

Who Am I?

Read the clues slowly to students/partner and allow them to have a guess after each clue. Extension- Students can create their own clues for these characters and secondary characters from the book.

<p>I am strong. I am kind. I enjoy time out bush with family. I often wonder about the wide world. I have a totem. I saved the durrarn. I am Mia</p>	<p>I am strong willed. I like spending time with my mates. I am angry. I like hunting. I like stirring my sister. I hit the durrarn down from the tree. I am Jy</p>
<p>I am strong. I am a role model. I am a matriarch. I had a tough upbringing. I reconnected to my culture when I was an adult. I care for my grandchildren. I am Jaja Rosa</p>	<p>I am strong. I am a role model. I feel tired. I was raised strong in culture. I have worked hard on the land. I have tried to share my knowledge. I care for my grandchildren. I am Jawa jii</p>

Who said it? Card sort

Match the statements with the characters. Discuss what the statement meant or how it was linked to an event or theme. Why might this statement be an important statement?

'Jy! I hope you planning to eat that one, at least,'	'We don't just kill for the fun of it, Jawiji,'
'You shouldn't be saying that bird's name around the children,'	'How much big that bite, you big greedy thing?'
'When I was little, my old people taught us our language, culture and all about our Country, Jaja,'	'You will be strong both ways.'
'I am not young enough to catch him and growl him anymore.'	'You think you the only countryman that can bring Mia bush treasure, unks?'
'I reckon we can get some of the old people to take us all out there one time, do it all proper way, you know?'	'You got any promise husband, Mia?'
Jy	Mia
Jaja Rosa	Jawiji
Chris	Scotty
Aunty Diane	Katherine

Theme Card Sort

Activity One- Card Sort

As a class brainstorm the themes you think were in the book- groups will write any additional themes on the spare cards.

In small groups discuss the topic and then sort the cards accordingly- nominate a speaker to compare and share with the rest of the class or do a gallery walk around the class viewing and comparing other groups sorts.

1. Order the themes in the book by *importance* to Mia.
2. Order the themes according to most *important* to your *group*.
3. Order the theme cards according to what you think remote Aboriginal people would place greatest value on.
4. Order the theme cards according to what had the most emphasis in the novella.

Freedom	Animal Cruelty	Growing Up
Language	Culture	Connection to Land
Respect	Overcoming Trauma	Family

Activity Two- Group Theme Brainstorm

In groups students choose (or are allocated different) theme cards to further investigate. Groups place their theme card in the middle of a large sheet of paper- around it they write a definition of the theme, examples of the theme from the text, what the theme means to them.