



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.



AUSTRALIAN CURRICULUM VERSION 9 LINKS

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

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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 9).

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!

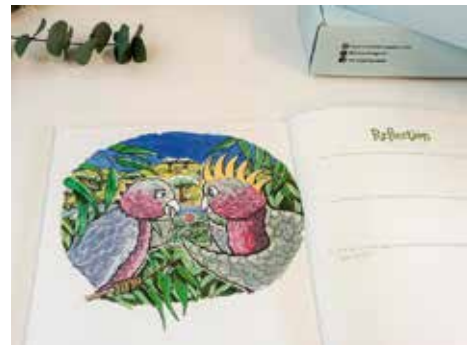
The curriculum links presented here are for the actual stories in *The Tweeting Galah* series - in other words, I have listed the curriculum links you can 'tick off' from simply reading the books and discussing the reflection questions included at the end of each story. Keep in mind, there are infinite 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 @thetweetingalah 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://thetweetingalah.com/>

Questions? Email gday@thetweetingalah.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

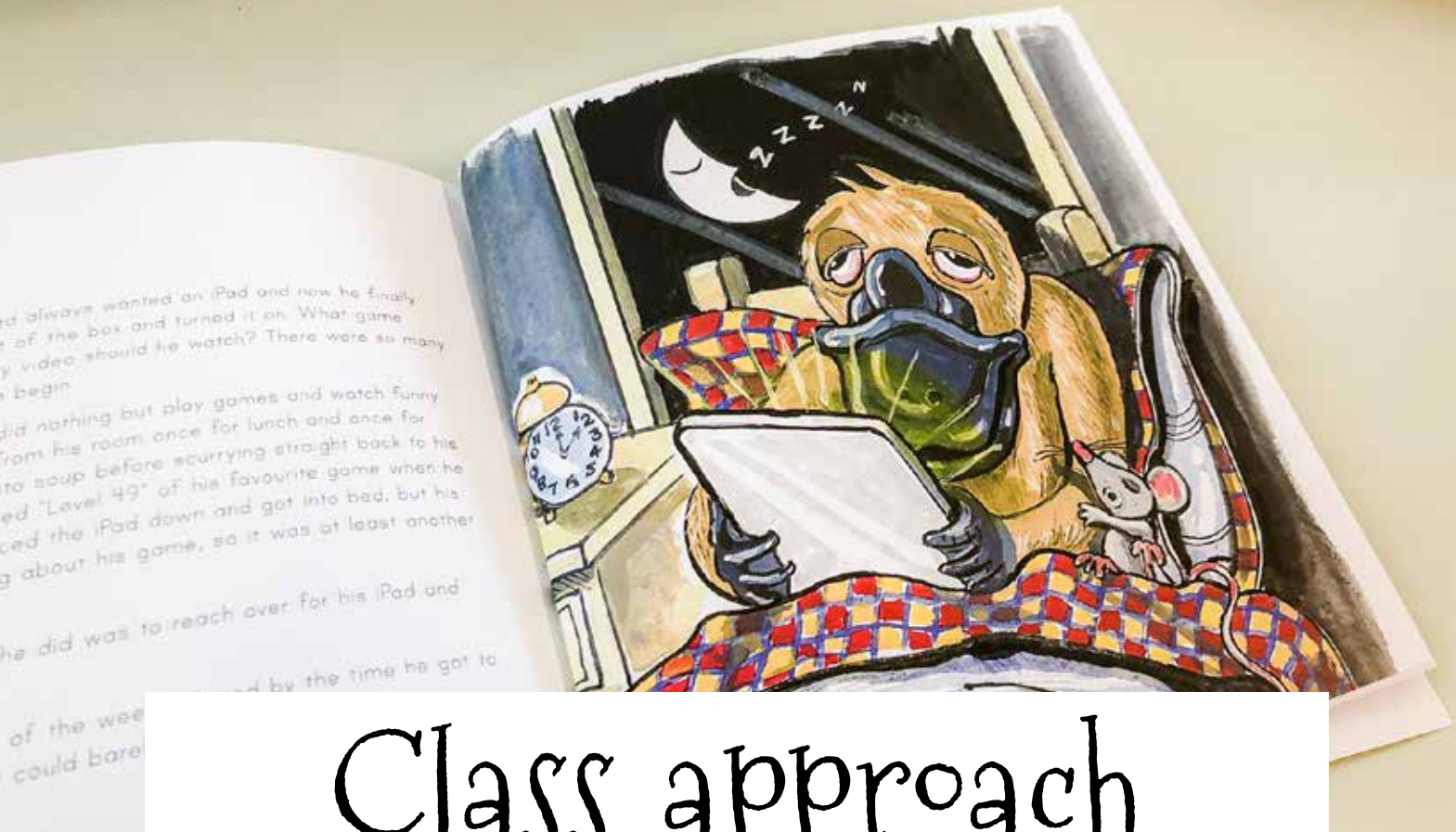
SUGGESTED FRAMEWORK



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)
Knowledge and Understanding	<p>Digital systems</p> <p>Identify and explore digital systems and their components for a purpose (AC9TDI2K0)</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>
Processes and Production Skills	<p>Evaluating</p> <p>Discuss how existing digital systems satisfy identified needs for known users (AC9TDI2P03)</p> <p>Privacy and Security</p> <p>Discuss that some websites and apps store their personal data online (AC9TDI2P06)</p>	<ul style="list-style-type: none"> • <i>The Tweeting Galah</i> • <i>The Little Possum who Looked Up</i>

English

Strand	Content Descriptions	Suggested books
Literature	<p>Engaging with and responding to literature</p> <p>Discuss literary texts and share responses by making connections with students' own experiences (AC9E1LE02)</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>Interacting with others</p> <p>Practise strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04)</p> <p>Making healthy and safe choices</p> <p>Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05)</p>	<ul style="list-style-type: none"> • <i>The Tweeting Galah</i> • <i>The Surfing Penguin</i>

Digital Literacy Capability (Level 2)

Element	Descriptions	Suggested books
Practicing digital safety and wellbeing	<p>Manage online safety</p> <p>Use online tools that are age appropriate or only under supervision, seeking help from trusted adults when feeling unsafe</p> <p>Manage digital privacy and health</p> <p>Recognise that online tools (website and apps) store their personal data, which may give an impression of them</p> <p>Manage digital wellbeing</p> <p>Follow agreed rules for the healthy use of digital tools and apply them at school and home</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>

Year 3/4 Curriculum Links

Digital Technologies

Strand	Content Descriptions	Suggested books
Knowledge and understanding	<p>Digital systems</p> <p>Explore and describe a range of digital systems and their peripherals for a variety of purposes (AC9TDI4K01)</p>	<ul style="list-style-type: none"> • <i>The Little Possum who Looked Up</i>
Processes and Production Skills	<p>Evaluating</p> <p>Discuss how existing and student solutions satisfy the design criteria and user stories (AC9TDI4P05)</p> <p>Privacy and security</p> <p>Identify what personal data is stored and shared in their online accounts and discuss any associated risks (AC9TDI4P09)</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>

English

Strand	Content Descriptions	Suggested books
Literature	<p>Engaging with and responding to literature</p> <p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences (AC9E3LE02)</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>Identities and change</p> <p>Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts (AC9HP4P01)</p> <p>Interacting with others</p> <p>Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)</p> <p>Explain how and why emotional responses can vary and practise strategies to manage their emotions (AC9HP4P06)</p> <p>Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required (AC9HP4P07)</p> <p>Making healthy and safe choices</p> <p>Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations (AC9HP4P08)</p> <p>Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing (AC9HP4P10)</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>

Digital Literacy Capability (Level 3)

Element	Descriptions	Suggested books
Practicing digital safety and wellbeing	<p>Manage online safety Report negative or harmful online behaviour by seeking help from trusted adults</p> <p>Manage digital privacy and identity Identify their digital footprint (personal data stored by online tools) Recognise their digital identity represents them online and can give a negative impression Give and seek consent before sharing online with peers and trusted adults</p> <p>Manage digital wellbeing Follow an agreed code of conduct for the healthy use of digital tools</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>

Year 5/6 Curriculum Links

Digital Technologies

Strand	Content Descriptions	Suggested books
Processes and Production Skills	<p>Evaluating</p> <p>Evaluate existing and student solutions against the design criteria and user stories and their broader community impact (AC9TDI6P06)</p> <p>Privacy and security</p> <p>Explain the creation and permanence of their digital footprint and consider privacy when collecting user data</p>	<ul style="list-style-type: none"> • <i>The Tweeting Galah</i> • <i>The Surfing Penguin</i>

English

Strand	Content Descriptions	Suggested books
Literature	<p>Engaging with and responding to literature</p> <p>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 (AC9E5LE02)</p> <p>Identify similarities and differences in literary texts on similar topics, themes or plots (AC9E6LE02)</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>Identities and change</p> <p>Explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01)</p> <p>Interacting with others</p> <p>Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04)</p> <p>Apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06)</p> <p>Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully (AC9HP6P07)</p>	<ul style="list-style-type: none"> • <i>The Tweeting Galah</i> • <i>The Surfing Penguin</i>

Digital Literacy Capability (Level 4)

Element	Descriptions	Suggested books
Practicing digital safety and wellbeing	<p>Manage online safety</p> <p>Report negative or harmful online behaviour to trusted adults and know how to report it in online tools</p> <p>Recognise when to step away from negative online social interactions</p> <p>Manage digital privacy and identity</p> <p>Recognise the permanence of their digital footprint and digital identity, and the associated risks, including to their reputation</p> <p>Give and seek consent before sharing online in trusted groups</p> <p>Manage digital wellbeing</p> <p>Follow an agreed code of conduct for the healthy and productive use of digital tools, considering the impact of tool use on wellbeing</p>	<ul style="list-style-type: none"> • <i>The Tweeting Galah</i> • <i>The Surfing Penguin</i>
Creating and exchanging	<p>Create, communicate and collaborate</p> <p>Select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups</p>	<ul style="list-style-type: none"> • <i>The Surfing Penguin</i>
Managing and operating	<p>Protect content</p> <p>Protect content when sharing with peers and trusted adults by setting appropriate access controls</p> <p>Select and operate tools</p> <p>Troubleshoot basic problems and identify repetitive tasks to automate</p>	<ul style="list-style-type: none"> • <i>The Tweeting Galah</i> • <i>The Surfing Penguin</i> • <i>The Zooming Owl</i>