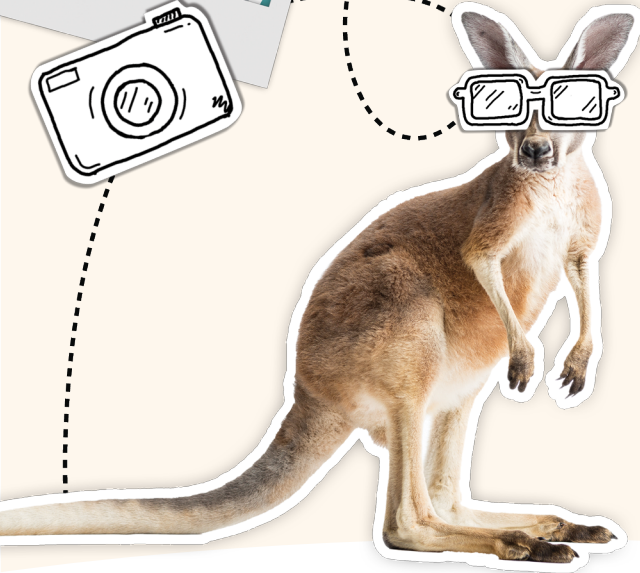




Australian Government

Department of the Prime Minister and Cabinet



Teacher Guide

Year 3-4: Lesson 4

PLAY, ASSESS AND REFLECT



UNLOCKING OUR STORIES: AUSTRALIA'S SYMBOLS

Unlocking Our Stories is an engaging resource for teaching about the national symbols in Australian classrooms. Developed by the Department of the Prime Minister and Cabinet, this curriculum-aligned resource for Years 3–8 will help you and your students discover the rich meaning and history of the Australian National Anthem, the flags of Australia and other national symbols.

Introduction to Lesson 4

LESSON OBJECTIVES

The objectives of this lesson are for students to:

- **Remember** facts about Australia's national symbols
- **Apply** knowledge to demonstrate understanding
- **Evaluate** and reflect on learning.



AUSTRALIAN CURRICULUM LINKS

HUMANITIES AND SOCIAL SCIENCES

Year 3 - History

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (**ACHASSK064**)

Year 4 - Civics and Citizenship

The different cultural, religious and/or social groups to which they and others in the community belong (**ACHASSK093**)

INCLUSIVE LANGUAGE AND BEHAVIOURS

Some of the content in this lesson may generate diverse opinions and touch on culturally sensitive topics. To assist you in providing a safe and inclusive learning environment, please read through the following guidelines:

Creating a culturally inclusive classroom:

- Be aware of your own perspective on issues and any potential for bias
- Show that you are comfortable discussing different perspectives and opinions
- Demonstrate genuine interest in learning about different perspectives and opinions
- Avoid creating a 'correct' and 'incorrect' approach to culture
- Value the different experiences that each student brings to discussions
- Make connections to students' prior knowledge and experience
- Monitor the language you use when referring to people from diverse backgrounds
- Watch for attitudes that may promote discrimination and racist behaviour
- Encourage respectful discussion and debate when there are different points of view
- Use inclusive language (monitor the use of 'we', 'us', 'them', 'they')
- Encourage critical thinking and questioning
- Provide the opportunity for all students to identify as Australian

Adapted from [Cultural inclusion](#) (NSW Department of Education, 2020)

Teacher Notes

LESSON OVERVIEW

The recommended learning progression and timing is outlined below.

- Step 1** **Read** the story Epilogue and check for understanding (5-10 mins)
- Step 2** **Play** the game to consolidate knowledge and conclude the story (20-40 mins)
- Step 3** **Check** understanding by completing one or more assessment options on the Activity Sheet (20-60 mins)
- Step 4** **Reflect** on the learning by completing the self-reflection task on the Activity Sheet (5-10 mins)

CONNECTING HOME AND SCHOOL

Encourage students to deepen understanding of their own cultural background by utilising the resources provided for engagement at home. The *At Home* area, within the *Unlocking Our Stories* website, provides links and information to help families support the child's learning. The *At Home* Guides include background information and recommendations for conversations and activities that can be held at home.

DIFFERENTIATION

Teachers are encouraged to use discretion to present these materials based on their students' individual needs and existing knowledge and understanding. This includes presenting information orally to the whole class or small groups, providing screen reading technologies, giving support through peer partnering, and allowing students to work independently and self-paced.

A range of assessment tasks is provided to allow teachers to choose an option that is best suited to their class or individual students. Additional scaffolding and support should be provided as needed, particularly for the writing task.



RESOURCES AND LINKS

[Information about the Australian National Anthem](#)

[Information about the Australian National Flag](#)

[Information about the Commonwealth Coat of Arms](#)

[Information about the floral and gemstone emblems and national colours](#)

Step 1 – Read the Story

THE CASE OF THE MISSING EMU

The story is the catalyst for each lesson in this series. It is important to read the Epilogue of **The Case of the Missing Emu** before commencing the lesson. However, it may be helpful to reread the entire story to give context and help students make connections.

Story overview

Emu has gone missing from the Commonwealth Coat of Arms on Old Parliament House. Emu is on a quest to bring all Australians together. Mila and Kai need to help Kangaroo by finding all of the sticky notes Emu has left around town. But will they solve the case before the Prime Minister leads the next school excursion to Old Parliament House? Time is ticking!

In the first chapter the focus was on the Australian National Anthem. In Chapter 2, the characters explored the Australian National Flag and other flags of Australia. Chapter 3 investigated our other national symbols. The Epilogue brings the story to a conclusion and leads into the game.

Use the questions provided to check for understanding at the conclusion of the story.

BEFORE READING – Prepare for Understanding

Revise the events of the previous chapters or reread the entire story.

AFTER READING – Check for Understanding

Use questioning to check for understanding.

Literal

1. Where did Kangaroo and the children go to find the sticky notes?
2. Where was the last sticky note found?
3. Why was Emu's message hard to read?
4. What was Emu's message?

Inferential

1. Why did Emu leave the Commonwealth Coat of Arms?
2. Why did Emu wink at Mila at the end of the story?
3. Why was there such a hurry to return Emu to the Coat of Arms?

Evaluative

1. What was the most important thing the children learnt in the story?
2. What made Kangaroo a good teacher?
3. Could Emu have done something different to get his message to all Australians?

Step 2 – Play the Game

THE CASE OF THE MISSING EMU GAME

Game objective: Remember facts about Australia's national symbols.

The **Case of the Missing Emu** game launches from the *Student* and *Teacher* areas of the *Unlocking Our Stories: Australia's Symbols* website. It can be played on a computer or tablet but is not recommended for mobile phones.

Part A – Answer

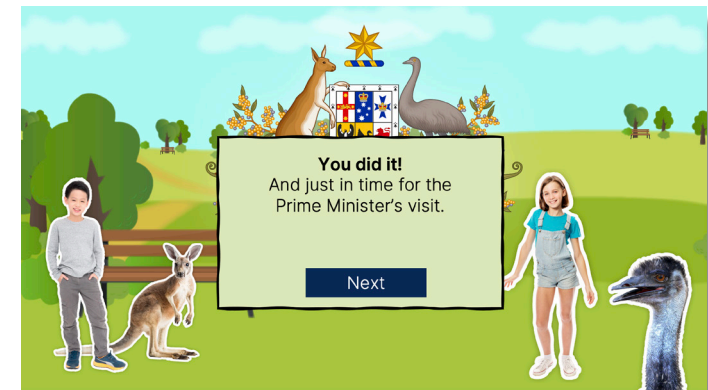
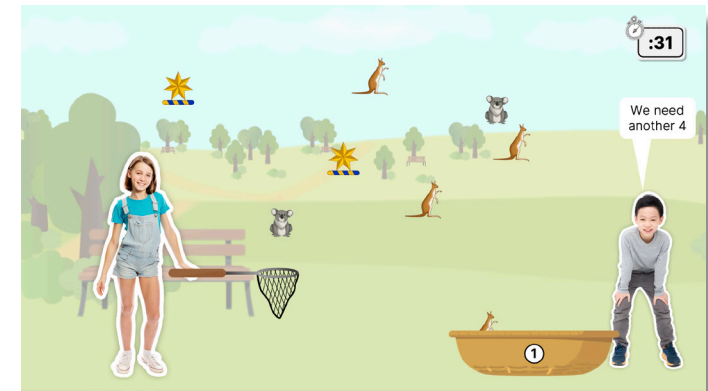
Answer sets of five questions about the national symbols to earn playing time. A correct answer on the first attempt earns ten seconds of game time. A correct answer on the second attempt earns five seconds. There is no penalty for an incorrect answer but no time is awarded.

Part B – Catch

Use the accrued time to catch a target element from the Commonwealth Coat of Arms as it falls from the sky. Once five target objects are caught, that part of the Arms is unlocked. If a 'distractor' element is caught, a 5 second time penalty is applied.

Part C – Rebuild

After completing all five rounds, reconstruct the Coat of Arms by dragging and dropping the elements to the correct location. If all the elements have been collected and the Arms is rebuilt, it is restored to its position on Old Parliament House.



Step 3 – Check for Understanding

To check for understanding, three assessment tools are provided on the Activity Sheet. Teachers may choose to do one task, or any combination of tasks, to gather data about student learning.

OPTION A – KNOWLEDGE CHECK

Option A is a formal knowledge check with one question for each of the lesson objectives for Lessons 1–3.

This is recommended for teachers wanting a summative assessment tool and an opportunity to gather a deep understanding of students' knowledge, skills and attitudes.

Sample responses are provided on page 7.

OPTION B – GRAPHIC ORGANISER

A graphic organiser with prompting text provides an alternative to a question and answer assessment.

This task requires less reading and writing.

It provides a quick snapshot of students' understanding of the symbols, their meaning and their significance.

OPTION C – PERSUASIVE WRITING

A persuasive writing task is provided to allow students to show a deeper level of understanding and critical thinking.

The task includes:

- a topic statement
- guidance on the task requirements
- a planning sheet
- writing space.

Teachers are encouraged to use this task in conjunction with explicit instruction on persuasive writing.

Step 3 – Check for Understanding

OPTION A – SAMPLE RESPONSES

Australian National Anthem

1. all, free, soil, sea, land, rich, every, Fair, joyful, Fair.
2. Answers will vary. Students should give at least one reason for choosing the lyric and some explanation of its meaning.
3. A national anthem is used at official and public ceremonies, and sporting and community events, to represent a country and its people.

Australian National Flag

4. Union Jack, Southern Cross, Commonwealth Star (or Federation Star).
5. Answers will vary. Two correct protocols should be given.
6. Check accuracy of the drawing of the flag.
Answers will vary. Australian Indigenous peoples wanted their own flag to represent the culture, history and people in a way that was not represented on the Australian National Flag.

Flowers, Gemstones, Colours and the Arms

7. Check accuracy of description or drawing.
8. Answers will vary. Check that valid symbolism has been identified.
9. Answers will vary. Students should give some explanation for how their chosen symbol represents all Australians.

Emu's Message

WE ARE ONE AND FREE

Answers will vary. Students should give at least one explanation each of the word 'one' and of the word 'free'. They may also be able to identify why this lyric was changed in 2021.



Step 4 – Reflect on Learning

OPTION D – SELF-REFLECTION

This activity provides an opportunity for students to reflect on their learning. It is recommended that the teacher reads each question and discusses how to make reflective and thoughtful responses.

1. How much did you know about our national symbols BEFORE this unit of work?
 - Identify ways students could think back to their understanding before the unit of work.
2. How much do you know about our national symbols AFTER this unit of work?
 - Identify ways students could compare their understanding before and after the unit of work.
3. What is the most interesting thing you learned?
 - Ask students to share their ideas about what has been interesting to learn. Students can use their own ideas or springboard from the ideas of others.
4. Describe something you still want to learn more about.
 - Use think-pair-share to encourage personal and collective thinking.

The End.

The Case of the Missing Emu is solved.

Emu and Kangaroo have returned to their positions on the Commonwealth Coat of Arms at Old Parliament House.

