 Biblical Connection

Parent/Tutor Says:

“Sometimes life feels like a long journey. But God promises to walk with us. He gives us strength when things are hard and helps us work together.”

Isaiah 40:31 – “But those who hope in the Lord will renew their strength. They will soar on wings like eagles... they will run and not grow weary, they will walk and not be faint.”

Reflect Together:

- “When have you had to keep going even when something was hard?”
- “How does God help us have endurance?”

Close in Prayer:

“Dear God, thank You for people like Will who show us how to be strong and helpful. Please help us to keep going with joy, even when life is hard. Amen.”

Lesson 14 – Pioneers on the Move

Poem Focus: *The Teams* – Using Describing Words to Paint a Picture

Character Trait Focus: *Endurance* and *Resourcefulness*

Christian Emphasis: Facing challenges without grumbling and working patiently with others

Curriculum Links

Foundation: AC9EFLY03, AC9EFLY06, AC9EFLY09

Year 1: AC9E1LA01, AC9E1LY06, AC9E1LE02

Year 2: AC9E2LE01, AC9E2LA06, AC9E2LY05

Year 3:

A Introduction

Parent/Tutor Says:

“Yesterday we met Will and learned about how hard it was to travel in a wagon through the bush. Today we’re going to look at some describing words from Henry Lawson’s poem *The Teams* and try using describing words of our own.

Describing words help us paint a picture with words. They tell us how something *looks*, *feels*, or *moves*.”

B Describing Words from the Poem

Parent/Tutor Reads Aloud (Poem Excerpt):

A cloud of dust on the long white road,
And the teams go creeping on,
Inch by inch with the weary load,
And by one the day is gone.

Discuss:

- “What does it mean when Lawson says the wagons ‘creep’?”
- “What picture do you see when he says ‘cloud of dust’?”
- “What do you think it feels like to travel ‘inch by inch’?”

Explain Simply:

“These words help us imagine the slow, dusty journey. Let’s think of more words that describe the things we might see and feel on a wagon journey.”

● Word-Building Activity: Describe the Journey

Create a chart together:

Thing on the Journey	Describing Words
Road	dusty, bumpy, long, white
Wagon	creaky, wooden, heavy, slow
Sky	bright, hot, cloudy, blue
Bullocks	strong, tired, muddy, steady
People	sweaty, helpful, determined, quiet

Foundation:

Say the describing words aloud and match them with pictures or simple drawings. Let the child act out being a slow wagon or a tired bullock!

Year 1:

Choose 3–4 words and write short sentences:

The wagon is heavy.

The road is dusty.

Year 2 & 3:

Use at least 5 describing words to write a short paragraph about the journey.

Example: *The road was long and dusty. The wagon creaked as it rolled along. The bullocks were steady but tired. The sun was hot, but the people kept going.*

● Oral Language: Talk It Through

Parent/Tutor Says:

“Now I want you to pretend you are one of the travellers in the wagon team. Tell me what you can see, hear, and feel.”

Encourage Responses Like:

- “I see...”
- “I hear...”
- “I feel...”
- “I am going to...”

Extension for Year 2 & 3:

Speak in full character:

“I am walking beside the bullocks. My boots crunch on the dry road. I am hot and tired, but I keep going.”

● Drawing or Writing Task

Foundation:

Draw the Road and the Wagon – Include the dust, wheels, bullocks, and sky. Add one describing word with help.

Year 1:

Write 2–3 Sentences – Describe part of the journey using the words from the chart.

Example: *The sky is hot. The road is long. The wagon is slow.*

Year 2 & 3:

Paragraph Writing – Describe the scene as if you were there. Try to include all five senses (see, hear, feel, smell, taste).

Example: *The sun burned above me. The wagon creaked. Dust tickled my nose. I felt the rough reins in my hands and tasted dry air in my mouth.*

● Optional Extra: Wagon-Style Drawing Challenge

Activity:

Draw a side view of a wagon team. Challenge the child to include:

- Bullocks (at least two)
- Wagon with supplies
- Road and dust clouds
- A sun or rain cloud above
- A person walking beside the team

Encourage labelling or explaining each part:

- “What is the person carrying?”
 - “What supplies are on the wagon?”
 - “How do you show that it’s slow or hot?”
-

● Biblical Connection

Parent/Tutor Says:

“Travelling with others can be tiring. But the Bible tells us to do everything without grumbling and to keep going with a good attitude.”

Philippians 2:14 – “Do everything without complaining or arguing.”

Reflect Together:

- “Why do you think God wants us to help without grumbling?”
- “What helps you keep going when something is hard?”

Close in Prayer:

“Dear Lord, help us to keep going like the pioneers, and to work hard without complaining. Thank You for giving us strength and good words to describe the world. Amen.”

Lesson 15 – Pioneers on the Move

Focus: Retelling a Journey with Feeling and Detail

Poem Reference: *The Teams* – Reflective Wrap-Up

Character Trait Focus: *Endurance* and *Resourcefulness*

Christian Emphasis: Working with patience and trusting God in life’s long journeys

Curriculum Links

Foundation: AC9EFLY04, AC9EFLY10

Year 1: AC9E1LE03, AC9E1LY03, AC9E1LA08

Year 2: AC9E2LE03, AC9E2LY03, AC9E2LA08

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“This week, we’ve learned about what it was like for pioneers to travel long distances in wagons. It was slow and hard, but they didn’t give up. Today, you’ll have a chance to create your own story about a wagon journey. You can draw it, act it out, or write it—just like a storyteller from the bush.”

Ⓑ Review and Recap

Parent/Tutor Asks:

- “What do you remember about Will’s story?”
- “What were some of the things that made the journey hard?”
- “How did Will and his family show *endurance* and *resourcefulness*?”

Recap Poem Lines (Optional):

A cloud of dust on the long white road,
And the teams go creeping on...

Ask:

- “How did the poem help us feel what the journey was like?”
 - “Why do you think Henry Lawson wrote about these teams?”
-

● Story Creation: Your Own Wagon Journey

Parent/Tutor Says:

“Now it’s your turn to imagine a wagon journey. You can make up a character like Will, or you can be the one riding or walking beside the wagon.”

Use this guide to help them plan:

My Journey Plan

My Ideas

Who is in the wagon? (e.g. me, my family, my dog)

Where are we going? (e.g. a new farm, goldfields, river town)

What goes wrong? (e.g. stuck in mud, rain, wheel breaks)

How do we fix it? (e.g. help each other, use rope, dig out)

What do we learn? (e.g. to work together, keep going)

Foundation:

Tell the story aloud using toys, drawing, or role-play. Parent may write down the story as it’s told.

Year 1:

Write 2–3 sentences about the journey, using some describing words from earlier in the week.

Year 2 & 3:

Write a short narrative of 5–7 sentences. Include a problem, solution, and a reflection about what the characters learned.

● Visual or Creative Activity

Choose one of the following creative responses:

Option 1: Draw Your Wagon Story

- Include the people, wagon, road, and weather.
- Label 3–5 items (e.g. "mud", "wheel", "hat", "rope", "bullocks")
- Foundation students may add one sentence with help.

Option 2: Act Out the Story

- Use a large box or chairs as a wagon.
- Act out packing supplies, walking beside the bullocks, or fixing a problem.
- Older children can narrate the action: “*We used a stick to push the wheel free...*”

● Oral Presentation: Be the Bush Storyteller

Parent/Tutor Says:

“Now I want you to tell me your wagon journey like a storyteller. Imagine you’re sitting around a fire, telling others about what happened and how you made it through.”

Encourage:

- Use expressive voice and hand gestures
 - Add feelings: “I was so tired... but I didn’t stop.”
 - Use key vocabulary from the week (e.g. dusty, creaky, stuck, steady, strong)
-

● Biblical Connection

Parent/Tutor Says:

“Sometimes in life we feel like we’re on a long road, and it’s hard to keep going. But God promises to go with us—and gives us the strength we need. The pioneers trusted that there was something good waiting at the end of the journey. We can trust God, too.”

Romans 5:3–4 – “We rejoice in our sufferings, knowing that suffering produces endurance, and endurance produces character, and character produces hope.”

Reflect Together:

- “What hard thing have you had to keep going through?”
- “What helped you to not give up?”
- “How does God grow our character through tough times?”

Close in Prayer:

“Thank You, Lord, for helping us keep going even when things are hard. Help us to work with others, stay cheerful, and always remember that You are walking with us. Amen.”

TOPIC 6	OUTBACK CHALLENGES

Lesson 16 – Outback Challenges

Poem: *The Fire at Ross’s Farm* – Henry Lawson (Excerpt)

Character Trait Focus: *Courage* and *Resourcefulness*

Christian Emphasis: Helping others in danger; trusting God’s strength in a crisis

Curriculum Links

Foundation: AC9EFLY01, AC9EFLY02, AC9EFLY06

Year 1: AC9E1LY01, AC9E1LE02, AC9E1LA04

Year 2: AC9E2LE02, AC9E2LY02, AC9E2LA05

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“This week, we’ll learn about the kinds of challenges that early pioneers faced in the outback—like droughts, floods, and bushfires. Today’s story and poem are about a fire—a very serious danger in the bush.

We’ll read part of a poem by Henry Lawson that tells how a brave young man helped save a farm during a fire. Then we’ll hear a story about two children who face a challenge and learn what it means to be *courageous and resourceful*.”

Ⓑ Poetry Reading & Discussion

Parent/Tutor Reads Aloud (Excerpt from *The Fire at Ross’s Farm*):

Then at last the boys came running—
Wild and woolly lads were they—
Through the shouting and the smoke-clouds
Rode the man who led the way.

Discuss Briefly:

- “What is happening in these lines?”

- “What kind of danger do you think they’re facing?”
- “Who is leading the way? What is he doing?”

Explain Simply:

“This poem shows a group of people working together to stop a bushfire. One man, riding fast through smoke and flames, leads the others. This takes *courage*—doing the right thing even when it’s scary—and *resourcefulness*—finding a way to act and help.”

● **Informational Story: *The Water Buckets***

Parent/Tutor Says:

“Now I’ll read you a story about two children who faced their own outback challenge. I want you to listen carefully and tell me at the end what made them brave.”

Story: *The Water Buckets*

Elsie and Sam lived with their parents on a small farm in the hot, dry country. Every summer, their family worried about bushfires, so they always had buckets of water ready near the house and barn.

One windy afternoon, the sky turned yellow and smoke drifted over the hills. “We’re going to the far paddock to help the neighbours,” Dad said. “You two stay here with Mum.”

Elsie and Sam watched the hills with wide eyes. “Look!” Sam shouted. “Smoke near the chicken shed!”

Mum grabbed the wet sacks and water buckets. “We’ll put it out before it spreads,” she said.

Together, they ran to the spot. A small fire had started near a tree stump. Elsie dragged a bucket, and Sam used a sack to pat the fire. Mum poured water and stamped out the edges.

The smoke stung their eyes. The air was hot. But they didn’t stop. Elsie filled another bucket from the rain barrel while Sam ran to tell Mum, “It’s slowing down!”

At last, the fire was out. The black ground smoked, but no more flames came.

When Dad came back, he hugged them tightly. “You didn’t panic. You acted quickly. That’s real courage.”

Elsie smiled. “We just used what we had.”

● **Narration**

Parent/Tutor Says:

“Now it’s your turn to tell me the story. Try to remember who was there, what happened, and what they did.”

Prompt Questions if needed:

- “Who were the children in the story?”
 - “What danger did they face?”
 - “How did they stop the fire?”
 - “Why were they called courageous?”
-

E Comprehension & Language Task

Foundation:

Draw and Label – Draw the scene where Elsie and Sam help put out the fire. Label: ‘bucket’, ‘fire’, ‘sack’.

Year 1:

Sentence Writing – Write 2–3 sentences about what happened.

Example: *Elsie and Sam saw a fire. They got water. They helped put it out.*

Year 2 & 3:

Short Paragraph – Write 4–5 sentences about the problem and how the children helped.

Example: *Elsie and Sam saw smoke near the chicken shed. They helped their mum with buckets and wet sacks. They didn’t panic. They worked together and put the fire out.*

F Optional Extra: Fire Safety Role Play

Parent/Tutor Instructions:

Set up a pretend “fire drill” game. Use red paper or orange ribbons for pretend flames.

Instructions:

- Give your child “tools” (water bucket, sack, spray bottle)
- Set up areas of the yard or room as “fire zones”
- Talk through what to do in real life (stay calm, get help, follow parent instructions)

Debrief:

- “Why is it important not to panic?”
 - “How can children be helpful and brave in emergencies?”
-

G Biblical Connection

Parent/Tutor Says:

“God gives us strength to help others in hard times. When we act quickly, bravely, and wisely—just like Elsie and Sam—we are showing God’s courage at work in us.”

Psalm 46:1 – “God is our refuge and strength, an ever-present help in trouble.”

Reflect Together:

- “What helps you feel brave when something scary happens?”
- “How can we show God’s love by helping others in a crisis?”

Close in Prayer:

“Dear God, thank You for being our strength and help. Please give us courage like Elsie and Sam, so we can act wisely and help others when trouble comes. Amen.”

Lesson 17 – Outback Challenges

Poem Focus: *The Fire at Ross’s Farm* – Imagery and Action

Character Trait Focus: *Courage* and *Teamwork*

Christian Emphasis: Working together to protect and serve others

Curriculum Links

Foundation: AC9EFLY03, AC9EFLY06, AC9EFLY09

Year 1: AC9E1LA01, AC9E1LY06, AC9E1LE02

Year 2: AC9E2LE01, AC9E2LA06, AC9E2LY05

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“In yesterday’s story, Elsie and Sam helped their mum stop a fire using buckets and sacks. They didn’t wait for someone else to do it—they acted quickly and bravely.

Today we’ll look more closely at how writers describe action and danger using *imagery*—that means words that help us picture what’s happening. Then we’ll practise describing an outback challenge of our own using words and pictures.”

Ⓑ Poetry Focus: Imagery in Action

Parent/Tutor Reads Aloud (Excerpt from *The Fire at Ross’s Farm*):

Through the shouting and the smoke-clouds
Rode the man who led the way.

Discuss Briefly:

- “What do you picture in your mind when you hear ‘shouting and smoke-clouds’?”
- “What does it look like to ‘lead the way’ in a fire?”
- “Why is it important to have someone who takes action?”

Explain Simply:

“Lawson uses strong action words—*shouting*, *rode*, *led*—so we can feel the urgency. Let’s practise describing a scene like this ourselves.”

● Word-Builder: Describe the Danger & Teamwork

Parent/Tutor Says:

“Let’s make a chart together to describe what we might see, hear, and feel during an outback challenge like a fire or storm.”

Sense

Imagery Words

See smoke, flames, red sky, buckets, people moving

Hear crackling, shouting, wind, water splashing

Feel hot, scared, strong, determined

Foundation:

Say the words aloud while acting or pointing. Match pictures to words.

Year 1:

Choose 3–4 words and write simple sentences.

Example: *The fire is hot. I hear shouting. We get water.*

Year 2 & 3:

Write a descriptive paragraph using imagery.

Example: *Smoke swirled around the trees. The air was hot. Mum shouted and we ran to get water. I heard the fire crackle as we worked together to stop it.*

● Oral Role Play: Help the Team!

Parent/Tutor Says:

“Let’s pretend we are a family team helping during a storm or fire. I’ll say what’s happening, and you say what you’ll do to help.”

Examples to Act Out or Speak:

- “The wind is blowing and the fence has fallen down!”
- “The fire is close to the barn—quick, what can you grab?”
- “The water tank is leaking—what should we do?”

Encourage Responses Like:

- “I’ll grab the rope!”
- “I can carry water!”
- “I’ll help Mum with the hose!”

Extension for Year 2 & 3:

Speak in first person and include feeling: *“My arms were tired, but I kept going. I had to help.”*

E Drawing or Writing Task

Foundation:

Draw a Fire Scene or Storm Scene – Include people helping, water buckets, and the weather. Label 2–3 items.

Year 1:

Write Sentences About the Teamwork –

Example: *Mum and I got water. The fire was near. We helped each other.*

Year 2 & 3:

Paragraph Writing with Action Words –

Describe what’s happening, how people are working together, and how they feel.

Example: *The fire rushed toward the paddock. We worked as a team to stop it. I ran for water. Mum poured it out. We were scared, but we didn’t stop.*

F Optional Extra: Bucket Relay Game

Parent/Tutor Instructions:

Play a fun outdoor “bucket relay” game to act out a teamwork challenge.

You’ll Need:

- Two containers (one for “fire,” one for water)
- A cup or small container
- A timer or stopwatch

Instructions:

- Fill one container with water (or dry beans for indoors)
- Have your child carry the “water” to the other container using the small cup
- Time how long it takes to “put out the fire” by filling the empty container
- Older children can repeat while being timed

Talk About It:

- “Did you feel like part of a team?”
 - “What helped you keep going quickly?”
-

G Biblical Connection

Parent/Tutor Says:

“When trouble comes, God doesn’t want us to hide—He wants us to help others, work together, and stay strong.”

Ecclesiastes 4:9–10 – “Two are better than one... If either of them falls down, one can help the other up.”

Reflect Together:

- “Why is working together better than working alone?”
- “How does God help us be brave and helpful?”

Close in Prayer:

“Thank You, Lord, for giving us strength and courage. Help us to work with others and never give up, even when things are hard. Amen.”

Lesson 18 – Outback Challenges

Focus: Telling Your Own Challenge Story

Poem Reference: *The Fire at Ross’s Farm* – Wrap-Up and Character Focus

Character Trait Focus: *Courage* and *Resourcefulness*

Christian Emphasis: God strengthens us to act with love, even in hard times

Curriculum Links

Foundation: AC9EFLY04, AC9EFLY10

Year 1: AC9E1LE03, AC9E1LY03, AC9E1LA08

Year 2: AC9E2LE03, AC9E2LY03, AC9E2LA08

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“This week, we’ve learned how outback families faced challenges like fire and storms. They needed teamwork, courage, and quick thinking. Today you’ll get to create your own story about a challenge—real or imagined—and how you or someone else worked through it with *resourcefulness*.”

Ⓑ Review of the Week

Parent/Tutor Asks:

- “What happened in the poem *The Fire at Ross’s Farm*?”
- “What kind of challenges did Elsie and Sam face in the story?”
- “What helped them stay calm and do the right thing?”
- “How do people in the bush prepare for danger?”

Key Vocabulary to Revisit:

- Courage
- Fire
- Teamwork
- Smoke
- Buckets
- Help
- Danger
- Calm
- Strong

● Creative Story Planner: My Own Challenge

Parent/Tutor Says:

“Let’s make up a story about a challenge—like a fire, storm, flood, or a missing animal. It can be something you’ve seen, or something from your imagination.”

Use this chart to help your child plan:

My Challenge Story Plan	My Ideas
What is the danger or problem?	(e.g. fire, flood, lost goat)
Who is there?	(e.g. me, my sister, Mum, neighbour)
What do we do to help?	(e.g. fill buckets, fix the fence)
What does it feel like?	(e.g. hot, scary, smoky, loud)
What do we learn at the end?	(e.g. to be brave, to work as a team)

● Drawing or Writing Task

Foundation:

Draw Your Challenge Story – Draw the danger and the helpers. Label people and tools (e.g. “Mum”, “bucket”, “fence”).

Year 1:

Short Sentences – Write 2–3 sentences about the problem and solution.

Example: *The goat ran away. We looked and looked. I found it behind the trees.*

Year 2 & 3:

Mini Narrative – Write a short story with 4–6 sentences describing a beginning, middle, and end. Include action and feelings.

Example: *The wind blew the shed roof off. We worked together to cover the tools with a tarp. I felt scared, but we didn’t give up. Dad said I was very helpful.*

● Oral Retelling: Storytime Hero

Parent/Tutor Says:

“Now I’d love to hear your story told out loud. Tell it like you are the main character. Use your voice and actions to show what happened.”

Encourage the child to say:

- “One day, something scary happened...”
- “Then we...”
- “At the end, I learned...”

Optional: Record the story or perform it for another family member.

❸ Optional Extra: Hero Medal Craft

Make a Hero Badge or Medal

Materials:

- Circle cut from cardboard or thick paper
- Crayons or markers
- String or tape

Instructions:

- Decorate the medal with stars or fire symbols
- Write “Brave Helper” or “Outback Hero”
- Present it after the child finishes their story

Celebrate:

“You showed courage and creativity—just like real pioneers!”

❹ Biblical Connection

Parent/Tutor Says:

“Helping others during a challenge is one way we live out our faith. God gives us strength not to be afraid, and He teaches us to work together in love.”

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

Reflect Together:

- “Why do you think God tells us not to be afraid?”
- “What can you do when someone else is in trouble?”

Close in Prayer:

“Dear God, thank You for giving us courage, even when we feel small. Help us to be ready to help others, to stay calm, and to work with joy and love in every challenge. Amen.”

Lesson 19 – Life on the Land

Poem: *Said Hanrahan* – John O’Brien (Excerpt)

Character Trait Focus: *Hopefulness* vs. *Worry*

Christian Emphasis: Trusting God instead of always fearing the worst

Curriculum Links

Foundation: AC9EFLY01, AC9EFLY02, AC9EFLY06

Year 1: AC9E1LY01, AC9E1LE02, AC9E1LA04

Year 2: AC9E2LE02, AC9E2LY02, AC9E2LA05

Year 3:

A Introduction

Parent/Tutor Says:

“This week we’re learning about *life on the land*. Farmers and country people deal with all sorts of changes—rains, floods, droughts, dust, and dry seasons. Today’s poem is about a man named Hanrahan who always thinks the worst is coming!

We’ll talk about what it means to be hopeful or fearful and how trusting God can help us look forward with peace—even when life is uncertain.”

B Poetry Reading & Discussion

Parent/Tutor Reads Aloud (Excerpt from *Said Hanrahan*):

“If we don’t get three inches, man,
Or four to break this drought,
We’ll all be rooned,” said Hanrahan,
“Before the year is out.”

Explain Simply:

- “Hanrahan is saying, ‘If it doesn’t rain soon, we’ll be ruined.’”
- “But the funny part is—Hanrahan always says something bad will happen, no matter what!”

Discuss Gently:

- “Have you ever felt like something bad was going to happen?”
 - “Why do you think people worry when life is hard?”
 - “What helps us feel peace instead of fear?”
-

● Informational Story: *The Rain and the Puddle*

Parent/Tutor Says:

“Now I’ll read you a story about a country boy named Toby. Like Hanrahan, he has to wait for the rain—but what he learns is very different!”

Story: *The Rain and the Puddle*

Toby lived on a sheep farm with his mum and dad. All summer long, the land had been dry. The water tanks were low, the grass was brown, and the sheep looked thirsty.

Every day, Toby looked up at the sky and asked, “Will it rain today?”

One afternoon, black clouds finally rolled in. “It’s coming!” Dad called.

Toby danced on the veranda, arms wide. Then—*plink, plonk, plop!*—the rain came! It poured on the tin roof, soaked the dusty trees, and filled the dry creek bed.

Toby ran out in his boots to play. The ground was slippery and squelchy. Soon he found a puddle—big, brown, and beautiful. He jumped in it with a splash.

Then he heard a voice from behind: “Careful! You’ll catch cold! You’ll ruin your socks! You’ll fall and break something!”

It was Old Mr Higgins from next door, frowning through the fence. “This rain won’t last,” he added. “There’ll be floods next.”

Toby looked down at his boots, then back up at the sky. “Maybe,” he said. “But right now I’m thankful.”

He splashed again and smiled. “I think God sent this rain, and I’m going to enjoy it.”

● Narration

Parent/Tutor Says:

“Now you tell me the story in your own words. What happened with Toby and the rain?”

Prompt Questions if needed:

- “Why was the land dry?”
- “What did Toby do when it started to rain?”

- “What did Mr Higgins say?”
 - “How did Toby respond?”
-

● Comprehension & Language Task

Foundation:

Draw and Label – Draw Toby splashing in the puddle with clouds above. Label: ‘boots’, ‘puddle’, ‘rain’.

Year 1:

Sentence Writing – Write 2–3 simple sentences.

Example: *Toby played in the puddle. Mr Higgins was worried. Toby was thankful.*

Year 2 & 3:

Short Paragraph – Write 4–5 sentences about what Toby learned.

Example: *Toby was glad when the rain came. He jumped in a puddle and laughed. Mr Higgins was worried about what might go wrong. But Toby trusted God and chose to be thankful.*

● Optional Extra: Rainy Day Art or Praise Song

Option: Rainy Day Art

Materials:

- Blue paper, white crayons or chalk
- Cotton wool clouds
- Optional: foil or stickers for raindrops

Instructions:

- Draw clouds and rain
- Add a smiling Toby or a puddle
- Write “Thank You God for the rain!” at the bottom

Option: Sing a Praise Song

Suggestions:

- “Thank You Lord for This Fine Day”
 - “Rain, Rain, Come Today” (make up a tune!)
 - Add your own verses about puddles and clouds
-

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Parent/Tutor Says:

“Sometimes it’s easy to worry like Hanrahan or Mr Higgins. But God invites us to trust Him and be thankful—even when we’re waiting for help or unsure about the future.”

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

Reflect Together:

- “What are some things we can thank God for, even when things are hard?”
- “When you feel worried, what can you pray?”

Close in Prayer:

“Dear God, thank You for the rain and the sunshine. Help us not to be afraid like Hanrahan, but to trust You and be thankful in every season. Amen.”

Lesson 20 – Life on the Land

Poem Focus: *Said Hanrahan* – Descriptive Words for Weather and Emotion

Character Trait Focus: *Hopefulness* and *Trust*

Christian Emphasis: Trusting in God’s timing and goodness through all seasons

Curriculum Links

Foundation: AC9EFLY03, AC9EFLY06, AC9EFLY09

Year 1: AC9E1LA01, AC9E1LY06, AC9E1LE02

Year 2: AC9E2LE01, AC9E2LA06, AC9E2LY05

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“Yesterday we met a thankful boy named Toby and a worried neighbour like Hanrahan. Toby showed us that even when things are uncertain, we can choose to be *hopeful* and trust God.

Today, we’ll learn to describe weather and feelings using expressive words. We’ll also compare two kinds of characters: those who always worry, and those who watch and wait with peace.”

Ⓑ Poetry Imagery: What Hanrahan Sees

Parent/Tutor Reads Aloud (Excerpt from *Said Hanrahan*):

And every man in Dungatar,
When drought was on the land,
Had different things to say about
The dry and dusty sand.

But Hanrahan just shook his head,
And sadly he did say—
“We’ll all be rooned before the rain.
It’s always been that way.”

Discuss Briefly:

- “What is Hanrahan feeling?”
- “What do you think ‘rooned’ means?” (Explain: an old-fashioned way of saying ‘ruined’)
- “Why do you think he always expects something bad?”

Explain Simply:

“This poem uses *imagery*—words that help us *see* and *feel* what’s happening. Let’s try describing some weather and emotions like that.”

● Descriptive Language Activity: What's the Weather Like?

Parent/Tutor Says:

"We'll imagine we are farmers, looking at the sky and the land, just like Hanrahan. What do we see? How do we feel?"

Create a simple chart:

Weather Word	What You Might See	What You Might Feel or Say
Dry	cracks in ground, dust	worried, "we need rain"
Rainy	puddles, wet boots	happy, thankful, "thank You God!"
Stormy	thunder, wind, flying leaves	scared, careful, "stay inside!"
Sunny	golden light, blue sky	hopeful, cheerful, "what a day!"

Foundation:

Use toy animals or action figures to act out scenes in different weather. Let the child say how each one feels.

Year 1:

Pick two weather types and write one sentence each with describing words.

Example: *The dry land was dusty. The rain made puddles in the grass.*

Year 2 & 3:

Write a paragraph comparing two kinds of weather or emotions.

Example: *When it was dry, everything was brown and still. People looked up at the sky and waited. When the rain came, the trees danced and the people cheered. We felt thankful and full of hope.*

● Oral Language: The Voice of Hope or Worry

Parent/Tutor Says:

"Let's pretend we are different people looking at the sky. I'll read a sentence with a worried voice, and you say a hopeful sentence back."

Examples:

- *Parent says:* "I think the storm will blow everything away!"
Child replies: "The rain will help the grass grow!"
- *Parent says:* "If it doesn't rain soon, the farm will be ruined."
Child replies: "God can bring the rain in His perfect time."

Extension for Year 2 & 3:

Try creating your own full "Hanrahan" lines and answering them with a hopeful reply.

● Writing or Drawing Task

Foundation:

Draw a Weather Scene – Choose dry, rainy, or stormy. Add people, trees, sky, and puddles or dust. Label the weather and the feeling.

Year 1:

Sentence Writing – Write 2–3 sentences describing a scene.

Example: *The sky was dark. The wind blew the trees. We waited for the rain.*

Year 2 & 3:

Descriptive Paragraph – Write about how people feel when the weather changes. Include what they see and what they say.

Example: *When the clouds come, I see dust swirl. Some people worry, but I wait with hope. I remember that God sends rain in the right time. Then I feel peaceful.*

● Optional Extra: Weather Role Play

Parent/Tutor Instructions:

Play “Weather Stations”! Set up zones or mats labelled: DRY, RAIN, STORM, SUN.

Instructions:

- Call out a weather type. The child runs to the correct station and pretends to be a person in that weather.
 - Ask: “What do you say?” or “What are you doing?”
 - Encourage hopeful responses: *“I’m praying for rain.” “I’m smiling in the sunshine.” “I’m staying safe and helping Mum.”*
-

● Biblical Connection

Parent/Tutor Says:

“People on the land need to wait patiently and trust God through droughts and storms. The Bible says there is a time for everything, and God is always with us.”

Ecclesiastes 3:1 – “There is a time for everything, and a season for every activity under the heavens.”

Reflect Together:

- “Can you think of a time when you had to wait and trust?”
- “How can we stay hopeful like Toby instead of fearful like Hanrahan?”

Close in Prayer:

“Lord, help us to trust You in every kind of weather—in dry times and in floods, in sunshine and storms. Teach us to wait with thankful hearts and believe You will provide. Amen.”

Lesson 21 – Life on the Land

Focus: Creating a Story of the Seasons

Poem Reference: *Said Hanrahan* – Final Reflection

Character Trait Focus: *Hopefulness* and *Thankfulness*

Christian Emphasis: Giving thanks in every season, trusting God with the land

Curriculum Links

Foundation: AC9EFLY04, AC9EFLY10

Year 1: AC9E1LE03, AC9E1LY03, AC9E1LA08

Year 2: AC9E2LE03, AC9E2LY03, AC9E2LA08

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“This week we’ve learned that life on the land can be full of changes—dry days, rainy days, and sometimes worries about the future. We met Hanrahan, who always feared the worst, and Toby, who chose to be thankful.

Today you’ll create a story about life on the land using all the things you’ve learned this week. You can write it, draw it, or tell it out loud. Your story might have a flood or a drought, but most of all—it will show how we can respond with *hopefulness* and *trust*.”

Ⓑ Review and Discussion

Parent/Tutor Asks:

- “What do farmers worry about in the bush?”
 - “What happened in the poem *Said Hanrahan*?”
 - “What kind of attitude did Toby have in his story?”
 - “Which person do you want to be like when challenges come?”
-

Ⓒ Story Planner: Life on Our Land

Parent/Tutor Says:

“Let’s plan your story before we write or tell it. You’ll need a character, a weather problem, and a way they choose to respond.”

Story Planning Chart:

Part of the Story	Your Ideas
Who is the main character?	(e.g. me, a farmer, a family)
What weather challenge comes?	(e.g. drought, flood, strong wind)
What do they see and feel?	(e.g. dry land, big clouds, dust)
How do they respond?	(e.g. worry or trust?)
What do they learn?	(e.g. God will provide, be thankful)

㉔ Writing or Drawing Task

Foundation:

Draw a Story Scene – Draw the character and the land. Show what the weather is like and how the character responds (e.g. praying, working, waiting). Label 2–3 parts of the picture.

Year 1:

Write 2–3 Sentences – Use describing words and include a feeling.

Example: *The land was dry. Mum prayed for rain. Then it came and we were happy.*

Year 2 & 3:

Write a Paragraph (4–6 Sentences) – Describe the whole sequence: the weather challenge, how the people responded, and what they learned.

Example: *Our farm had no rain for weeks. The sheep were thirsty and the ground cracked. At first we were worried. Then we thanked God and waited. The rain came and filled the creek. I learned that God sends help at the right time.*

㉕ Oral Retelling: Share Your Story

Parent/Tutor Says:

“Now that you’ve written or drawn your story, it’s time to share it. Pretend you’re a storyteller from the country. Tell your story with expression—let your voice show how it feels.”

Encourage:

- Use weather words (dust, puddles, sky, wind)
- Use feeling words (worried, thankful, hopeful, proud)
- Include what the character says or prays

Optional Extension:

Perform your story for a grandparent, friend, or record a video.

🍷 Optional Extra: Gratitude Tree Craft

Create a Gratitude Tree for the Land

Materials:

- Brown paper trunk or real twigs in a jar
- Cut-out leaf shapes
- Markers or crayons

Instructions:

- On each leaf, write or draw something to thank God for on the land (e.g. rain, grass, trees, animals)
 - Attach leaves to branches or paper tree
 - Read them aloud at the end
-

📖 Biblical Connection

Parent/Tutor Says:

“Even when the land is dry or we feel uncertain, the Bible tells us to *give thanks in all things*. Trusting God helps us be joyful, even in the waiting.”

1 Thessalonians 5:18 – “Give thanks in all circumstances; for this is God’s will for you in Christ Jesus.”

Reflect Together:

- “What can we thank God for, even when something is hard?”
- “How does giving thanks change how we feel?”

Close in Prayer:

“Dear Lord, thank You for sunshine and rain, for paddocks and puddles, for sheep and trees and sky. Help us to be thankful in every season and to trust that You are taking care of us and the land. Amen.”

TOPIC 8

FAITH IN THE BUSH

Lesson 22 – Faith in the Bush

Poem: *The Bush Christening* – Banjo Paterson (Excerpt)

Character Trait Focus: *Joyfulness* and *Respect for Faith*

Christian Emphasis: God is with us everywhere—even in the bush!

Curriculum Links

Foundation: AC9EFLY01, AC9EFLY02, AC9EFLY06

Year 1: AC9E1LY01, AC9E1LE02, AC9E1LA04

Year 2: AC9E2LE02, AC9E2LY02, AC9E2LA05

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“This week we’re learning how people kept their *faith* strong in the bush. Even when they lived far away from churches or cities, many families still prayed, read the Bible, and wanted to follow God.

Today’s poem by Banjo Paterson is a funny story about a *bush christening*. It reminds us that even in silly moments, people still cared about their faith. We’ll also hear a story about how one girl discovered that God was close—even in the middle of nowhere.”

Ⓑ Poetry Reading & Discussion

Parent/Tutor Reads Aloud (Excerpt from *The Bush Christening*):

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

Explain Simply:

- “This poem is set in the middle of the bush where there are hardly any churches.”

- “The family in the poem wants to christen their son, but they don’t know how, and it turns out quite funny!”

Discuss Lightly:

- “Why do you think people still wanted to have a christening in the bush?”
 - “What might it be like to grow up far from a church building?”
 - “Can we still follow God even if we live far away?”
-

● **Story: *Milly’s Bush Bible***

Parent/Tutor Says:

“Now I’m going to read you a story about a girl named Milly who lived far from town. She learned that faith isn’t just for cities—it’s for everywhere.”

Story: *Milly’s Bush Bible*

Milly lived on a sheep station far away from everything. There were no shops nearby, no neighbours for miles, and certainly no churches.

But every morning, Milly’s mum read from a big old Bible. “This is our bush church,” she said with a smile. “God meets us right here.”

Sometimes they read under a gum tree, sometimes by the fire, and sometimes in the back of the ute if it was raining.

Milly liked the stories of Noah and the ark, and David with his sling. “But what about Jesus?” she asked one day.

Mum turned the pages and read about Jesus healing, teaching, and forgiving. “He came for everyone,” she said. “Even people far away like us.”

One Sunday morning, Dad said, “Let’s have a bush church picnic!”

They packed damper, apples, and a thermos of tea. Out on the hilltop, they spread out a blanket. Mum read Psalm 23 aloud. Milly closed her eyes and listened to the wind.

Afterwards, Milly whispered, “I think I feel Him here.”

Dad smiled. “He’s always been here.”

Milly looked at the red dirt, the gum trees, and the wide blue sky. “I’m glad God doesn’t need a building,” she said.

● Narration

Parent/Tutor Says:

“Tell me what you remember from Milly’s story. Where did her family meet with God?”

Prompt Questions if needed:

- “Why didn’t Milly go to a church building?”
 - “What did they use as their church?”
 - “What did Milly learn about God?”
-

● Comprehension & Language Task

Foundation:

Draw and Label – Draw Milly and her family having bush church. Label: ‘Bible’, ‘tree’, ‘picnic’.

Year 1:

Write 2–3 Sentences –

Example: *Milly’s mum read the Bible. They had church on a hill. God was with them.*

Year 2 & 3:

Short Paragraph – Write 4–5 sentences describing what bush church looked like and what Milly learned.

Example: *Milly’s family didn’t have a church nearby, so they read the Bible at home and outside. One day they had a picnic and read Psalm 23. Milly felt God’s presence and learned that He is with us anywhere—even in the bush.*

● Optional Extra: Create a Bush Church Spot

Create a quiet place outdoors to read, pray, or reflect—just like Milly’s family.

Instructions:

- Lay down a blanket outside
- Bring a Bible, storybook, and snack
- Read a favourite Psalm or Bible story
- Say a short prayer or sing a worship song
- Listen to the wind, birds, and sounds of nature

Ask:

- “What do you feel when we stop and listen?”
 - “Can you think of something to thank God for right now?”
-

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Parent/Tutor Says:

“God doesn’t only live in buildings—He made the whole earth and wants to meet with us anywhere. Jesus often went out into nature to pray.”

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.”

Reflect Together:

- “Is there a place in nature where you feel close to God?”
- “Why is it special to know that He is always with us?”

Close in Prayer:

“Dear God, thank You that we can worship You anywhere—even on the farm, in the bush, or under a gum tree. Help us to feel Your presence and remember that You are always near. Amen.”

Lesson 23 – Faith in the Bush

Poem Focus: *The Bush Christening* – Light-hearted Faith and Describing Characters

Character Trait Focus: *Joyfulness* and *Respect*

Christian Emphasis: Faith doesn't need to be fancy—it just needs to be real and heartfelt

Curriculum Links

Foundation: AC9EFLY03, AC9EFLY06, AC9EFLY09

Year 1: AC9E1LA01, AC9E1LY06, AC9E1LE02

Year 2: AC9E2LE01, AC9E2LA06, AC9E2LY05

Year 3:

A Introduction

Parent/Tutor Says:

“Faith in the bush sometimes looked a bit different. People didn't always have big churches or fancy ceremonies—but they still loved God and taught their children about Him.

In *The Bush Christening*, the poem tells a silly story about a baptism in the bush. Even though it's funny, it reminds us that what matters most is having faith in our hearts—not how fancy or perfect it looks on the outside.”

B Poetry Focus: Character Description

Parent/Tutor Reads Aloud (Excerpt from *The Bush Christening*):

He ran around the back of the shed,
And made for the open plain—
And the minister, galloping after him,
Rode him down again.

Discuss Gently:

- “Why do you think the boy ran away?”
- “What kind of character do you think he is—shy? cheeky? funny?”
- “How do we know this is a *funny* poem, not a serious one?”

Explain:

“Banjo Paterson often used humour to tell stories about the bush. Even though this christening didn't go as planned, it still showed how important it was to the family to honour God.”

● Character Exploration: Funny Faith Moments

Parent/Tutor Says:

“Let’s describe the boy in the poem and think of other funny or joyful moments when people try to do something important for God.”

Create a character chart together:

Character Trait	Evidence from Poem
Cheeky	He ran away from the minister
Fast runner	He ran across the plain
A bit scared	He hid behind the shed
Part of a faithful family	They still tried to baptise him

Foundation:

Act out the scene with toys or props. Let your child pretend to be the boy, the dad, or the minister.

Year 1:

Write 2 describing words about the boy and one sentence about the christening.

Example: *He is cheeky and fast. He didn’t want the water.*

Year 2 & 3:

Write a short character paragraph.

Example: *The boy in the poem is quick and clever. He doesn’t want to be christened, so he runs away. His family chases him because they want him to know God. It’s a silly story, but it shows that faith was still important in the bush.*

● Oral Language: Tell a Funny Faith Story

Parent/Tutor Says:

“Has something funny or surprising ever happened while learning about God? Maybe at church, homeschool, or during prayer?”

Encourage your child to retell a time when:

- Someone forgot the words to a song
- The dog barked during prayer
- They spilt juice during communion play
- They asked a really funny question about God

Example Starter:

“One day we were reading about Noah, and someone asked if the animals used the toilet on the ark...”

Foundation/Year 1:

Help your child tell the story aloud.

Year 2 & 3:

Write the story in 3–4 sentences with a focus on joy and truth.

E Drawing or Writing Task

Foundation:

Draw the Christening Chase – Draw the boy running and the minister chasing him. Label: ‘boy’, ‘minister’, ‘horse’.

Year 1:

Write 2–3 Sentences – Describe the scene in your own words.

Example: *The boy ran away. The man chased him. They wanted to christen him.*

Year 2 & 3:

Write a Character Story – Write a paragraph imagining you were at the bush christening.

Example: *I was watching from the bush. The boy was running so fast! The minister rode his horse to catch him. It was funny, but we all knew it was an important day.*

F Optional Extra: Bush Faith Poster

Create a Poster with the Title: “God is with Us in the Bush!”

Include:

- Drawings of places people might worship in the bush: under a tree, beside a dam, on a porch
- A simple Bible verse or prayer
- Images of people reading, praying, or singing

Foundation:

Use simple drawings and stickers.

Year 1, 2 & 3:

Add labels or a short message like: “*We can pray anywhere*” or “*God loves bush kids too!*”

G Biblical Connection

Parent/Tutor Says:

“God doesn’t need us to be perfect or serious all the time. He loves when we come to Him honestly—even if it’s out in the bush or in a funny way.”

Matthew 18:2–3 – “He called a little child to Him... and said, ‘Unless you become like little children, you will never enter the kingdom of heaven.’”

Reflect Together:

- “Why do you think Jesus loves childlike faith?”
- “Can you think of a moment when God felt close, even in a silly or simple way?”

Close in Prayer:

“Dear Jesus, thank You for laughter, for family, and for faith that doesn’t have to be perfect. Help us come to You with joyful hearts and trust You wherever we are. Amen.”

Lesson 24 – Faith in the Bush

Focus: Final Reflection and Celebration

Poem Reference: *The Bush Christening* – Joy, Family, and Faith

Character Trait Focus: *Faithfulness, Joy, and Resourcefulness*

Christian Emphasis: Celebrating God’s presence in everyday life

Curriculum Links

Foundation: AC9EFLY04, AC9EFLY10

Year 1: AC9E1LE03, AC9E1LY03, AC9E1LA08

Year 2: AC9E2LE03, AC9E2LY03, AC9E2LA08

Year 3:

Ⓐ Introduction

Parent/Tutor Says:

“Today we are celebrating the end of our 8-week learning journey through poems, pioneer life, and faith in the Australian bush! We’ve met sheep farmers and settlers, helped during bushfires, waited for rain, and even joined a funny bush christening.

Now we’ll reflect on what we’ve learned and make something special to show that *God is always with us—on the farm, in the bush, in the drought, and in the rain.*”

Ⓑ Quick Recap Game: “I Remember When...”

Parent/Tutor Asks:

“Let’s play a memory game! I’ll start with: ‘I remember when...’ and you finish the sentence with something from our lessons.”

Examples:

- “I remember when Clancy rode through the bush.”
- “I remember when Elsie used a bucket to stop a fire.”
- “I remember when Toby splashed in a puddle.”
- “I remember when Milly had bush church on the hill.”

Let your child name as many lessons or characters as they can!

● Reflection and Creation: My Bush Faith Story

Parent/Tutor Says:

“Now it’s your turn to create your own bush faith story. You can draw it, write it, or tell it aloud. Your story should include someone showing faith, joy, or thankfulness in the middle of the bush.”

Use this story prompt to help:

Story Starter:

“One morning in the bush, I looked up at the sky and remembered that God is with me...”

Story Elements	Example Ideas
Setting	On a farm, in a drought, near a gum tree
Character	A child, a family, a drover, a bush girl
Faith Challenge	No rain, a fire, being far from church
Action	Praying, reading the Bible, helping others
Ending	Giving thanks, feeling peace, trusting God

● Drawing or Writing Task

Foundation:

Create a Final Story Drawing – Show someone trusting God in the bush. Label parts: ‘sun’, ‘tree’, ‘Bible’, ‘puddle’, ‘fire’.

Year 1:

Write 2–3 Sentences –

Example: *I prayed in the bush. I read the Bible. God was near me.*

Year 2 & 3:

Write a Short Story (5–6 Sentences) –

Example: *We had no rain for days. I sat under the gum tree and prayed. I read Psalm 23 and felt peaceful. The next day it rained. I was thankful that God listened to me in the bush.*

● Oral Language: Present Your Story

Parent/Tutor Says:

“Now tell your story like a real bush storyteller. You can speak, act, or even record your story for someone else to hear.”

Encourage Use of These Phrases:

- “Out here in the bush...”
- “Even though it was hard...”
- “We didn’t give up...”
- “God was with us...”
- “And we were thankful.”

Celebrate their storytelling with a smile or small round of applause!

F Optional Extra: Create a Thankfulness Banner

Craft Activity:

Make a banner that says:

“God is with us in the Bush!”

Decorate with:

- Drawings or photos from previous lessons (sheep, fire, puddles, wagon)
- Words like *faith, hope, thankful, bush, joy, family*
- Your favourite Bible verse from the unit

Hang it somewhere special to remember the journey!

G Final Biblical Reflection

Parent/Tutor Says:

“Even though we didn’t live long ago like the pioneers, we still learn from their courage and faith. They trusted God in hard places and passed their faith to the next generation—just like we are doing now.”

Deuteronomy 6:6–7 –

“These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road...”

Reflect Together:

- “What have you learned about God in the bush?”
- “How can we share that faith with others?”

Close in Prayer:

“Lord God, thank You for the bush, for the people who worked the land, and for the stories they left behind. Thank You for helping us learn to trust You through rain and fire, dust and sunshine. May we always remember that You are with us—wherever we go. Amen.”

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT

Assessment: ... to be announced....

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. We aim to continually improve these study guides and make them more family-friendly.
