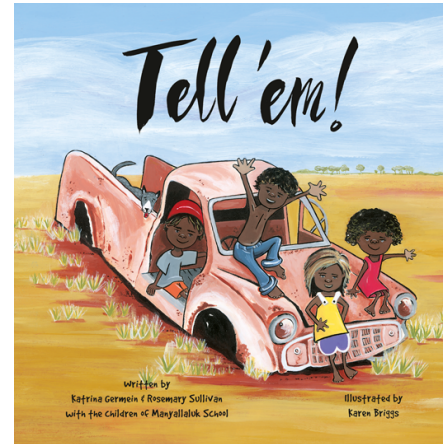


LEARNING TIME

Tell 'em!

By Katrina Germein & Rosemary Sullivan with the children of Manyallaluk School. Illustrated by Karen Briggs

*Tell 'em how us kids like to play.
We got bikes and give each other rides.
This joyous book tells of life in a remote Aboriginal community and celebrates the voice of contemporary bush kids.*



Key Message for Parents | The First Five Years Last a Lifetime

- Positive early experiences help form the connections in the brain that make learning possible.
- Young children need positive relationships, rich learning opportunities and safe environments in order to develop their potential.
- Reading, talking, singing and playing with children develops skills, imagination and creativity.

Australian Early Years Learning Framework (EYLF) | Outcome 2: Children are connected with and contribute to their world.

- Children develop a sense of belonging to groups and communities
- Children respond to diversity with respect
- Children become socially responsible and show respect for the environment

Welcome

Ask carers to write nametags for themselves and their children. Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and that there will be time for adults to chat after the story and songs.

Welcome Song (or your preferred song)

Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

Good Morning

*Good morning to you
Good morning to you
Good morning everybody
and welcome to you!*

Song – Snap Snap Snap (Mr Crocodile) by Juice Music

Available on iTunes, Spotify & YouTube

Display the words so the adults can join in and sing along too.

All seems quiet at the waterhole
The water calm and clear
Birds they sing and fish they swim
And suddenly appears

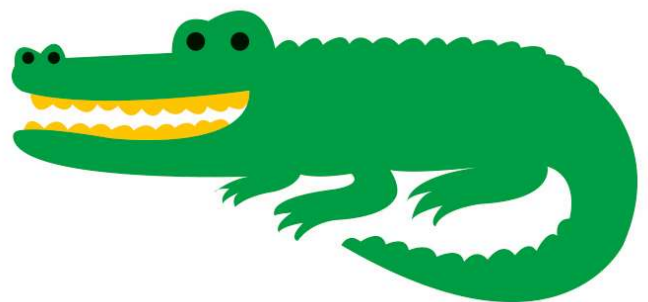
Snap! Snap! Snap! Mr Crocodile
Snap! Snap! Snap! He's a greedy guts
Snap! Snap! Snap! Mr Crocodile
Snap! Snap! Snap! There he goes

All seems quiet at the waterhole
The water calm and clear
Trees they sway and turtles play
And suddenly appears

Snap! Snap! Snap! Mr Crocodile
Snap! Snap! Snap! He's a greedy guts
Snap! Snap! Snap! Mr Crocodile
Snap! Snap! Snap! There he goes

All seems quiet at the waterhole
The water calm and clear
Snakes they slither along the river
And suddenly appears

Snap! Snap! Snap! Mr Crocodile
Snap! Snap! Snap! He's a greedy guts
Snap! Snap! Snap! Mr Crocodile
Snap! Snap! Snap! There he goes



Welcome everyone! – You are going to love today's story. It's called Tell 'em!

Before Reading

If possible, read today's story outside!

Show the children the cover of the book and ask them what they notice. What do they think the story might be about? Where do they think the story is set? Have they ever been anywhere that looks similar to the place on the cover? How do they think the characters on the cover are feeling? What things might be making the characters happy?

During Reading

During the reading the children may notice similarities and/or differences between the things the characters in the story enjoy and the things they like to do. Pause occasionally and support the children to share observations and personal anecdotes as they make connections with the story.

After Reading

Discussion: After reading the story open up the conversation with open-ended questions that support children to join in the discussion. Flick through some of the pages of the book so children can reflect on the illustrations and remember some of the things that happened in the story. Encourage readers to consider how the characters in the story are feeling - happy, proud, safe and confident etc.

Possible Questions:

What things make you happy?

Where do you like to play?

What are your favourite places?

What do you like to do at home? Outside? When you go out?

What do you enjoy doing with friends? What do you enjoy doing with family? What is your favourite thing to do at nighttime?

What languages do you speak? Who tells you stories?

Literacy: Create a group story or mural

Using the questions above as a springboard work with children to create sentences about the things they would like to tell the world. Using a sentence starter like Tell 'em, Tell them, Tell everyone or Tell the world (choose the same one for the whole group) scribe children's sentences or encourage children to write their own. E.g.

Tell everyone I like to play in the apricot tree.

Tell the world I always cuddle with mum.

Tell them I can speak Chinese.

Tell 'em my family has six people.

Art: Explain to the children that the illustrations were created by Indigenous artist, Karen Briggs using acrylic paint – you might even like to point out the note on the imprint page that states this. Explain to the children it is their turn to be illustrators and create artwork with acrylic paint. Support the children to illustrate their statements from the literacy activity above. The artwork and statements can be used for a wall display or compiled together to make a book.

Song - Ngaya Naba (Cheeky Tunes)

Available on Spotify

Sung in Dharug Aboriginal language (Sydney area), using clap sticks

<https://www.youtube.com/watch?v=RQy37vCEZQs&feature=youtu.be&fbclid=IwAR1MqXeTKXEzdr-VGQScIcTNDTZUVNwYPIY06hI1n4Vq7vmAuxq-MQqcaO0>

Ngaya Naba (our family)

Ngaya Naba (our family)

Ngaya Berong (we belong)

Together we are much my strong

Come let us play together

Come let us sing together

Come let us be together

Who knows when we'll next see each other

Ngaya Naba

Ngaya Naba

Ngaya Berong

Together we are much my strong

Auntie lives in the city now

Cousin lives by the beach now

Uncle lives in the country now

But today we have gathered on common ground

Ngaya Naba

Ngaya Naba

Ngaya Berong

Together we are much my strong



People & Places (Jawoyn people)

Using Google Maps type in Australia. Using the directions menu on the left hand side choose your current location then select directions to Manyallaluk (Jawoyn traditional lands) as the destination (the community where the story is set). Explore with the children the location of Manyallaluk in relation to where they live. Click on the location of Manyallaluk and zoom in. Select satellite view and have a look around.

Small World Play

Create a story scape using a tray of sand, twigs, rocks and something such a mirror to represent water. Add people and animal figurines to represent the characters in the story. Encourage children to retell scenes from the book and make up their own.

Extension Activities

Music: refer to line the line in the book, Tell 'em about the dancing and singing with all the old songs and the didgeridoo. Ask children if they can explain what a didgeridoo is. Listen to some music featuring a didgeridoo, such as The Dance by Indigenous musician Lewis Burns (available on Spotify) or watch a short video such as this one: <https://www.youtube.com/watch?v=5oPVGIrPAZI>. Children might like to dance and move to the music.

Sensory Play: Play Dough landscapes: Provide children with natural coloured play dough, natural materials such as stones, leaves and twigs and some animal figurines. Let them explore and create landscapes for the animals.

Photography (My Community): Support and encourage children to take photos of the things in their community that are important to them – things they'd like to share with others. Photos can be displayed digitally using a power point or something similar. Alternatively, children can take a series of photos and create their own personal book or digital display of their community.

Being Proud/Being You:

Song – What I Am (Sesame Street) Will.i.am

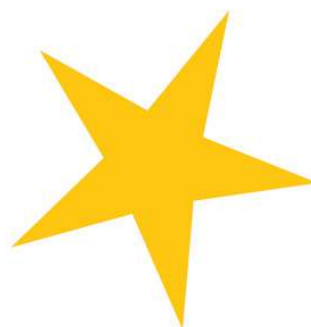
<https://www.youtube.com/watch?v=cyVzjoj96vs>

*If what I am is what's in me
Then I'll stay strong - that's who I'll be
And I will always be the best
"Me" that I can be*

*There's only one me, I am it
Have a dream I'll follow it It's up to me to try
Oh! I'm a keep my head up high (high!)
Keep on reaching high (high!)*

*Never gonna quit
I'll be getting stronger
And nothing's gonna bring me down (no!)
Never gonna stop, gotta go
Because I know
I'll keep getting stronger*

*And what I am is thoughtful
What I am is musical
What I am is smart
And what I am is brave
What I am is helpful
What I am is special
There's nothing I can't achieve
Because in myself I believe in oh*



Gonna keep our heads up high (high!)
Keep on reaching high (high!)
Never gonna quit
Just keep getting stronger
And nothing's gonna bring us down (no!)
Never give it up, gotta go
Because I know
I'll keep getting stronger

What I am is super
What I am is proud
What I am is friendly
What I am is grouchy
What you are is magical
What you are is special
There's nothing I can't achieve
Because in myself I believe in oh

Gonna hold my head up high (high!)
Keep on reaching high (high!)
Never gonna stop
I'll be getting stronger
Nothing's gonna bring me down (no!)
Never give it up gotta go, oh... yeah
I'll keep getting stronger

Find craft ideas on the book's Pinterest page here:

<https://www.pinterest.com.au/KatrinaGermein/tell-em-childrens-picture-book/>

STEM Focus

Making Helicopters

Direct children's attention to the helicopter page. Tell 'em we drop firefighters from the helicopter sometimes. Talk about what the text means. Look at the illustration and consider the parts of the helicopter and what they do. You may even like to watch a short video of a helicopter.

Using thin card, cut a strip about 30cm long (about A4 size) and 2cm wide. (Your strip will look like a ruler.) Fold your strip in half and hold with the crease at the bottom. Bend down each of the sides about halfway to make the 2 blades, fold down at a slight sideways angle. Attach a weight such as a paperclip or some bluetak to the bottom crease. Experiment with throwing the helicopter or dropping it from a height and watching it spin. Consider how it moves and why.

Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children.

An Activity Time for this book is available to download for FREE from our website. This is a great resource to share with families, you are welcome to print and distribute as necessary.

For more stories to share, we recommend the following titles and if your library has copies, make them available for families to borrow or include them in your story time session:

- **Big Rain Coming** by Katrina Germein and Bronwyn Bancroft
- **Tom Tom** by Rosemary Sullivan and Dee Huxley
- **The Rabbit-Hole Golf Course** by Ella Mulvey and Karen Briggs
- **Our Island** by Alison Lester and Elizabeth Honey
- **I Love Me** by Sally Morgan and Ambelin Kwaymullina
- **Warnayarra the Rainbow Snake** by Pamela Lofts

Goodbye Song

Depending on the size of your group, you may wish to insert each child's name in the place of 'you' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (Here We Go Round the Mulberry Bush) or your choice.

Goodbye

This is the way we say goodbye (wave) say goodbye, say goodbye

This is the way we say goodbye to all our library friends (or) (to our friend.....)!

