

# RED DIRT RIDERS

## TEACHING TOOLKIT



Australian Children's  
Television Foundation

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## About The Series

*Red Dirt Riders* is a 5-part factual program for primary aged students, showcasing Ngarluma Ngurra in Western Australia's remote Pilbara region. The series follows the riders as they venture out on their freedom machines to visit sites of significance on country. The young adventurers embark on rides to learn about the history of place from the people who remember – learning directly from living memory and oral histories.

## Using this resource

The *Red Dirt Riders* Teaching Toolkit is designed for Years 3-6 with a focus on English, Humanities and Social Sciences (HASS), and Media Arts curriculum content. It also builds knowledge of Aboriginal and Torres Strait Islander Histories and Cultures.

This resource contains five lessons which are designed to be used as standalone modules or presented as a unit of work. Each lesson is arranged as a student-facing multi-modal slideshow with clips, sound files, images, prompts and printable worksheets. This resource champions First Nations perspectives, inviting students across the nation to experience the rich and layered histories of the Pilbara.

We welcome feedback from teachers who have delivered and adapted our resources. Please reach out to [education@actf.com.au](mailto:education@actf.com.au) with questions, comments or suggestions.

## Lesson 1.

# THE MARSH

Screen sequence [HERE](#).

[DOWNLOAD WORKSHEETS](#)

## Inquiry questions

**How do change makers from the past impact our lives now? What does equality mean to you?**

## Lesson Structure

After being introduced to the red dirt riders and where Ngarluma Ngurra is located on the map, students watch episode 1, The Marsh. Then, reflecting on the three places visited, students listen to the place name –Mingullatharndo – with Penny. The class works together to map ideas around being safe and responsible, reflecting on their own adventures. After rewatching the clip where Uncle Kendall tells us about the 1946 Pilbara strike, students map ideas around equality and complete the worksheet to document and respond to the episode. Encourage students to reflect on their learning from each lesson and any wonderings they have around the topics covered.

## Extension

Distribute the vocabulary worksheets for students to define and form sentences using three words featured in the episode.



## Lesson 2.

# BAJINHURRBA

Screen sequence [HERE](#).

[DOWNLOAD WORKSHEETS](#)

## Inquiry questions

**How can we actively remember the past? How do we show and tell our stories of history?**

## Lesson Structure

After being introduced to the red dirt riders and where Ngarluma Ngurra is located on the map, students watch episode 2, Bajinhurrba. Then, reflecting on the three places visited, students listen to the place name – Bajinhurrba – with Penny. The class works together to map ideas around problem solving, reflecting on how the red dirt riders worked together when faced with a challenge. After rewatching the clip of Penny and Cherry, who tell us about the red dog memorial, students map the ways we remember the past. Students complete the worksheet to document and respond to the episode.

Encourage students to reflect on their learning from each lesson and any wonderings they have around the topics covered.

## Extension

Distribute the vocabulary worksheets for students to define and form sentences using three words featured in the episode.



## Lesson 3.

# WEYMUL

Screen sequence [HERE](#).

[DOWNLOAD WORKSHEETS](#)

## Inquiry questions

**How can we actively recognise the challenges faced by people who lived in the past?**

## Lesson Structure

After being introduced to the red dirt riders and where Ngarluma Ngurra is located on the map, students watch episode 3, Weymul. Then, reflecting on the three places visited, students listen to the place names – Weybul and Buriyamungaa – with Tyson. Students rewatch the clip where Haseem and Pop Harry tell us about the Malangu (little hairy man), then map their predictions about Malangu’s physical features and personality traits. Students reflect further on the shearing shed, completing the worksheet to document and respond to the episode.

Encourage students to reflect on their learning from each lesson and any wonderings they have around the topics covered.

## Extension

Distribute the vocabulary worksheets for students to define and form sentences using three words featured in the episode.



# Lesson 4.

# BOGGED

Screen sequence [HERE](#).

[DOWNLOAD WORKSHEETS](#)

## Inquiry questions

How does the past impact our present? How do we show and tell our stories of history?

## Lesson Structure

After being introduced to the red dirt riders and where Ngarluma Ngurra is located on the map, students watch episode 4, Bogged.

The class is invited to rewatch the clip when Nanna Allery shares changes on Country after the Harding Dam was built. Students reflect further by completing the worksheet to document and respond to the episode.

Encourage students to reflect on their learning from each lesson and any wonderings they have around the topics covered.

## Extension

Distribute the vocabulary worksheets for students to define and form sentences using three words featured in the episode.



## Lesson 5.

# HARDING DAM

Screen sequence [HERE](#).

[DOWNLOAD WORKSHEETS](#)

## Inquiry questions

**How are knowledges from the past communicated? What signs do places hold of change over time?**

## Lesson Structure

After being introduced to the red dirt riders and where Ngarluma Ngurra is located on the map, students watch episode 5, Harding Dam.

The class is invited to rewatch the clip with Nanna Allery, who teaches us how to make mardumirri (damper). Students reflect further by completing the worksheet to document and respond to the episode.

Encourage students to reflect on their learning from each lesson and any wonderings they have around the topics covered.

## Extension

Distribute the vocabulary worksheets for students to define and form sentences using three words featured in the episode.



# Australian Curriculum Alignment

## **Cross-Curriculum Priority: Aboriginal and Torres Strait Islander Histories and Cultures**

Engaging with the episodes from Red Dirt Riders is an opportunity for students to gain knowledge, understanding and celebrate Ngarluma place-based history. This resource offers a way to cite examples of lived experience, First Nations oral histories shared in a way that centres place as a strong connection to story. Red Dirt Riders offers a springboard to develop an understanding of First Nations Australians connection to and responsibility for Country/Place, as well as celebrating continuous culture as seen through the perspective of young people.

First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. ([A TSICP1](#))

First Nations Australians' ways of life reflect unique ways of being, knowing, thinking, and doing. ([A TSIC2](#))

The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures. ([A TSIC3](#))

The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally, and globally. ([A TSIP3](#))

**We encourage this resource to be used in conjunction with local First Nations place-based stories. As a way to initiate learning more about oral histories from knowledge holders in the communities that are associated with your area.**

# Australian Curriculum Links

	HASS - History Knowledge and Understanding	HASS - Skills
Year 3	<p><u>AC9HS3K01</u> causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes</p> <p><u>AC9HS3K03</u> the representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia's neighbouring regions and countries</p> <p><u>AC9HS3K04</u> the ways First Nations Australians in different parts of Australia are interconnected with Country/Place</p>	<p><u>AC9HS3S06</u> propose actions or responses to an issue or challenge that consider possible effects of actions</p>
Year 4	<p><u>AC9HS4K01</u> the diversity of First Nations Australians, their social organisation and their continuous connection to</p> <p><u>AC9HS4K05</u> the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent</p>	<p><u>AC9HS4S05</u> draw conclusions based on analysis of information</p> <p><u>AC9HS4S06</u> propose actions or responses to an issue or challenge that consider possible effects of actions</p> <p><u>AC9HS4S07</u> present descriptions and explanations, using ideas from sources and relevant subject-specific terms</p>
Year 5	<p><u>AC9HS5K04</u> the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place</p>	<p><u>AC9HS5S05</u> develop evidence-based conclusions</p> <p><u>AC9HS5S06</u> propose actions or responses to issues or challenges and use criteria to assess the possible effects</p> <p><u>AC9HS5S07</u> present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p>
Year 6		<p><u>AC9HS6S05</u> develop evidence-based conclusions</p> <p><u>AC9HS6S06</u> propose actions or responses to issues or challenges and use criteria to assess the possible effects</p> <p><u>AC9HS6S07</u> present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p>



	English - Language	English - Literacy
Year 3	<u>AC9E3LA05</u> identify the purpose of layout features in print and digital texts and the words used for navigation	<u>AC9E3LY02</u> use interaction skills to contribute to conversations and discussions to share information and ideas
	<u>AC9E3LA09</u> identify how images extend the meaning of a text	<u>AC9E3LY05</u> use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features
Year 4	<u>AC9E4LA07</u> investigate how quoted (direct) and reported (indirect) speech are used	<u>AC9E4LY05</u> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts
	<u>AC9E4LA10</u> explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts	<u>AC9E4LY06</u> plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation
Year 5	<u>AC9E5LA07</u> explain how the sequence of images in print, digital and film texts has an effect on meaning	<u>AC9E5LY01</u> describe the ways in which a text reflects the time and place in which it was created
	<u>AC9E5LE01</u> identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors	<u>AC9E5LY02</u> use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea
	<u>AC9E5LE02</u> present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others	<u>AC9E5LY05</u> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas
Year 6	<u>AC9E6LA07</u> identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning	<u>AC9E6LY01</u> examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created
	<u>AC9E6LE01</u> identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world	<u>AC9E6LY05</u> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources
<b>Arts (Media Arts)</b>		
Year 3 + 4	<u>AC9AMA4E02</u> explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/Place	
Year 5 + 6	<u>AC9AMA6E02</u> explore ways First Nations Australians use media arts to continue and revitalise cultures	



## Acknowledgements

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