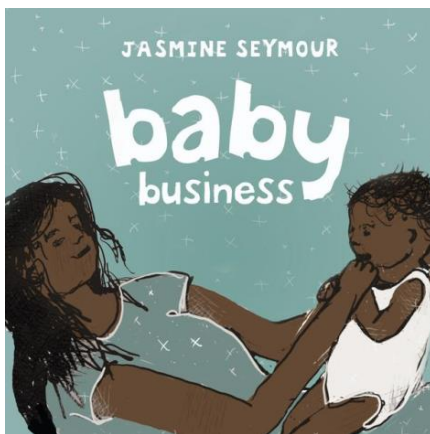


Classroom Ideas

Written by Jackie Small

Baby Business



Author:
[Jasmine Seymour](#)

Illustrator:
[Jasmine Seymour](#)

Publisher:
Magabala Books
Australia, 2019

Format:
Picture Books

Themes:
Family, Traditions,
Ceremonies, Indigenous
Society and Culture,
Environment, Nature,
Language

Year Levels:
Foundation, 1, 2, 3 & 4

Storyteller:
[Bianca Hunt](#)

Click on the image below to view the story



Making Predictions:

- Predict what the story may be about by considering:
 - The title of the book
 - The cover
 - The blurb
 - The illustrations

Making Connections:

- Identify the author/ illustrator of the book. Find some of her other books in your school or local library and compare their similarities and differences to *Baby Business*.
- Watch other stories from the Story Box Library *Indigenous Storytime Series* about ceremonies: [Welcome to Country](#) and [Clever Crow](#).
- During *Circle Time*, share traditions or customs you have for celebrating special events in your family, particularly celebrations involving babies and children (e.g. welcoming a baby, first birthdays, baptisms, naming ceremonies or being introduced to a community). *While these ceremonies will differ from a smoking ceremony, this activity is designed to provide an anchor in which children can relate their own personal experiences and understandings to the story.*
 - Create a frieze for the classroom by drawing and displaying some of these traditions or customs on squares of paper.
- Watch an episode of [Yokayi Footy](#) to see the work of storyteller, Bianca Hunt. *Teachers are advised to preview any clips before showing children.*



- Choose a favourite part of the story to share with a partner.
- Use props to retell the story.
- Use a [Five Ws Chart](#) to recall the details of the smoking ceremony in the story (include who takes part, what takes place, where it takes place, when it takes place and why it takes place). After completing the Five Ws Chart, explore these ideas further by undertaking some of the activities listed in the *Humanities and Social Sciences* section.
- ‘*Warm smoke from the fire...*’ Use the repeated sentence in the story to explore phonics and word knowledge.
 - Build these words using letter tiles or magnetic letters.
 - Segment the phonemes (sounds) in the words.
 - Identify the graphs and digraphs in the words.
 - Identify the onset and rime in each word.
 - Substitute the onset (initial sound) to create rhyming words.
- Create a list of the words and meanings from the Darug/Dharug language that are used in the story of *Baby Business*.
 - Listen to a [Word Up episode](#) with Richard Green to learn additional words from the Dharug language.
 - Visit the [Macquarie Dictionary](#) to learn about other Dharug words that are commonly used.
 - Read a list of [Aboriginal words in Australian English](#), and identify words from this list that originate from the Dharug language.
- *Mob*, *business* and *Country* are words that make up the English and Aboriginal English languages. Find out their differing meanings in each language.
- Invite an elder or member of the local language group of your area to share their local language with you. Invite the Elder to take part in a language activity with the class, such as producing a word frieze or drama performance together (*Please respect your guest speaker if they decline this invitation as Elders are entitled to be the keeper of information shared*).
- Share/tell a story that has been passed on to you.



- Bianca Hunt reads *Baby Business* at the Kalaya meeting place. Take a [virtual tour](#) or read about the [Bunjilaka Aboriginal Cultural Centre](#) at Melbourne Museum and discuss why you think this venue was chosen by the Story Box Library team as the setting for this story.

CURRICULUM LINKS

Classroom Ideas are suitable for the following year levels:

Foundation, 1, 2, 3, 4 **Classroom Ideas address Content Descriptors in the following Strands/Sub-Strands:**

Language: Language variation and change; Text structure and organisation; Phonics and word knowledge

Literature: Literature and context; Examining literature; Creating literature

Literacy: Texts in context; Interpreting, analysing, evaluating

Classroom Ideas address the Organising Elements within the following General Capabilities:

Literacy, ICT, Critical and Creative Thinking, Intercultural Understanding

Classroom Ideas address the Organising Ideas within the following Cross-Curriculum Priorities:

Aboriginal and Torres Strait Islander Histories and Cultures



- Use the [Gambay- First Languages map](#) to locate the geographical region where Darug/Dharug is spoken.
 - Use the map to help identify and locate the language group of your local area by using the place search tool. (*Please be aware that these maps are not always comprehensive, and some language groups may be missing*).
- List the important elements (symbols, objects, roles and rituals) of the ceremony in this story.
 - Compare these symbols, objects, roles and rituals to those in *Welcome to Country* and *Clever Crow*.
 - Find out about ceremonies and celebrations (including smoking ceremonies or welcoming babies) of the local language group in your area by inviting an Elder or member to visit your class.
 - Share and discuss events that you celebrate as a family, and the rituals or traditions of these events.
 - Use a graphic organiser, such as a Venn Diagram, to show similarities and differences between the ceremonies investigated.
- Listen to [Adrian Brown](#) talk about the significance of smoking ceremonies, and invite an Elder or member of the language group of your area to perform a smoking ceremony at your school, explaining the symbol, purpose, process and significance of the ceremony. If comfortable, they might also like to talk about their language, other ceremonies, special places and the roles people play in ceremonies.
- List the special features of the smoking place in this story.
 - As a class, discuss special places where ceremonies and celebrations are held for your family. Choose one of these places to draw and label.
 - Use the story to help you set up a special place in the school yard for your class to hold rituals or events such as *Show and Tell* or *Circle Time*.
- Read about the role that totems play in [Aboriginal Kinship](#). Use this knowledge to help you discuss and brainstorm:
 - The responsibilities the baby in the story will have for bees.
 - Some actions the baby in the story could take to protect bees.
- *‘Take what you need and no more. Give back what you can, and help your Mudgin and Nura when they need it.’*
 - Look at the illustrations for examples of how the land provides for its people.
 - Discuss and create posters to show ways in which individuals can give back to the land.



- List the laws (or rules) the baby begins to learn from her family during the ceremony.
 - Discuss and share the rules in your family and how have you learnt these rules.
- ‘*Our mob are here, just the women and children.*’ Invite an Elder or member of the local language group of your area to explain the different roles individuals play in ceremonies and rituals.

CURRICULUM LINKS

Classroom Ideas are suitable for the following year levels:

Foundation, 1, 2, 3, 4

Classroom Ideas address *Content Descriptors* in the following *Strands/Sub-Strands*:

Inquiry and Skill: Geography; History

Knowledge and Understanding: Questioning; Researching; Analysing; Evaluating and reflecting; Communicating

Classroom Ideas address the *Organising Elements* within the following *General Capabilities*:

Literacy, ICT, Critical and Creative Thinking, Intercultural Understanding

Classroom Ideas address the *Organising Ideas* within the following *Cross-Curriculum Priorities*:

Aboriginal and Torres Strait Islander Histories and Cultures



- ‘For smoking, we need paperbark, termite mud and green leaves.’
 - Visit a reserve close to your school to sketch and label the flora you observe.
 - Return to the classroom to find out whether these are native or introduced species using books or an online search.
 - Choose one to investigate more closely, researching and comparing how these resources are used by First Nations people and non-Indigenous Australians.
- ‘The leaves are special healing plants that protect children from becoming sick.’ As a class, read about [10 bush medicines that have been curing people for generations](#) and complete a Retrieval Chart to show how each plant can be used as medicine.
- Discuss the life-cycle of a bee.
- As a class, research and build a bee hotel for the school grounds.

CURRICULUM LINKS

Classroom Ideas are suitable for the following year levels:

Foundation, 1, 2, 3, 4

Classroom Ideas address Content Descriptors in the following Strands/Sub-Strands:

Science Understanding: Biological Sciences

Science as a Human Endeavour: Use and influence of science

Science Inquiry Skills: Questioning and predicting Processing and analysing data and information; Communicating

Classroom Ideas address the Organising Elements within the following General Capabilities:

Literacy, ICT, Critical and Creative Thinking, Intercultural Understanding **Classroom Ideas address the Organising**

Ideas within the following Cross-Curriculum Priorities:

Aboriginal and Torres Strait Islander Histories and Cultures



- On an outline of a human body, label the parts of the body that are mentioned in the story, discussing the functions of each of these parts.

CURRICULUM LINKS

Classroom Ideas are suitable for the following year levels:

Foundation, 1, 2, 3, 4 **Classroom Ideas address *Content Descriptors* in the following *Strands/Sub-Strands*:**
Personal, Social and Community Health: Being healthy, safe and active

Classroom Ideas address the *Organising Elements* within the following *General Capabilities*:

Literacy



- Use items from nature (e.g. charcoal, paintbrushes made from leaves) to create artworks.
- Use items collected from nature to make celebration cards for friends and family. See our [Activity Time](#) instructions for more details.
- ‘*The illustrations for this book were created digitally.*’ Experiment with tools available in digital illustration apps (e.g. brushes, erasers, smudging tools and filters) to create digital smoke images. Some examples include: Photoshop, [Paper by WeTransfer](#), [Tayasui Sketches](#), [Scribblify](#)
 - Also experiment with traditional art mediums (pencil, charcoal, paint, linocut) to create smoke illustrations.

CURRICULUM LINKS

Classroom Ideas are suitable for the following year levels:

Foundation, 1, 2, 3, 4

Classroom Ideas address Content Descriptors in the following Subjects and Bands:

Visual Arts: Exploring ideas and improvising with ways to represent ideas; Developing understanding of practices

Digital Technology: Process and Production Skills

Classroom Ideas address the Organising Elements within the following General Capabilities:

Literacy, ICT, Critical and Creative Thinking Intercultural Understanding

Classroom Ideas address the Organising Ideas within the following Cross-Curriculum Priorities:

Aboriginal and Torres Strait Islander Histories and Cultures



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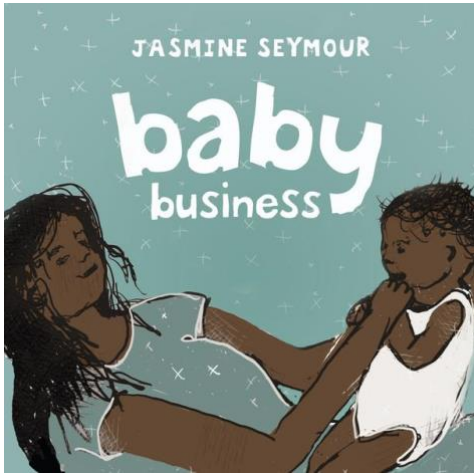
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Viewing and Listening Post Activity.

Print this page for your students to use during Literacy Rotations.

Today, you will be viewing and listening to:



Baby Business

Author:

Jasmine Seymour

Illustrator:

Jasmine Seymour

Publisher:

Magabala Books
Australia, 2019

Learning Tasks

After viewing the story, choose one of the following activities to complete.

- 'Warm smoke from the fire...' Make the words from this sentence using magnetic letters or letter tiles.
- Use the story and websites to create a list of Dharug words.
- Create a digital illustration of smoke and fire by using brush, eraser, smudging and filter tools.

Scan your QR Code
to view the story.

