



The Tweeting Galah

CHILDREN'S CYBER SAFETY BOOK SERIES

Unique and quirky Australian characters bring to life the common dilemmas faced by children growing up with technology in the 2020s.



CURRICULUM LINKS

(Australian Curriculum version 8.4)

The Tweeting Galah is aligned with the Digital Technologies, English, Health and ICT Capability curriculum.

Updated January 2022

Available in print and eBook format.

Proudly 100% Australian-made.

About linking The Tweeting Galah

There are many ways that *The Tweeting Galah* series can be used in your school.

Some teachers adopt a **whole class approach**, using all the books with the one class group throughout the year. In this way, students are exposed to all the stories in *The Tweeting Galah* series in the one school year.

Other teachers (such as Digital Technologies specialists) adopt a **whole school approach**, with specific books/stories selected for specific year groups. In this way, students are exposed to all the stories in *The Tweeting Galah* series over the course of their six years of primary school.

Both ways work great ... There is no right or wrong way to use these books!

The purpose of this document is to show how the stories in *The Tweeting Galah* series link with the current Australian Curriculum (version 8.4).

Hopefully, the frameworks presented help teachers plan for how best to use *The Tweeting Galah* series in their school - whether you are an experienced teacher looking to update existing programs, or a newly graduated teacher who has been thrown in the deep end!

The curriculum links presented here are for the actual stories in *The Tweeting Galah* series - in other words, I have listed the curriculum links you can 'tick off' from simply reading the books and discussing the reflection questions included at the end of each story. Keep in mind, there are infinite possibilities for developing activities and projects for your students to complete that are inspired by the books - all of which can help you address even more curriculum. There are so many opportunities to integrate these books with STEM, Science, HASS and other subject areas.

I always love hearing and seeing how *The Tweeting Galah* is being used in classrooms.

Please tag @thetweetinggalah on Instagram so I can see what you are doing!

Hope you find these books a helpful and enjoyable classroom resource!

kim maslin



Need the books? Order via <https://thetweetinggalah.com/>

Questions? Email gday@thetweetinggalah.com

I wasn't sure what to expect,
g and sent tingles down his spine. At first
screen except the dark, rolling waves. Then,
white shark jumped out at them, its teeth bared.
...
ould be watching this," he said nervously.
...
a scary bird. Peg says this movie is awesome."
...
to the couch, his heart racing. Over the next ninety
and leered, prayed and pounced across the screen.
... relief as the movie came to a dramatic close
...
ing so scary in his life.



Whole School approach

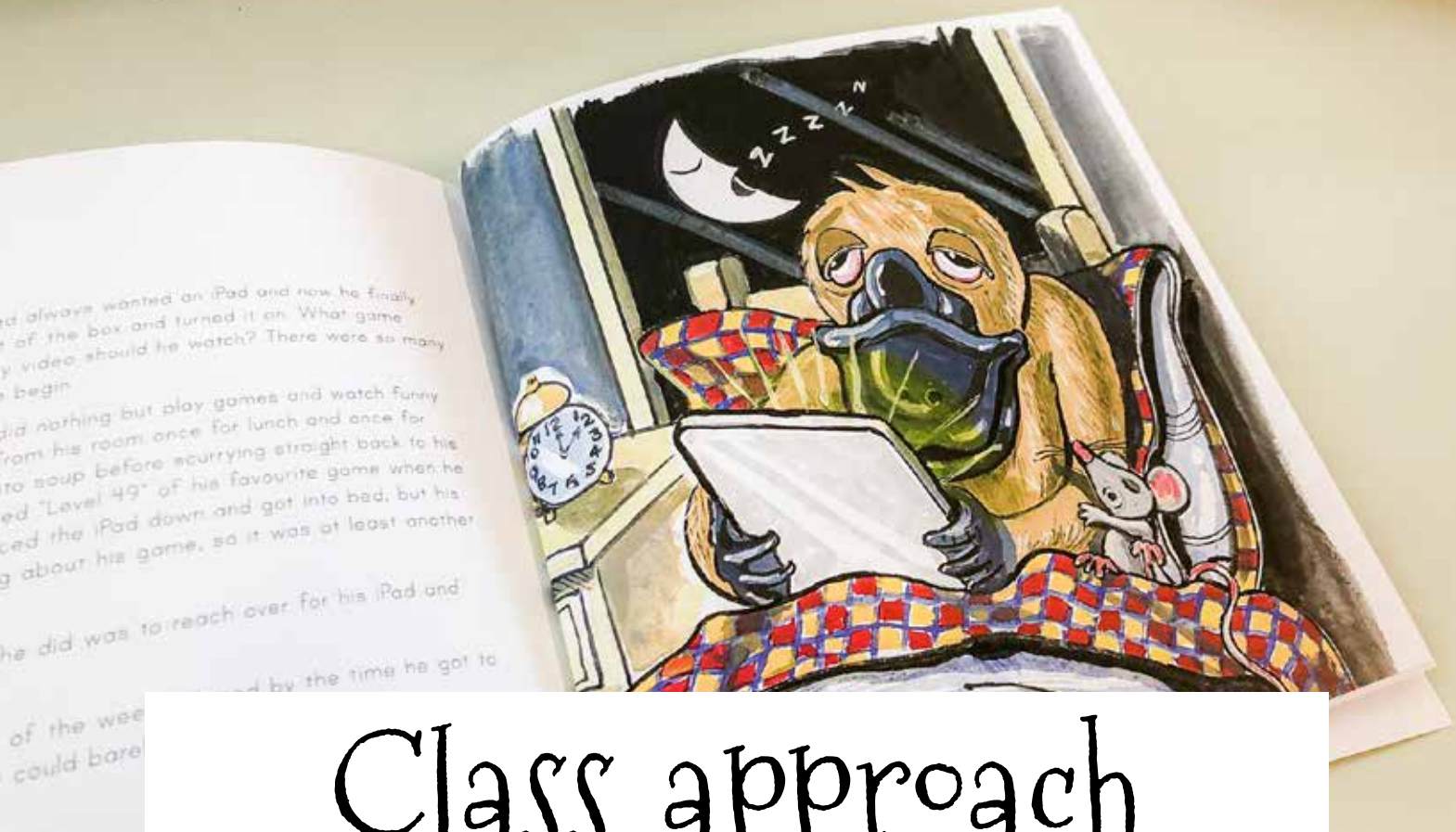
SUGGESTED FRAMEWORK



Whole School Approach

Below is a suggested framework for using *The Tweeting Galah* series across all primary school year groups. This framework could serve as a useful starting point for your school-wide Digital Technologies or Health program.

Year group	Suggested book	Suggested stories
Year 1	<i>The Little Possum who Looked Up</i>	<ul style="list-style-type: none">• The Little Possum who Looked Up
Year 2	<i>The Zooming Owl</i>	<ul style="list-style-type: none">• The Zooming Owl
Year 3	<i>The Tweeting Galah</i>	<ul style="list-style-type: none">• The Tale of the Tweeting Galah• The Curious Case of the Overly Playful Platypus
Year 4	<i>The Tweeting Galah</i>	<ul style="list-style-type: none">• The Sensational Saga of the Bumbling Bilby• The Strange Story of the Singing Clownfish
Year 5	<i>The Surfing Penguin</i>	<ul style="list-style-type: none">• The Scary Plight of the Surfing Penguin• The Courageous Quest of the Smiling Quokka
Year 6	<i>The Surfing Penguin</i>	<ul style="list-style-type: none">• The Troublesome Episode of the Trolling Echidna• The Galahs' Close Encounter with the Creeping Kestrel



Class approach

CURRICULUM LINKS BY YEAR



Year 1-2 Curriculum Links

Digital Technologies

Strand	Content Descriptions	Suggested book(s)
Processes and Production Skills	Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	<ul style="list-style-type: none"> <i>The Tweeting Galah</i> <i>The Little Possum who Looked Up</i> <i>The Zooming Owl</i>

English

Strand	Content Descriptions	Suggested books
Literature	<p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)</p> <p>Compare opinions about characters, events and settings in and between texts (ACELT1589)</p>	<ul style="list-style-type: none"> <i>The Tweeting Galah</i> <i>The Little Possum who Looked Up</i> <i>The Zooming Owl</i>

Health and Physical Education

Strand	Content Descriptions	Suggested books
Personal, Social and Community Health	<p>Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)</p> <p>Recognise situations and opportunities to promote health, safety and well-being (ACPPS018)</p>	<ul style="list-style-type: none"> <i>The Tweeting Galah</i> <i>The Surfing Penguin</i> <i>The Little Possum who Looked Up</i>
Communicating and interacting for health and well-being	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	<ul style="list-style-type: none"> <i>The Surfing Penguin</i> <i>The Little Possum who Looked Up</i>

ICT Capability (Level 2)

Element	Descriptions	Suggested books
Applying social and ethical protocols and practices when using ICT	<p>Apply digital information security practices Follow class rules about applying selected standard guidelines and techniques to secure digital information</p> <p>Apply personal security protocols Follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences</p> <p>Identify the impacts of ICT in society Identify how ICT is used at home and at school</p>	<ul style="list-style-type: none"> <i>The Tweeting Galah</i> <i>The Surfing Penguin</i> <i>The Little Possum who Looked Up</i> <i>The Zooming Owl</i>

Year 3/4 Curriculum Links

Digital Technologies

Strand	Content Descriptions	Suggested books
Processes and Production Skills	Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)	<ul style="list-style-type: none">• <i>The Tweeting Galah</i>• <i>The Surfing Penguin</i>• <i>The Little Possum who Looked Up</i>• <i>The Zooming Owl</i>

English

Strand	Content Descriptions	Suggested books
Literature	<p>Responding to Literature</p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)</p>	<ul style="list-style-type: none">• <i>The Tweeting Galah</i>• <i>The Surfing Penguin</i>• <i>The Little Possum who Looked Up</i>• <i>The Zooming Owl</i>

Health and Physical Education

Strand	Content Descriptions	Suggested books
Personal, Social and Community Health	<p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)</p> <p>Identify and practise strategies to promote health, safety and well-being (ACPPS036)</p>	<ul style="list-style-type: none">• <i>The Tweeting Galah</i>• <i>The Surfing Penguin</i>• <i>The Little Possum who Looked Up</i>
Communicating and interacting for health and well-being	Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)	<ul style="list-style-type: none">• <i>The Surfing Penguin</i>

ICT Capability (Level 3)

Element	Descriptions	Suggested books
Applying social and ethical protocols and practices when using ICT	<p>Apply digital information security practices Independently apply standard guidelines and techniques for particular digital systems to secure digital information</p> <p>Apply personal security protocols Apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences</p> <p>Identify the impacts of ICT in society Identify the value and role of ICT use at home and school</p>	<ul style="list-style-type: none"> • <i>The Tweeting Galah</i> • <i>The Surfing Penguin</i> • <i>The Little Possum who Looked Up</i> • <i>The Zooming Owl</i>
Communicating with ICT	<p>Collaborate share and exchange Use appropriate ICT tools safely to share and exchange information with appropriate known audiences</p> <p>Understand computer mediated communications Understand that computer mediated communications are directed to an audience for a purpose</p>	<ul style="list-style-type: none"> • <i>The Tweeting Galah</i> • <i>The Surfing Penguin</i> • <i>The Little Possum who Looked Up</i> • <i>The Zooming Owl</i>

Year 5/6 Curriculum Links

Digital Technologies

Strand	Content Descriptions	Suggested books
Processes and Production Skills	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	<ul style="list-style-type: none">• <i>The Tweeting Galah</i>• <i>The Surfing Penguin</i>• <i>The Little Possum who Looked Up</i>• <i>The Zooming Owl</i>

English

Strand	Content Descriptions	Suggested books
Literature	<p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)</p> <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</p>	<ul style="list-style-type: none">• <i>The Tweeting Galah</i>• <i>The Surfing Penguin</i>• <i>The Little Possum who Looked Up</i>• <i>The Zooming Owl</i>

Health and Physical Education

Strand	Content Descriptions	Suggested books
Personal, Social and Community Health	<p>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)</p> <p>Investigate the role of preventive health in promoting and maintaining health, safety and well-being for individuals and their communities (ACPPS058)</p>	<ul style="list-style-type: none">• <i>The Tweeting Galah</i>• <i>The Surfing Penguin</i>

ICT Capability (Level 4)

Element	Descriptions	Suggested books
Applying social and ethical protocols and practices when using ICT	<p>Apply digital information security practices Independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments</p> <p>Apply personal security protocols Identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts</p> <p>Identify the impacts of ICT in society Explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives</p>	<ul style="list-style-type: none"> • <i>The Tweeting Galah</i> • <i>The Surfing Penguin</i> • <i>The Little Possum who Looked Up</i> • <i>The Zooming Owl</i>
Communicating with ICT	<p>Collaborate share and exchange Select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others</p>	