



Australian Government

Department of the Prime Minister and Cabinet



Teacher Guide

Year 5-6: 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 flag 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 5 - History

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony
(ACHASSK109)

Year 5 - Civics and Citizenship

How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

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.

Year 6 - History

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)

Year 6 - Civics and Citizenship

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)

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.

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)



Step 1 – Read the Story

THE TALENT QUEST

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

Story overview

Laleh and Aidan have entered the local talent quest but their hopes of winning are threatened by a mischievous marsupial. Neville the Numbat wants to be famous but no one gives him any attention. Sabotaging national symbols all across the city in an effort to be noticed, Neville leaves poetic clues for Laleh and Aidan to solve. Can they save the symbols and get their shot at fame or will Neville steal the show?

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.

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. Did Aiden and Laleh make it back in time?
2. Where was the trophy when they arrived back at the talent quest?
3. What does Neville offer the children?

Inferential

1. What did Neville think of Aiden and Laleh?
2. What did Aiden think of Neville's offer to join his band?
3. Who won the talent quest?

Evaluative

1. How would you describe Neville's character?
2. Where do you think Neville disappeared to?
3. Do you think Neville has learnt his lesson?

Step 2 – Play the Game

THE TALENT QUEST GAME

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

The **Talent Quest** 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

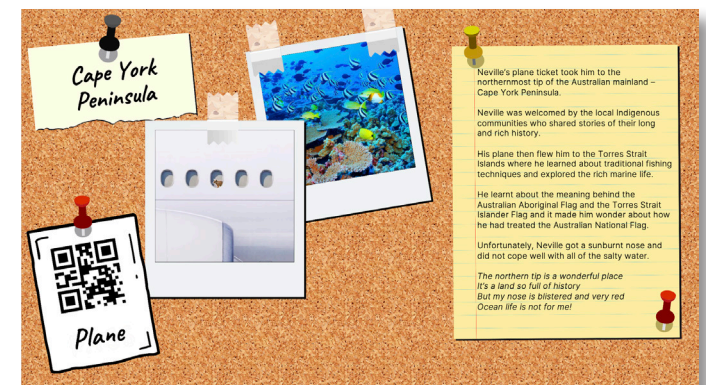
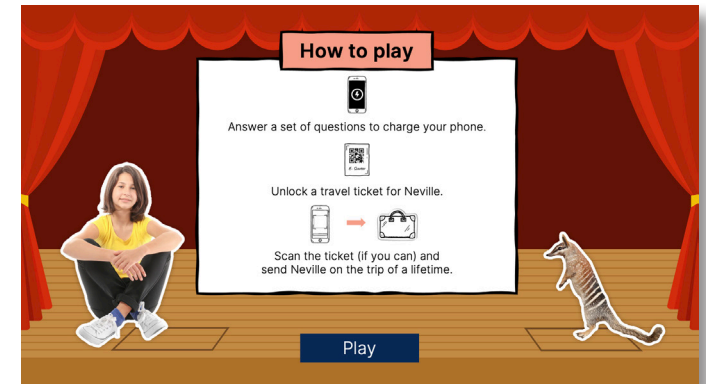
Answer five questions about the national symbols correctly to charge your mobile phone. A bar of phone charge is awarded for each correct response achieved in one or two attempts. If the answer is incorrect on the second attempt, no phone charge is awarded and a new question is presented.

Part B – Scan

A new travel ticket for Neville is unlocked for each set of five correct answers. Use the charged phone to scan Neville's ticket and send him on a much needed educational tour of Australia. But be careful – Neville keeps moving and hiding. If you scan in the wrong place, you earn a strike. Three strikes and you will need to start again.

Part C – Travel

Once the ticket is successfully scanned, Neville heads off on his journey. At each destination he learns something new about Australia and our national symbols. If Neville can get to every destination, he might be able to change his ways.





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. Answers will vary. Students should accurately identify one change to the Australian National Anthem and give reasons for the change.
2. Answers will vary. Students should accurately identify one protocol and give reasons for the purpose of the protocol.
3. The word 'young' was changed to 'one' to acknowledge the long and rich history of Australian Indigenous peoples and to encourage unity among all Australians.

Australian National Flag

4. The Australian National Flag was chosen through a competition for a new national flag to coincide with Federation. There were five joint winners.
5. The Australian National Flag should be treated with dignity and respect as an important national symbol. The protocols help people know and understand the acceptable use of the flag.
6. The addition of the Australian Aboriginal Flag and the Torres Strait Islander Flag to the list of official flags would have given Australian Indigenous peoples a meaningful and official symbol to represent their people, history and culture.

Flowers, Gemstones, Colours and the Arms

7. Answers will vary. Students should name a symbol and provide at least one example of its symbolism and demonstrate how it represents the identified group.
8. Answers will vary. Students should name an official national symbol and provide at least one example of its symbolism.
9. Answers will vary. Students should name an official national symbol and provide at least one reason for their connection to it.



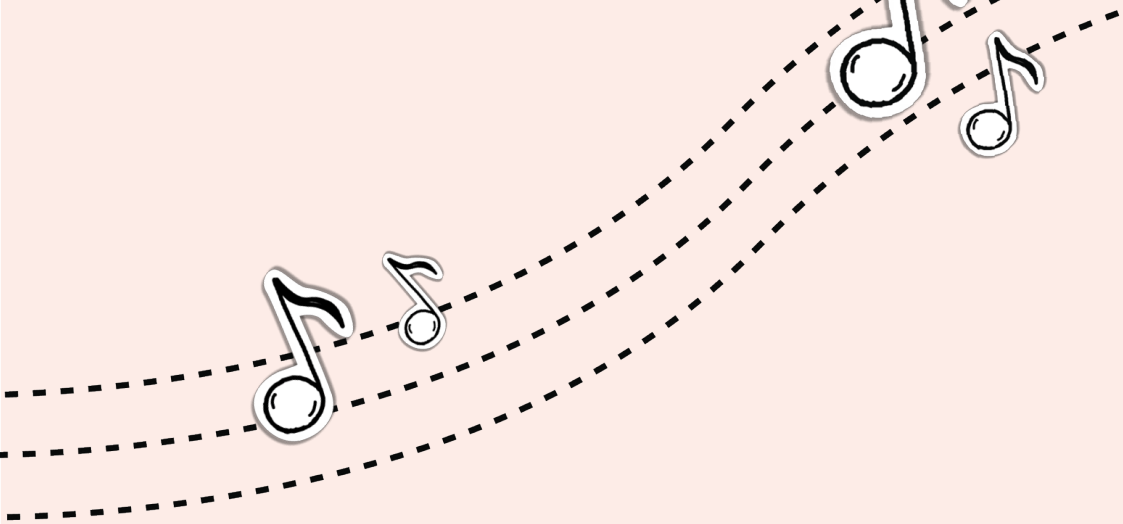


Step 4 – Reflect on Learning

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. Write down **three things you've learned** about our national symbols that you didn't know before.
 - Identify ways students could think back to their understanding before the unit of work.
2. Write down **two questions you still have** about the symbols, what they mean or how they are used.
 - Use think-pair-share to encourage personal and collective thinking.
3. Write down **one amazing or surprising thing** you've discovered about our national symbols that you can share with your friends and family.
 - 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.



The End.

Laleh and Aiden have saved the national symbols from Neville's sabotage. Neville has realised that he is already a star. Neville the Numbat is a unique Australian marsupial and his species is endangered. He has joined forces with one of the last existing original populations of numbats and uses his talents to educate the nation.

