

### ABOUT THE BOOK

*My Country* by Ezekiel Kwaymullina and Sally Morgan is a story inspired by Ezekiel's grandmothers who passed on their love of country. He says: 'When I wrote the book I imagined what it would have been like for them as little girls, playing in their country without a care in the world. At the same time, I wanted to encourage self esteem in Indigenous youth as I feel Australia is in need of more Indigenous heroes.'

### EARLY CHILDHOOD ACTIVITY

Read *My Country* together as a class book.

Together, brainstorm what would be 'a perfect day' for the students (encourage active ideas rather than passive ones).

Students then work individually to complete the sentence: 'On my perfect day I ...'. The answer should be different to the ideas discussed in class and should follow the writing model of *My Country* by beginning with a verb (e.g. 'On my perfect day I ... jump in puddles in the rain.').

Revisit the book *My Country* and study the illustrations. Students then illustrate a page for their writing. Put the pages together to create a class book or make several books that can be shared around.

### AUSTRALIAN CURRICULUM: CROSS CURRICULUM PRIORITIES

**English:** All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature.

**Arts:** The oral histories of Aboriginal and Torres Strait Islander Peoples are contained in and communicated through cultural expression in story, movement, song and visual traditions. The transmission of those histories and cultural expressions in a diversity of contemporary, mediated and culturally endorsed ways enables artists to affirm connection with Country/Place, People, Culture and Identity.

### General capabilities – Intercultural understanding

By the end of Year 2, students:

- Understand that the way they live may not be the same as the way other people live
- Respond positively to stories and encounters that represent a range of cultural experiences and contexts
- Describe aspects of their own lives to others and make comparisons between their lives and those of other children
- Cooperate in diverse groups to share information, narratives and interests

