



Respect

Written by Fay Stewart-Muir and Sue Lawson

Illustrated by Lisa Kennedy

Teacher Notes prepared by Christina Wheeler

OVERVIEW

In this stunning Our Place series, *Respect*, whispers a soft and heartfelt message about the basic cultural principle that informs all Aboriginal and Torres Strait Islander Nations throughout Australia. *Respect* conveys a truth about life that we often articulate in a Western way. *Respect* is about a way of life that is older than flickering stars, about stories that shimmer through tall grasses, and redgum leaves that tumble to a parched and red earth. It talks to family that show us the way and how we need to listen, learn and share.

This eloquent and delicate story shows young and old alike, what *Respect* looks like for all Aboriginal and Torres Strait Islander peoples.

- Beautiful principle of First Nations culture, told in a way everyone will relate to
- Engaging story with a universal theme
- Beautiful illustrations

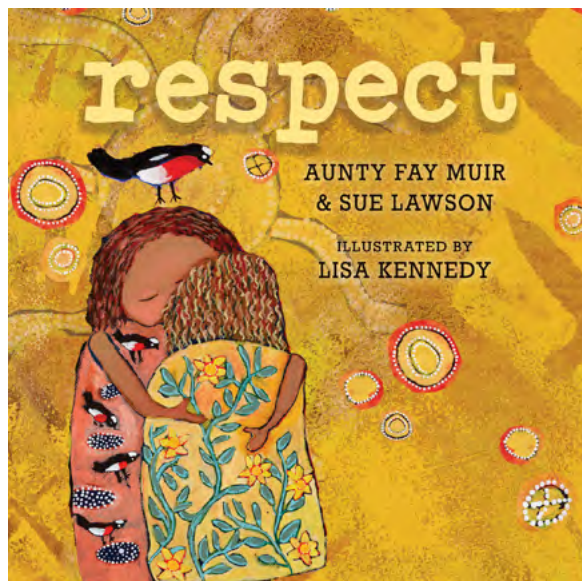
THEMES

- Aboriginal Australians - Social Life and Customs
- Respect
- Family
- Elders
- Ancestors
- Country
- Stories and song

ABOUT THE AUTHOR AND ILLUSTRATOR

Fay Stewart-Muir is a Boonwurrung Elder who cares about sharing her Aboriginal culture and stories with all to enjoy and take on a journey of learning.

Sue Lawson's award-winning young adult and children's books are recognised for the sensitive way they explore the exciting and heartbreaking complexities of growing up. Her first book with Auntie Fay is *Nganga: Aboriginal and Torres Strait Islander Words and Phrases*.



AUDIENCE AND WRITING STYLE

Respect by Auntie Fay Muir, Sue Lawson and Lisa Kennedy shares the pivotal role that respect plays in Aboriginal and Torres Strait Islander culture. This includes respect for culture, stories, song, elders and Country. Beautiful illustrations invite readers to make meaning beyond the written text, while the limited yet evocative language reflects the beliefs and culture of Indigenous Australians. In this way, it embodies the sentiments expressed in *Respect* perfectly. It is appropriate for a range of year levels in the primary years ranging from Prep-Year 4, although could also be used with older grades exploring Aboriginal spirituality.

LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	Years F-4
HASS (Geography)	Years 2-4

The appendix highlights relevant content descriptors and cross-curriculum priorities that relate to the text and classroom ideas provided.



CLASSROOM IDEAS

- Before reading, examine the cover and title of the book. What is your understanding of the word 'respect'? How have you heard it used? How do you show respect for something or someone?
- *Respect* teaches us about the important role respect plays in Aboriginal and Torres Strait Islander culture. After reading the text, write a reflection that shares what you have learnt about this important aspect of Indigenous life.
- What do the authors mean when they say 'Our way is respect'? Create a graphic organiser to show how respect reaches into so many aspects of First Nations life.
- Using the illustrations as a guide, discuss the connection between nature and the Aboriginal culture represented in this book. How do we learn about the importance of respect for nature by reading *Respect*?
- How are stories used to teach young people the importance of respect? What place do storytelling and songs play in ensuring Aboriginal and Torres Strait Islander culture is kept strong? Use examples from other texts such as *Cooee Mittigar* by Jasmine Seymour and Leanne Mulgo Watson or *Baby Business* by Jasmine Seymour to explore this concept further.
- How important are Elders to First Nations culture? What do they share with younger members of their communities?
- Why are Ancestors 'hidden in moon-lit shadows'? Although not mentioned specifically in the text, discuss the significance of the Dreaming and ancestral spirits to Aboriginal and Torres Strait Islander beliefs. How is this understanding shared in *Respect*?
- How do your elders and family members help teach you about important values? How do you show them respect?
- What is the significance of the red-breasted bird that appears on several of the page openings, including on the fabric woman's dress? Discuss this bird in relation to totems.
- How is listening, learning and sharing important when showing respect?
- Explore the figurative language used in *Respect*. Examples include:
 - Flickering stars
 - Redgum leaves tumbling to parched earth
 - Respect for stories that shimmer through tall grass
- What do you understand about the importance of country from reading *Respect*? How do the illustrations help share this message? Give examples from the text to support your ideas.
- How is respect for Earth Mother and nature expressed through both the text and illustrations of *Respect*?
- We are told that Aboriginal 'way is old, older than red earth, older than flickering stars'. With older students, use these words to discuss the 40-60 000 year history of Aboriginal and Torres Strait Islander culture in Australia, as well as Aboriginal and Torres Strait Islander beliefs about ancestral spirits and the Dreaming.
- Using the illustrations on the page opening that says 'Learn. Share.', explain how the girl on this page is showing respect.
- In a reflection, explain how and why showing respect to others and to yourself is such an important message of this text.



APPENDIX – LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
F	English Literature <ul style="list-style-type: none">Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)Identify some features of texts including events and characters and retell events from a text (ACELT1578)
1	English Literature <ul style="list-style-type: none">Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
2	English Literature <ul style="list-style-type: none">Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) Hass Geography <ul style="list-style-type: none">The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)
3	English Literature <ul style="list-style-type: none">Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599) Hass History <ul style="list-style-type: none">The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)
4	English Literature <ul style="list-style-type: none">Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602) Hass History <ul style="list-style-type: none">The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)

