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Our Family Stories – Foundation

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Our Family Stories

Teaching overview

Essential question

How can sources help us learn about family connections and the places people were born and raised?

Learning focus

Name family and care connections; distinguish born from raised; ask a relevant question; gather facts from accounts and objects; compare perspectives; explain a conclusion with evidence.

Choose a route

Teach ten complete 60-minute lessons, each with its own suitable presentation. The eight-session route on the next pages combines lessons 1–2 and 9–10 while preserving all essential learning and assessment.

Safe, inclusive participation

The supplied Maya, Leo, Asha and Harper cases are fictional. Learners may use them throughout. Personal family history, photographs, birthplaces and difficult experiences are never required. Do not rank families or infer relationships, origins or feelings from appearance. Learners can decline personal sharing or confer privately.

Evidence and access

Collect a question/source trace, recorded facts, a comparison, a three-link map and a source-based explanation. Speaking, pointing, AAC, drawing and scribing are equivalent ways to show understanding. Judge the learner's reasoning, not handwriting, reading speed or family structure.

Preparation

Have source cards A–H and the two displays available. Read accounts aloud. Use the matching worksheet when useful, or keep an oral/scribed record. Answer pages are examples; other source-supported responses are valid.

Ten independent lesson files

Each lesson presentation has 11 slides: a cover, learning focus, retrieval, vocabulary, model, evidence, guided practice, investigation, learning check, reflection and closing. Use the matching teacher sequence.

01. People who care

Our Family Stories – Foundation – Lesson 01 – Presentation.pptx

02. Questions help us learn

Our Family Stories – Foundation – Lesson 02 – Presentation.pptx

03. Born and raised

Our Family Stories – Foundation – Lesson 03 – Presentation.pptx

04. Listening to an account

Our Family Stories – Foundation – Lesson 04 – Presentation.pptx

05. Showing connections

Our Family Stories – Foundation – Lesson 05 – Presentation.pptx

06. Different families

Our Family Stories – Foundation – Lesson 06 – Presentation.pptx

07. An object tells part of a story

Our Family Stories – Foundation – Lesson 07 – Presentation.pptx

08. My source-based map

Our Family Stories – Foundation – Lesson 08 – Presentation.pptx

09. Family-story conference

Our Family Stories – Foundation – Lesson 09 – Presentation.pptx

10. Our many stories

Our Family Stories – Foundation – Lesson 10 – Presentation.pptx

The separate Unit Quiz has 24 slides: instructions, ten questions with adjacent answer/feedback slides, reflection and closing. Reveal an answer after learners respond. Use responses diagnostically alongside the inquiry portfolio.

Eight-session completion route

Sessions 1-4

Allow 60 minutes: retrieve 5, model 10, investigate 30, share/check 10, reflect 5. Each combined session uses one opening and one closing.

Session 1: People, care and questions

Slides, in teaching order: L01 slides 1–6, L02 slides 4–7, L01 slide 8, L02 slides 8–10, L01 slide 11.

Use one shared household picture/account. Name two caring relationships, then ask a who/where question the picture cannot answer. Use the account to answer it. W01/W02 can share one oral/scribed record.

Evidence: Accurate relationship explanation plus an answerable question and source.

Time saved: One picture/account replaces two separate sorts; omit repeated openings/closings.

Session 2: Born and raised

Slides, in teaching order: L03 slides 1–11.

Match Maya and Leo to their place statements. Use W03 or arrange word cards. Point to the account for each answer. You do not need to share your own places.

Evidence: Accurate born/raised matching for Maya and Leo; recognition that Leo's places are the same.

Time saved: No essential task removed; use the complete lesson.

Session 3: Listening to an account

Slides, in teaching order: L04 slides 1–11.

Use W04 to draw two facts you heard. Compare them with card E's picture. Ask a question about a detail we still do not know. Point, speak or use a scribe if helpful.

Evidence: Two accurately recorded facts, a relevant question and attribution to Jo's fictional account.

Time saved: No essential task removed; use the complete lesson.

Session 4: Showing connections

Slides, in teaching order: L05 slides 1–11.

Build a map with at least three people. Use W05 or loose name cards. Label and explain at least three supported links. Use our fictional cases if you choose.

Evidence: At least three supported links that the learner can explain, rather than merely copying lines.

Time saved: No essential task removed; use the complete lesson.

For session 1, state the combined goal: explain care connections AND ask a source-based question. Read the shared case once.

Eight-session completion route

Sessions 5-8

Allow 60 minutes: retrieve 5, model 10, investigate 30, share/check 10, reflect 5. Each combined session uses one opening and one closing.

Session 5: Different families

Slides, in teaching order: L06 slides 1–11.

Choose two supplied profiles. Use W06 or an oral comparison. Give a similarity and a difference with evidence. Describe families without better/worse labels.

Evidence: Accurate similarity/difference, source identification and a retold perspective.

Time saved: No essential task removed; use the complete lesson.

Session 6: An object tells part of a story

Slides, in teaching order: L07 slides 1–11.

Match the three objects to their supplied accounts. Use W07 and card A. Highlight one supported fact and one thing still unknown. Explain which object matters to a given character.

Evidence: Correct matches, a supported conclusion, an unknown detail and discussion of a supplied person's perspective.

Time saved: No essential task removed; use the complete lesson.

Session 7: My source-based map

Slides, in teaching order: L08 slides 1–11.

Use card A with W08 and your earlier map. Show at least three connections. Add a born/raised place and its source. Prepare explanations for your choices.

Evidence: Supported connections, accurate born/raised information, source choice and an evidence-based conclusion.

Time saved: No essential task removed; use the complete lesson.

Session 8: Family-story conference and reflection

Slides, in teaching order: L09 slides 1–6, L10 slides 4–7, L09 slides 7–10, L10 slides 8–10, L09 slide 11.

Use the existing map. Explain three connections and a born/raised place with a source, answer a respectful question and share how an idea changed. Record A1/R1 evidence in short conferences or accessible task-block responses.

Evidence: Complete map assessment, inquiry portfolio and source-based learning statement.

Time saved: Omit separate display construction, repeated covers and closing. Use W09/W10 selectively without duplicating a product.

In session 8, use existing maps and a brief conference; complete A1/R1 and the question/source trace. A new display is unnecessary. Revisit quiz items within the teaching/check blocks as useful.

Lesson 1: People who care

Learning focus

We can name people in a family. We can explain how they care for each other.

Materials

Cards A–D; D1; W01; counters or pointing; pencils.

Teaching sequence — 60 minutes

8 min: Read the essential question and elicit familiar care words without asking for personal disclosure. Use card A as the diagnostic.

12 min: Read Maya's account aloud. Model father/grandmother and distinguish a visible person from a relationship learned from the account.

25 min: Partners examine all four profiles. Sort by care action such as learning, meals or after-school help, rather than good/bad family labels. Each child names one supported connection and records it on W01 or orally.

10 min: Ask children to point to the supporting card. Accept accurate descriptions of wider care as well as people in the same home.

5 min: Collect a one connection explanation. Record exact words and the response mode.

Evidence to collect

Names a person, describes their relationship/care and points to the corresponding account.

Access and support

Offer card A only, read it in short chunks and offer father/grandmother picture choices. Scribe the learner's words without supplying the claim.

Further challenge

Explain a care connection outside one home, using card B or C.

Lesson 2: Questions help us learn

Learning focus

We can ask a family question. We can choose a source that may answer it.

Materials

Cards A-D; W02; question stems; picture cover for text.

Teaching sequence — 60 minutes

8 min: Retrieve one care relationship from lesson 1.

12 min: Briefly hide card A's text, ask the birthplace question, then read the account. Model an answerable where question and a when question, the supplied source cannot answer.

25 min: Rehearse who/where/when stems together. Partners choose a card, ask a relevant question and use the actual account. Record the question and source on W02 or an oral trace.

10 min: Share one answered and one unanswered question. Unknown information remains unknown. Do not infer dates, feelings or origins from appearance.

5 min: Each learner asks one question and explains which source could help.

Evidence to collect

An independently chosen relevant inquiry question and evidence of using or identifying a suitable source.

Access and support

Offer two spoken question stems and allow a symbol choice or AAC. An adult may read the source and record the child's question.

Further challenge

Ask a question card B cannot answer, and identify an appropriate further account rather than guessing.

Lesson 3: Born and raised

Learning focus

We can tell born and raised apart. We can use a source to name a place.

Materials

Cards A-B; D2; W03; Ballarat, Geelong, Bendigo word labels.

Teaching sequence — 60 minutes

8 min: Retrieve the where question from lesson 2.

12 min: Read both accounts. Place labels beside an unscaled baby/growing-child pictorial sequence, explicitly identifying it as a model rather than a geographic map.

25 min: Sort place statements, then record the Maya and Leo matches on W03. Read labels for pupils so literacy does not replace the concept.

10 min: Compare same/different birth and childhood locations. For cards C-D, say the supplied account does not tell us; never fill missing places from appearance.

5 min: Collect an independent distinction supported by the account.

Evidence to collect

Accurate born/raised matching for Maya and recognition that Leo's places are the same.

Access and support

Use just Maya and two labels; point or scribe. Keep both concepts even when reducing writing.

Further challenge

Explain why an Asha birthplace cannot be added from card C.

Lesson 4: Listening to an account

Learning focus

We can listen for a fact. We can show which account helped us.

Materials

Card E; W04; storybook to model visible object versus account.

Teaching sequence — 60 minutes

8 min: Retrieve picture/account differences.

12 min: Read Jo's account twice. Think aloud as you select a stated fact, and resist assigning individual jobs or inventing dates.

25 min: Pupils listen, draw two facts and compare the illustration. They ask a who/what question still unanswered. Printing, AAT and adult scribing are equally valid.

10 min: Share how the account supports each drawing. Contrast a fact with an imaginative detail.

5 min: Record a source-based sentence and one question.

Evidence to collect

Two accurately recorded facts, a relevant question and attribution to Jo's fictional account.

Access and support

Read one clause at a time and offer cooking/repairing/reading picture choices. Keep the choice with the learner.

Further challenge

Explain a limit of the account or compare a shared care/learning task with card A.

Lesson 5: Showing connections

Learning focus

We can make a connection map. We can explain what each link means.

Materials

Card A; W05; name cards and pencils; string optional, scissors adult-managed.

Teaching sequence — 60 minutes

8 min: Retrieve Maya's stated relationships.

12 min: Model a triangular connection map with exactly three labelled relationships. The arrangement is conceptual, not a biological tree or geographic map.

25 min: Partners arrange name cards and rehearse links. Each learner then builds and explains their own map on W05 or using a recorded oral/AAC response. Use card A with W05. For Asha, draw a separate map with source-supported links to Mum, Dad and cousin; do not add links between the adults.

10 min: Test whether each map has a source. Avoid adults drawing or supplying every relationship.

5 min: Collect at least one independently explained link; retain all links for the later assessment.

Evidence to collect

At least three supported links that the learner can explain, rather than merely copying lines.

Access and support

Provide movable Maya/Dad/Jo names and read card A. Scribe labels verbatim.

Access support does not reduce achievement.

Further challenge

Show a wider-care relationship in Leo's map and explain why Aunt Sam need not be placed inside his home.

Lesson 6: Different families

Learning focus

We can compare two care networks. We can listen respectfully to different views.

Materials

Cards A-D; W06; D1; optional two profile choices.

Teaching sequence — 60 minutes

8 min: Retrieve a supported care connection.

12 min: Compare Leo and Asha using their exact accounts. Provide describing the two homes without implying disconnected identity or ranking.

25 min: Partners choose two profiles and record a similarity/difference. Each shares a perspective; the partner retells it respectfully. Read all accounts aloud.

10 min: Discuss how two observations can both be accurate. A different interpretation needs relevant evidence and is not automatically wrong.

5 min: Collect one supported comparison and a record of respectful perspective sharing.

Evidence to collect

Accurate similarity/difference, source identification and a retold perspective.

Access and support

Use cards B-C only and offer a same/different stem. Allow picture selection, AAC or adult recording.

Further challenge

Compare Harper with another case while keeping foster-care reasons unknown.

Lesson 7: An object tells part of a story

Learning focus

We can use an object and its account. We can say what remains unknown.

Materials

Cards F-H; W07; optional safe generic objects clearly labelled as illustrations.

Teaching sequence — 60 minutes

8 min: Retrieve source limits from lesson 4.

12 min: Model observing a repair and reading Harper's fictional account. Separate visible properties, account-supported facts and unknown causes.

25 min: Match lunchbox/postcard/toy account and complete W07. Partners discuss why Leo keeps the postcard and why another child might value another object. No pupil must supply a private memory to.

10 min: Ask whose perspective is represented and what cannot be known. Emphasise that an object alone cannot establish birthplaces, kinship, emotion or a full history.

5 min: Collect one supported object/account conclusion and one limitation.

Evidence to collect

Correct matches, a supported conclusion, an unknown detail and discussion of a supplied person's perspective.

Access and support

Use two object cards first and read accounts aloud. Accept pointing plus a spoken/AAC reason.

Further challenge

Explain why a postcard picture does not establish where Sam travelled.

Lesson 8: My source-based map

Learning focus

We can choose relevant source details. We can prepare a map and place caption.

Materials

Cards A-H; W05 and W08; A1 organiser; pencils and existing portfolio.

Teaching sequence — 60 minutes

8 min: Retrieve source relevance using cards A and E.

12 min: Model selecting relationships and place information without filling gaps. Distinguish Jo's childhood account from Maya's present account.

25 min: Use card A with W08 to refine Maya's map and add her place captions. Other cases may use a free map; record only places their accounts supply. Read and scribe without choosing the answers.

10 min: Partner rehearse, checks each link and caption against its source. Record independent reasoning for ongoing assessment.

5 min: Collect a readiness check: three explained links, place distinction and source. In the compact route, prepare all evidence now for session 8.

Evidence to collect

Supported connections, accurate born/raised information, source choice and an evidence-based conclusion.

Access and support

Use Maya and a partially labelled organiser with movable names. Require the learner to choose/explain the actual links.

Further challenge

Explain why an irrelevant or incomplete source cannot justify an extra caption.

Lesson 9: Family-story conference

Learning focus

We can explain our map with a source. We can answer a question about our evidence.

Materials

Existing map/portfolio; cards A-H; W09; A1 conference record; R1.

Teaching sequence — 60 minutes

8 min: Retrieve the success criteria and organise existing evidence.

12 min: Model a brief source-based explanation and one honest limitation. Rehearse a respectful question.

25 min: Use short paired/small-group explanations and individual teacher conferences. Collect speech/AAC/drawn/scribed or consented school-policy recordings during the task block so every child can be assessed.

10 min: Use the Leo transfer prompt and one source-limit prompt. Observe reasoning rather than public speaking confidence.

5 min: Record criterion-level evidence on A1/R1 and any next teaching step. In the compact route, complete reflection from lesson 10 in this same session.

Evidence to collect

The map assessment: at least three explained connections, supported born/raised place, question/source trace, perspective and conclusion, communicated explanation and transfer.

Access and support

Use a quiet adult conference, AAC or drawn/scribed response. Access assistance does not automatically lower the level; avoid adult over-completion.

Further challenge

Apply the same source method to Leo and explain what a picture still cannot establish.

Lesson 10: Our many stories

Learning focus

We can share a learning statement. We can explain how a question changed an idea.

Materials

Existing maps; W10; cards; optional consented display space; no new product needed for compact route.

Teaching sequence — 60 minutes

8 min: Retrieve the essential question and one evidence-based discovery.

12 min: Model how a question changed an idea, using Maud's exact birthplace and raised-place facts.

25 min: Share existing maps and learning statements with a partner or small group. A class display is optional and consent-based; fictional work is a complete alternative.

10 min: Pupils retell a new perspective respectfully and explain a source-based learning statement. Do not reward disclosure or presentation confidence.

5 min: Complete reflection evidence and next-step feedback. In the compact route, this contribution is integrated into session 8, with no separate display construction.

Evidence to collect

Source-based narrative/learning statement, changed idea and respectful sharing of a perspective.

Access and support

Offer "I learned ... from card ..." with symbols or a quiet recorded response. Scribe the learner's statement.

Further challenge

Explain one thing the source still cannot tell us and suggest an appropriate question.

Assessment and quiz guidance

Assess the complete learning sequence

Use the two A1 pages and the R1 rubric with the learner's map, spoken/AAC/drawn/scribed explanation and inquiry portfolio. A map needs at least three explained, source-supported links. Card A supports Maya–Dad, Maya–Jo and Dad–Jo. Add an accurate born/raised place, its source and a supported conclusion. A remembered question and respectful comparison provide further inquiry evidence.

Use existing work

W08 is a map record; W09 supports a conference; W10 supports reflection. Do not require learners to remake a finished map solely for assessment. In the compact route, complete the same evidence in session through short conferences or accessible task blocks.

Equivalent response modes

Read prompts and accounts aloud. Scribe exact learner words and record the support used. Prompting for a response format is different from supplying an answer. Do not judge artistic skill, spelling, handwriting or personal disclosure.

Source boundaries

Birthdays, a cause of toy damage and Asha's birthplace are not supplied.

Acknowledging an unknown can be a correct response. Fictional object accounts F–H add information that the illustration alone cannot prove. Do not infer travel from the postcard.

Unit Quiz

Ten questions with native editable black answer/feedback slides. Questions 1–2 check Maya's born/raised places and photograph evidence; later questions check places, questions, care, objects, connections and respectful comparison, including Leo/Asha transfer. Read each question, allow a response, then reveal its answer. Use errors to identify the exact concept to revisit; the quiz does not replace the source-based map assessment.

Our Family Stories - Key Ideas

family

The people we call our family.



caregiver

Someone who looks after a child.



related

How people are connected in a family.



born

When a baby comes into the world.



raised

Growing up and being cared for.



source

A picture, object or account that gives information.



Families can be different. We describe them with care.

How We Explain Our Evidence

Question

Are born and raised the same place for Maya?



Evidence

Card A:

I was born in Ballarat.
I grew up in Geelong.



Explanation

No. Maya was born in Ballarat and grew up in Geelong. Both places are part of her story.



I know this because Maya says it in card A.

Fictional Source Cards

A - Maya

Fictional source

I was born in Ballarat. I grew up in Geelong. I live with Dad and my grandmother Jo. Dad and Jo both help me learn. Jo tells me stories about when she was little.



Additional fact:

Dad is Jo's son.

B - Leo

Fictional source

I was born and grew up in Bendigo. I live with Mum and my older brother. My aunt Sam lives nearby and sometimes helps us after school.



Additional fact:

Aunt Sam lives nearby, in another home.

C - Asha

Fictional source

I have two homes. At one I live with Mum; at the other I live with Dad. My cousin helps me practise songs when we visit.



Additional fact:

One child belongs across two homes.

D - Harper

Fictional source

My foster carers help with meals and school. I like drawing with my friend Ren. People can care for us in different ways.



Additional fact:

People can care for us in different ways.

Fictional Source Cards

Fictional source

C1_02_E

E - Jo remembers

When I was little, my family cooked meals, repaired clothes and helped with school reading. Several relatives shared the jobs.



A fictional childhood account.

Fictional source

C1_02_F

F - The lunchbox

Maya's Dad says, "I packed this lunchbox for Maya to take to school."



An original fictional object account.

Fictional source

C1_02_G

G - The postcard

Leo says, "My aunt Sam gave me this postcard. I keep it to remember her."



An original fictional object account.

Fictional source

C1_02_H

H - The repaired toy

Harper says, "My foster carers helped me mend this toy. I can play with it again."



An original fictional object account.

Evidence Trail - How to Play

2-4 players. Use cards A-H and the eight challenge cards. Use large counters or point. An adult reads when needed.

- 1 Put a counter at NOTICE.
- 2 Take a challenge card.
- 3 Give a response and point to your source.
- 4 A partner asks one respectful question.
- 5 Check the teacher key together.
- 6 Move to the next stop. Finish after all eight challenges.

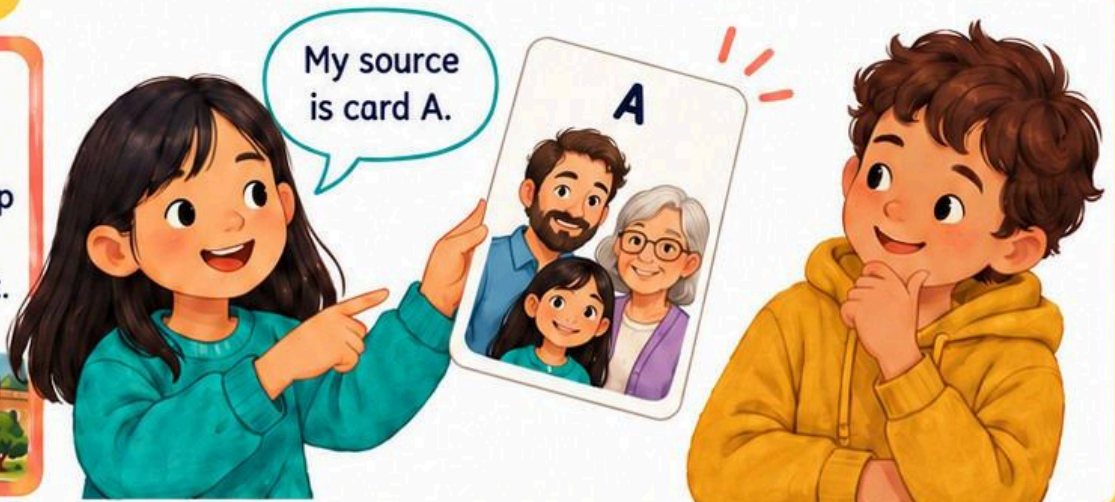


No timer. Help each other. You may speak, point, draw or use AAC.
Use fictional cases only.

Worked turn:

Challenge 2

Maya was born in Ballarat and grew up in Geelong. These places are different.



Evidence Trail - Our Board



After REFLECT, return to NOTICE if challenges remain. Finish when all eight cards are discussed.



Evidence Trail - Challenge Cards



1

Use card A.
Name a person who helps
Maya learn. How are they
connected?



2

Are born and raised
the same place for Maya?
Use card A.



3

Can a picture alone tell us
exactly where someone
was born? Why?



4

Ask a who or where
question about card B.
Use the account to answer.



5

Compare cards B and C.
Give one similarity and
one difference with care.



6

Use card E.
Name one thing
Jo's family did
when she was little.



7

Use card H.
What does the toy show?
What does the account add?
What stays unknown?



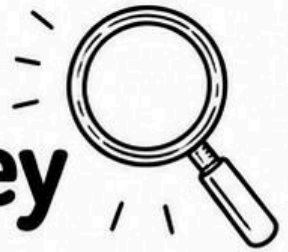
8

Use card B.
Explain Leo's born/
raised places.
Share a learning
statement.



Use fictional source cards A-H. No private stories are required.

Evidence Trail - Teacher Key



1 Dad/father or Jo/grandmother; A says both help Maya learn.

2 Different: Ballarat (born), Geelong (grew up), from A.

3 No; a relevant account/record is needed.

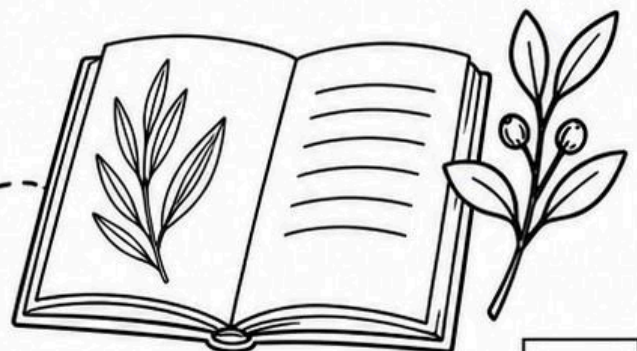
4 Relevant question, e.g. Where did Leo grow up? Bendigo, from B.

5 Both describe care/family connections, Leo has one stated home, Asha two. Other accurate source-based comparisons accepted.

6 Cooked meals, repaired clothes or helped with school reading; E. Do not invent who did each job.

7 Visible repair, carers helped mend it, from H; why it broke is unknown.

8 Both places are Bendigo, from B; an accurate learning statement names a source.



Name: _____

W01

People who care

NOTICE

Card A tells us Dad and Jo help Maya learn.



RECORD

A person

How they care

PREVIEW

This person is connected to _____.

EXPLAIN

I know this from card _____.

You may point, speak, draw or use a scribe.

People who care

NOTICE

Card A tells us Dad and Jo help Maya learn.



RECORD

A person

Jo



How they care

helps Maya learn



This person is connected to **Maya - grandmother**.

EXPLAIN

One possible response

I know this from card **A**.

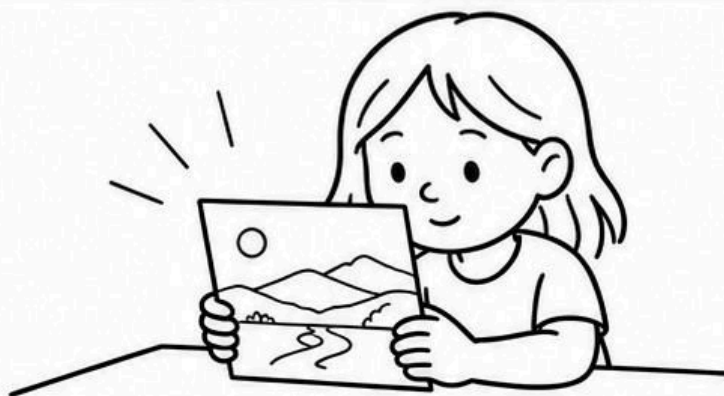
Name: _____

Questions help us learn



NOTICE

A picture cannot tell us every detail.



RECORD

Choose one question or make your own.

Who _____?

Where _____?

When _____?

Use fictional cards A-D.



EXPLAIN

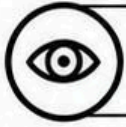
My source: card _____. What does it tell me?

Still unknown: _____

Ask, point, use AAC or tell a scribe.

Name: **ANSWERS**

Questions help us learn



NOTICE

A picture cannot tell us every detail.



RECORD

Choose one question or make your own.

Who **helps Maya learn**?

Where **was Maya born**?

When **was Maya born**?

Use fictional cards A-D.



Sample questions; other relevant questions are valid.



EXPLAIN

My source: card **A**. What does it tell me?

Dad and Jo help. Born in Ballarat.

Still unknown: **Her birthday.**

Born and raised

NOTICE

Born in: where a baby is born.

Raised in: where someone grows up.



RECORD

Word bank:

Ballarat

Geelong

Bendigo



Maya

Born in: _____

Grew up in: _____



Leo

Born in: _____

Grew up in: _____

EXPLAIN

For Maya, are the places the same or different?

How do you know?

Source: _____

Born and raised

NOTICE

Born in: where a baby is born.

Raised in: where someone grows up.



RECORD

Word bank:

Ballarat

Geelong

Bendigo



Maya

Born in:

Ballarat

Grew up in:

Geelong



Leo

Born in:

Bendigo

Grew up in:

Bendigo

EXPLAIN

For Maya, are the places the same or different?

How do you know?

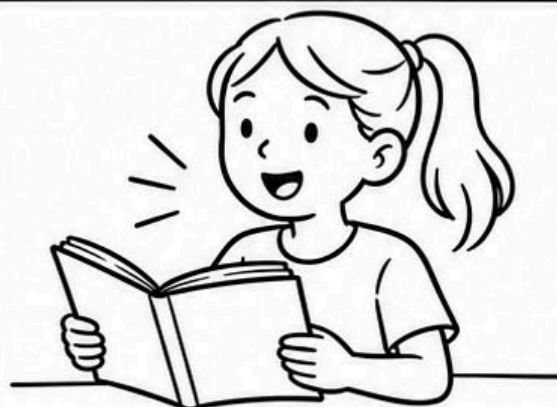
Different. Card A names two places.

Source: **A**

Listening to an account

NOTICE

Listen to Jo's account.
Use the facts she tells us.



RECORD

Fact 1

Fact 2

PREVIEW

EXPLAIN

Which source helped? _____

One question I still have:

Listening to an account

NOTICE

Listen to Jo's account.
Use the facts she tells us.



RECORD

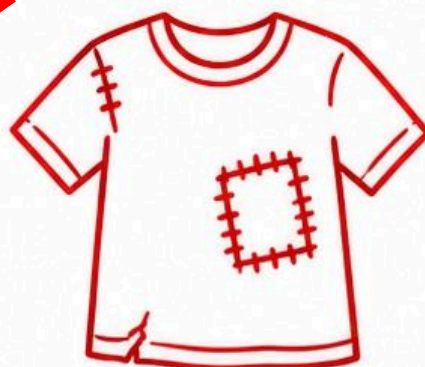
Fact 1

cooked meals



Fact 2

repaired clothes



EXPLAIN

Which source helped? Jo's fictional account, card E

One question I still have:

Who repaired the clothes?

Sample: school reading is also a stated fact.

Showing connections

Card A. Name: _____

NOTICE

Maya lives with Dad and Jo. Dad is Jo's son.

RECORD

Add names. Explain each link.

**EXPLAIN**

One link means ... _____

My source is ... _____



Showing connections

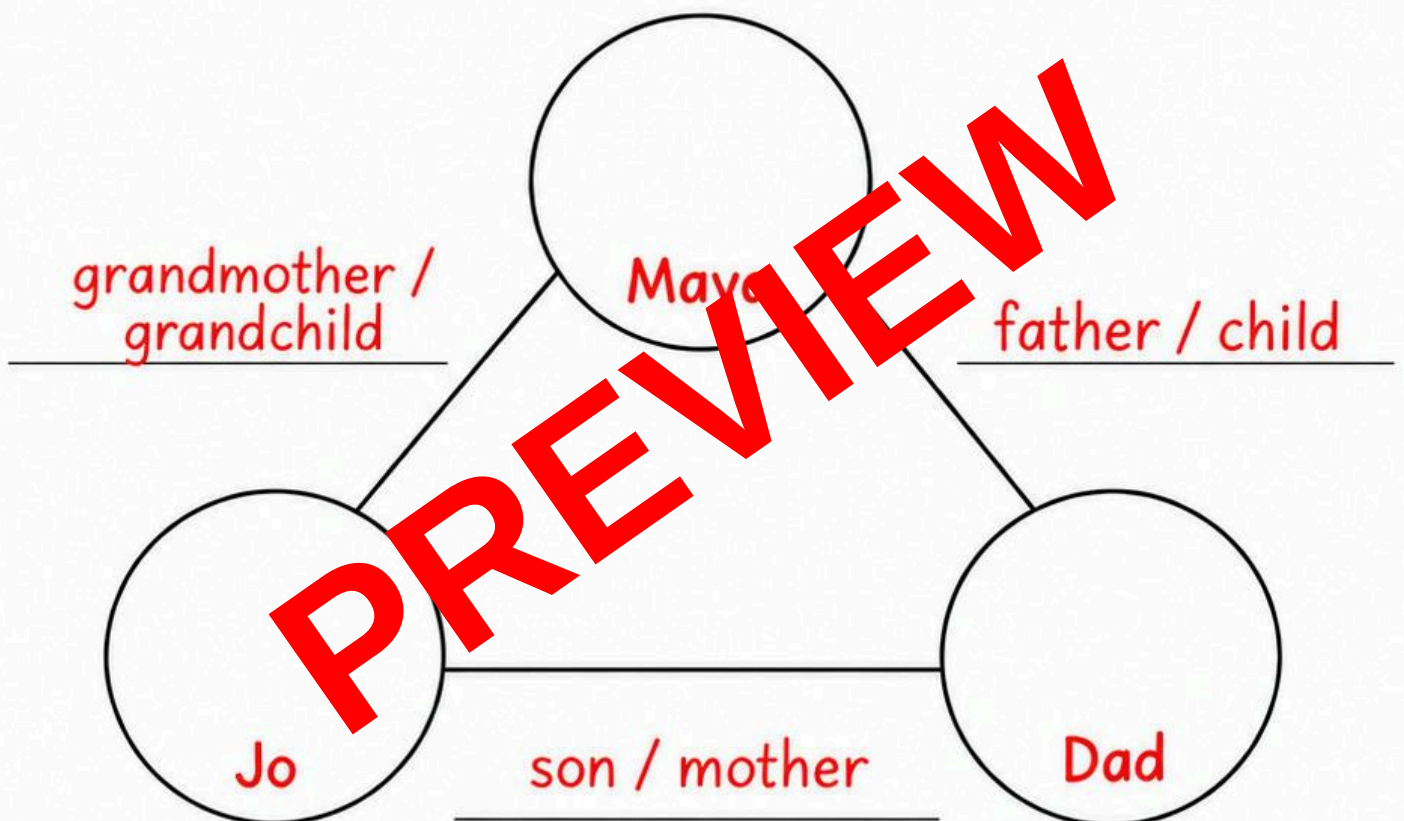
Card A. Name: ANSWERS

NOTICE

Maya lives with Dad and Jo. Dad is Jo's son.

RECORD

Add names. Explain each link.

**EXPLAIN**

One link means ... Dad is Jo's son.

My source is ... card A.

Name: _____

W06

Different families

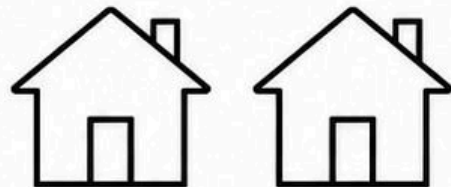


NOTICE

Look at the two family cards.



Leo - B



Asha - C



COMPARE

Think about how the two families are the same and different.

A similarity:

A difference:

PREVIEW



EXPLAIN

Tell more about your ideas.

My evidence:

My partner noticed:

Describe with care. Families are not ranked. You may use another accurate card comparison.

Name: _____

ANSWERS

W06_ANS

Different families

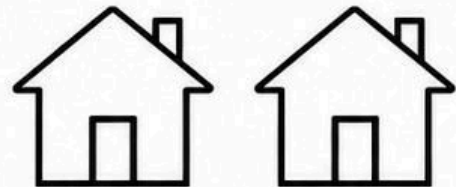


NOTICE

Look at the two family cards.



Leo - B



Asha - C



COMPARE

Think about how the two families are the same and different.

A similarity:

Both describe
people who care.



A difference:

Leo has one stated
home. Asha has two.



EXPLAIN

Tell more about your ideas.

My evidence:

– cards B and C _____

My partner noticed:

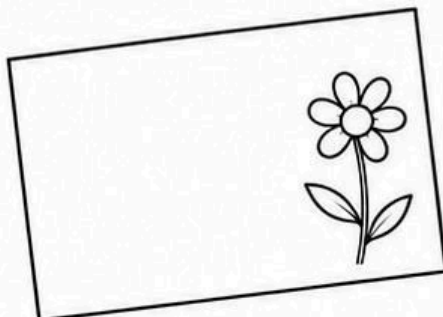
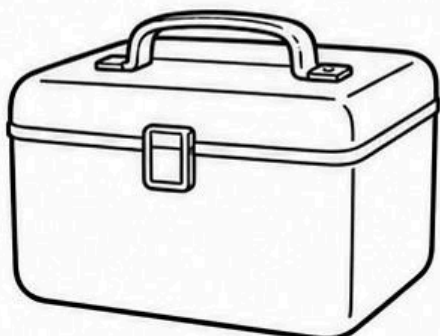
– Asha's cousin helps with songs. _____

Name: _____

W07

An object tells part of a story

1 NOTICE Look closely at the objects. What do you notice?

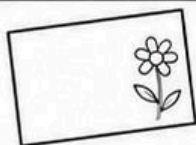


2 MATCH Match each object to a card letter. Write the letter of the account card.



lunchbox

Account card: _____



postcard

Account card: _____



represents teddy

Account card: _____

3 EXPLAIN Use the object and your matched account card. Complete the sentences.

The toy shows ...

.....

.....

The account tells me ...

.....

.....

Still unknown ...

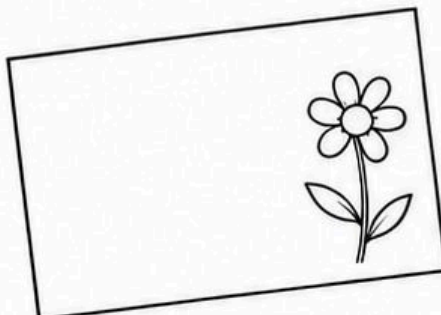
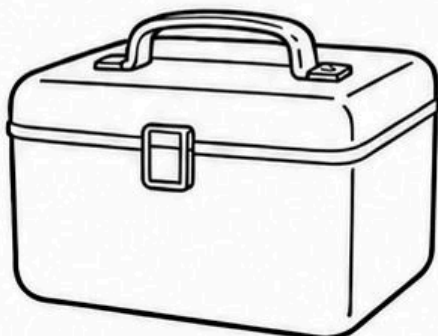
.....

.....

Use a source, not a guess. Point, speak or use a scribe.

An object tells part of a story

1 NOTICE Look closely at the objects. What do you notice?

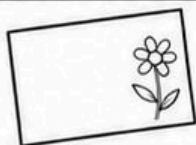


2 MATCH Match each object to a card letter. Write the letter of the account card.



lunchbox

Account card: _____

F

postcard

Account card: _____

G

repaired teddy

Account card: _____

H

3 EXPLAIN Use the object and your matched account card. Complete the sentences.

The toy shows ...

a repair

The account tells me ...

Harper's carers helped mend it.

Still unknown ...

Why it was damaged.

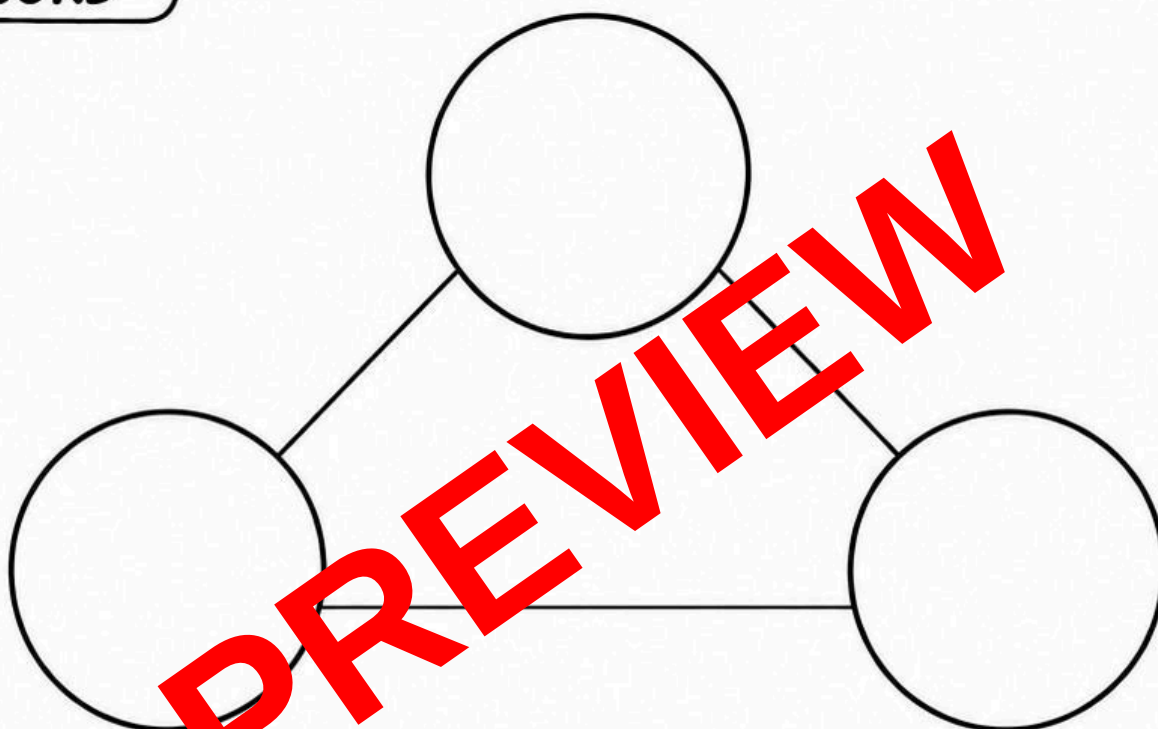
My source-based map

Use card A. Explain three links. You may refine your earlier map.

PLAN

My chosen fictional case: _____

RECORD



Born in: _____

Grew up in: _____

EXPLAIN

The source for my places:

One supported connection:

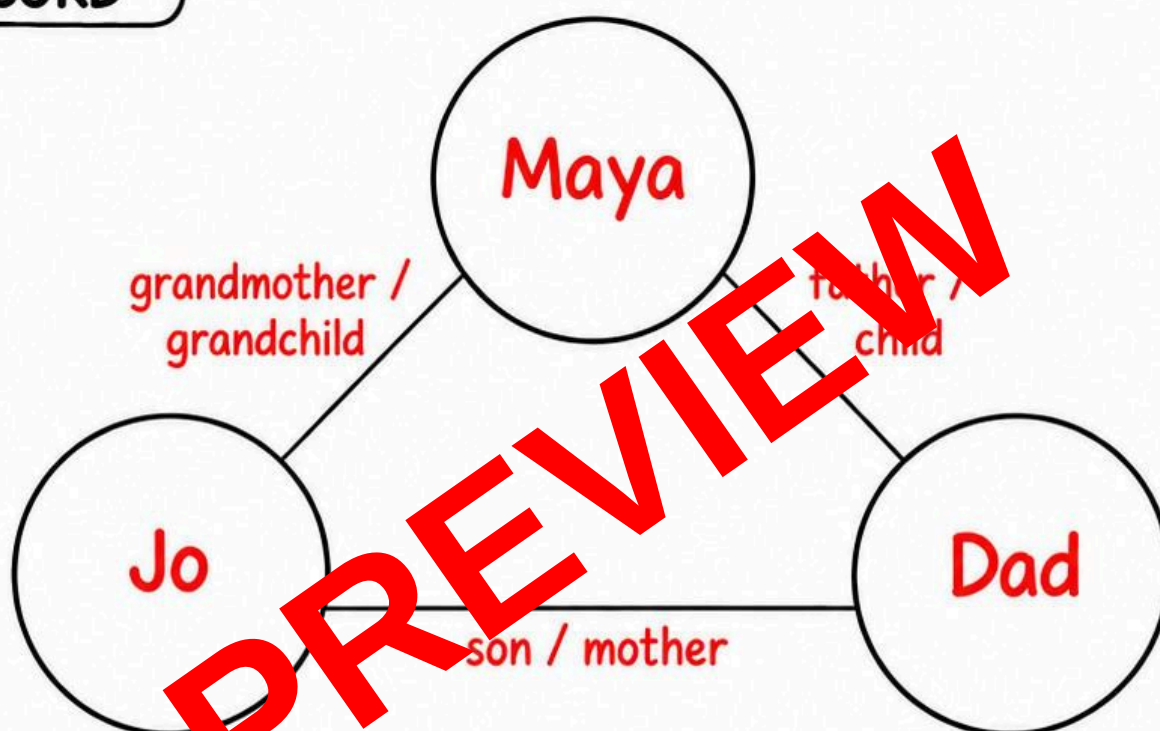
My source-based map

Use card A. Explain three links. You may refine your earlier map.

PLAN

My chosen fictional case: **Maya**

RECORD



Born in: **Ballarat**

Grew up in: **Geelong**

EXPLAIN

The source for my places:
card A

One supported connection:
Jo is Maya's grandmother.

A sample fictional map; do not invent missing facts.

Family-story conference

① PREPARE

- ☐ I can explain three links.
- ☐ I can explain a born/raised place.
- ☐ I can point to a source.



② SHARE

My explanation:

PREVIEW

③ REFLECT

A question I answered:

A detail still unknown:



Family-story conference

① PREPARE

- ☐ I can explain three links.
- ☐ I can explain a born/raised place.
- ☐ I can point to a source.



② SHARE

My explanation:

Jo is Maya's grandmother. Dad is her father.
Dad is Jo's son. Maya was born in Ballarat
and grew up in Geelong. Card A tells me.

Example only; assess the learner's own explanation.

③ REFLECT

A question I answered:

Where did Maya grow up? Geelong.

A detail still unknown:

Maya's birthday.

Which question helped you learn?



At first I wondered ...

Now I know ...



My source: _____

One view I heard:



Listen respectfully. A fictional map or quiet partner share is welcome.



Our many stories

**NOTICE**

Which question helped you learn?

Where was Maya born?

**SHARE**

At first I wondered ...

I wondered about her birthplace.

Now I know ...

I know she was born in Ballarat.

**REFLECT**My source: card AOne view I heard: My partner noticed Jo helps Maya learn.

Listen respectfully. A fictional map or quiet partner share is welcome.
Sample learning statement; other supported reflections are valid.



Assessment - My Family-Story Map



Name: _____

Use a fictional case. No private family story is required.

Make or use a picture map. Explain at least three connections.

Show a born/raised place. Point to the source that supports your answer.

PREVIEW



Born in: _____



Grew up in: _____



My source: _____

Self-check: Have you included ...

☐

Three explained links

☐

Place evidence

☐

Source ready



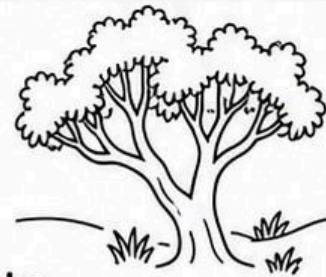
You may speak, point, draw, use AAC or tell a scribe.

☐

Sukindi, Our Family Stories

Foundation

Assessment - Evidence Conference



Learner: _____

Date: _____

Connections and source:



Born / raised explanation:



Question and recording evidence:



Perspective shared:



Conclusion and source link:



Use card B: Are Leo's born and raised places the same? How do you know?



Reflection / learning statement:

Next teaching step:



Rubric - Our Family Stories

Dimension	Developing	Sound	Transfer
Accurate understanding	A relationship or born/raised idea is missing or inaccurate.	Explains three correct links and a supported born/raised place.	Applies these ideas to Leo, explaining same/different places.
Evidence and process	A question or record is unclear, or the source does not support it.	Asks a relevant question, records source facts and points to evidence.	Selects the relevant source and explains what it cannot tell us.
Explanation and application	A map or claim is not yet connected to an explanation.	Explains the map and answers a question using a source.	Justifies a new-case answer and rejects an unsupported label.
Reflection and responsibility	A source-based reflection or respectful view is not yet demonstrated.	Shares a learning statement and listens to another perspective.	Explains how a question changed an idea and names a remaining limit.

Record learning from the map, lessons and conference. Do not score handwriting, artistic neatness, confidence or personal disclosure. Oral, AAC, drawn or scribed responses can show every level. Support for access does not automatically lower achievement.

Evidence / next step:



Lesson 1

People who care



Our learning

We can name people in a family.

We can explain how they care for each other.

PREVIEW

What do you notice?

Look at fictional card A.

Who can you see

What do you still need to ask?



Words we use

Family: people connected in ways that give them names.

Caregiver: someone who looks after a child.

Related: how people are connected in a family.

PREVIEW

Our fictional example



Maya lives with Dad and Jo.

Dad is Maya's father.

Jo is Maya's grandmother.

Our evidence

Card A tells us Dad and Jo help Maya learn

The picture alone cannot tell us every relationship.

We use the account too

PREVIEW

Let us try together

Point to Maya, Dad and Jo.

Finish: "Jo is Maya's ..."

Which words in card A helped you?

PREVIEW

Your investigation

Use cards A–D with a partner.

Name a person and a caring connection.

Draw, point, speak or use w01.

You may use the fictional families throughout.

PREVIEW

Our learning check

Who helps Maya learn? How do you know?

Dad and Jo both help her learn.

Maya says this in card 1.

PREVIEW

Our reflection

Tell a partner one connection.

We describe different families respectfully.

PREVIEW

Well Done!

Lesson 2

Questions help us learn



Our learning

We can ask a family question.

We can choose a source that may answer it.

PREVIEW

What do you notice?



Look at card A's picture and its words.

Can you see when Maya was born?

What question could help?

Words we use

Who asks about a person.

Where asks about a place.

When asks about a time.

An account is what someone tells us.

PREVIEW

Our fictional example



My question: "Where was Maya born?"

A picture of Maya reading a book not answer this.

I listened to her account.

Our evidence

Card A says Maya was born in Ballarat.

It does not give her birthday.

We can say, "This source does not tell us yet."

PREVIEW

Let us try together

Choose a question about Leo.

Who helps after school? Where did he grow up?

Can card B answer your question?

PREVIEW

Your investigation

Choose one fictional card.

Ask a who, where or when question.

Find an answer, or say the source does not tell us.

Use W02, speech, pointing or scribing.

PREVIEW

Our learning check

Can the picture alone tell us exactly where Maya was born?

No. Her account gives us information.

A relevant record could help too.

Our reflection

Share your question and the source you used.

It is useful to notice what we do not know.

PREVIEW

Well Done!

Lesson 3

Born and Raised



Our learning

We can tell born and raised apart.

We can use a source to name a place.

PREVIEW

What do you notice?

D2 How We Explain Our Evidence

Question	Evidence	Explanation
Are born and raised the same place for Maya? 	Card A: I was born in Ballarat. I grew up in Geelong.  	No. Maya was born in Ballarat and grew up in Geelong. Both places are part of her story. 

I know this because Maya says it in card A.

Card A names Ballarat and Geelong.

What does Maya tell us about each place?

Words we use

Born: the place where a baby is born

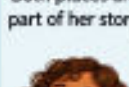
Raised: the place or places where someone grows up.

These places may be the same or different.

PREVIEW

Our fictional example

D2 How We Explain Our Evidence

Question	Evidence	Explanation
Are born and raised the same place for Maya?	Card A: I was born in Ballarat. I grew up in Geelong.  	No, Maya was born in Ballarat and grew up in Geelong. Both places are part of her story. 

I know this because Maya says it in card A.

Maya: born in Ballarat.

Maya: grew up in Geelong.

Leo: born and grew up in Bendigo.

Our evidence

We use the words in cards A and B.

An illustration of a place is a reminder.

It cannot prove where someone was born.

PREVIEW

Let us try together

Point to the right label for Maya:

"born" or "grew up".

Which label belongs with Geelon?

PREVIEW

Your investigation

Match Maya and Leo to their place statements.

Use W03 or arrange word cards.

Point to the account for each answer.

You do not need to show your own places.

PREVIEW

Our learning check

Are born and raised the same place for you?

No. Born in Ballarat, raised in Geelong.

Both places are part of my story.

PREVIEW

Our reflection

Explain one match using born or grew up

Leo shows that the places can be the same

PREVIEW

Well Done!

Lesson 1

Listening to an account



Our learning

We can listen for a fact.

We can show which account helped us

PREVIEW

What do you notice?

What can an account tell us that a picture may not?

Listen to fictional Jo in card E.



Words we use

An account gives someone's words.

A fact in our case is something the account indicates.

A question helps when information is missing.

PREVIEW

Our fictional example



Jo says her childhood family cooked meals,
repaired clothes and helped with school
reading.
Several relatives shared the jobs.

Our evidence

I heard "repaired clothes" in card E.

I can draw that fact and name my source.

The picture does not name every relative.

PREVIEW

Let us try together

Listen again.

Choose two things Jo's family did.

Where in the account did you hear them?

PREVIEW

Your investigation

Use W04 to draw two facts you heard.

Compare them with card E's picture.

Ask a question about a detail you still do not know.

Point, speak or use a scribe if helpful.

PREVIEW

Our learning check

Did Jo say who did every job?

No. She said several relatives shared the jobs.

We do not assign each job by gender.

PREVIEW

Our reflection

Finish: "I know ... because Jo says ..."

Share a question that remains.

PREVIEW

Well Done!

Lesson 5

Showing connections



Our learning

We can make a connection map.

We can explain what each link means.

PREVIEW

What do you notice?

How are Maya, Dad and Jo connected?

Which facts come from card A?

Fictional Source Cards

A - Maya Fictional source

I was born in Ballarat. I grew up in Geelong. I live with Dad and my grandmother Jo. Dad and Jo both help me learn. Jo tells me stories about when she was little.



Additional fact:
Dad is Jo's son.

B - Leo Fictional source

I was born and grew up in Bendigo. I live with Mum and my older brother. My aunt Sam lives nearby and sometimes helps us after school.



Additional fact:
Aunt Sam lives nearby, in another home.

C - Asha Fictional source

I have two homes. At one I live with Mum; at the other I live with Dad. My cousin helps me practise songs when we visit.



Additional fact:
One child belongs across two homes.

D - Harper Fictional source

My foster carers help with meals and school. I like drawing with my friend Ren. People can care for us in different ways.



Additional fact:
People can care for us in different ways.

Words we use

A connection map shows how people are linked.

A label explains each link.

It does not rank families

PREVIEW

Our fictional example



Maya to Dad: father and child.

Maya to Jo: grandmother and grandchild.

Dad to Jo: son and mother.

Our evidence

Card A gives these relationships.

I label three links instead of guessing.

A map may show people across different homes.

PREVIEW

Let us try together

Use three name cards.

Tell a partner what each link means.

Check all three against card A.

PREVIEW

Your investigation

Use card A with W05 or name cards

Explain Maya's links to Dad and J
and Dad's link to Jo.

For other cases, draw only supported links.

PREVIEW

Our learning check

What does the link between Dad and Jo mean?

Dad is Jo's son. Jo is Dad's mother.

We know this from card A.

PREVIEW

Our reflection

Point to a link and explain it.

Different map shapes can show accurate connections.

PREVIEW

Well Done!

Lesson 6

Different Families



Our learning

We can compare two care networks

We can listen respectfully to different views

PREVIEW

What do you notice?

Fictional Source Cards

A - Maya Fictional source

I was born in Ballarat. I grew up in Geelong. I live with Dad and my grandmother Jo. Dad and Jo both help me learn. Jo tells me stories about when she was little.



Additional fact:
Dad is Jo's son.

B - Leo Fictional source

I was born and grew up in Bendigo. I live with Mum and my older brother. My aunt Sam lives nearby and sometimes helps us after school.



Additional fact:
Aunt Sam lives nearby, in another home.

C - Asha Fictional source

I have two homes. At one I live with Mum; at the other I live with Dad. My cousin helps me practise songs when we visit.



Additional fact:
One child belongs across two homes.

D - Harper Fictional source

My foster carers help with meals and school. I like drawing with my friend Ren. People can care for us in different ways.



Additional fact:
People can care for us in different ways.

Read cards B and C

Which people help Leo?

Which people care in Asha's account?

Words we use

Similar: something two cases share.

Different: something that varies.

A perspective is how someone sees their experience.

PREVIEW

Our fictional example



Leo lives with Mum and an older brother.

Asha has a home with Mum and a home

with Dad.

Both Leo and Asha have connections with other

people.

Our evidence

Leo says Aunt Sam helps after school

Asha says her cousin helps with songs

The accounts describe different forms of care.

PREVIEW

Let us try together

Find one similarity and one difference.

One child may notice homes. Another may notice care.

Listen to the reason each person gives.

PREVIEW

Your investigation

Choose two supplied profiles.

Use W06 or an oral comparison.

Give a similarity and a difference with evidence.

Describe families without better/worse labels.

PREVIEW

Our learning check

Can different views both use the source?

Yes. We can notice different true details.

We ask for the source and listen respectfully.

PREVIEW

Our reflection

Share one view you heard from your board members.

Explain which card supports it.

PREVIEW

Well Done!

Lesson 2

An object tells part of a story



Our learning

We can use an object and its account

We can say what remains unknown.

PREVIEW

What do you notice?



Look at fictional object cards E-H.
What can you see on the objects?
What do their accounts add?

Words we use

An object is something we can look at.

A clue gives some information.

An account can explain a connection.

PREVIEW

Our fictional example



Card H shows a toy with a repair.

Harper says the foster carers helped mend it.

The account explains who helped.

Our evidence

We cannot see who repaired it from the evidence alone.

We do not know why it was damaged.

Our conclusion uses both source reports.

PREVIEW

Let us try together

Read card F.

What does the lunchbox show?

What does Maya's Dad tell us?

PREVIEW

Your investigation

Match the three objects to their supplied accounts.

Use W07 and cards F-H.

Say one supported fact and one thing still unknown.

Explain which object matters to a case character.

PREVIEW

Our learning check

Does a postcard prove someone travelled?

No. Card G says Aunt Sam gave her the postcard.

It gives no travel place or journey.

PREVIEW

Our reflection

Which object would Leo value, according to a?

Someone else may value a different object.

Use the account, not a guess.

PREVIEW

Well Done!



Lesson 8

My source-based map



Our learning

We can choose relevant source details.

We can prepare a map and place caption.

PREVIEW

What do you notice?

D2 How We Explain Our Evidence

Question	Evidence	Explanation
Are born and raised the same place for Maya?	Card A: I was born in Ballarat. I grew up in Geelong. 	No. Maya was born in Ballarat and grew up in Geelong. Both places are part of her story. 

I know this because Maya says it in card A.

What makes a map explanation convincing?

A picture tells its story and the supporting account helps.

Words we use

Relevant: information that helps answer our question.

Evidence: the source detail that supports our idea.

A conclusion answers the question using evidence.

PREVIEW

Our fictional example

D2 How We Explain Our Evidence

Question	Evidence	Explanation
Are born and raised the same place for Maya?	Card A: I was born in Ballarat. I grew up in Geelong. 	No, Maya was born in Ballarat and grew up in Geelong. Both places are part of her story. 

I know this because Maya says it in card A.

I choose card A for Maya's relationships and places.

Card E helps explain Jo's childhood care story.

I use only details each card actually gives.

Our evidence

My map has three explained links.

My caption says "Born in Ballarat grew up in Geelong."

I point to card A as the source.

PREVIEW

Let us try together

Would Jo's picture tell us Maya's birthplace?
Which card gives the relevant place information?

PREVIEW

Your investigation

Use card A with W08 and your earlier map.

Explain three connections.

Add Maya's places and name your source.

Other cases may use a free map.

PREVIEW

Our learning check

Can we add Asha's birthplace from card 2?

No. That source does not name

We may use Maya or L for the place evidence.

PREVIEW

Our reflection

Point to a caption and its source.

Tell a partner why you chose that photo.

PREVIEW

Well Done!

Lesson 1 Family history conference



Our learning

We can explain our map with a source.

We can answer a question about our evidence.

PREVIEW

What do you notice?

Find your map and source cards.

Which connection will you claim first?



Words we use

A claim is the idea we explain.

Our source supports it.

We can name a limit of our source.

PREVIEW

Our fictional example



"Jo is Maya's grandmother"

Card A tells me that

Jo tells Maya stories about when she was little.

Our evidence

I point to the map link and card A.

I explain born and raised using the account.

I do not add details the source never gives.

PREVIEW

Let us try together

Ask a partner: "Which source helped you?"

Listen to their response.

Then ask one respectful question.

PREVIEW

Your investigation

Share your map using A1 and W09.

Explain three connections and a learning place.

Answer a question and point to evidence.

Speech, AAC, drawing or describing can show learning.

PREVIEW

Our learning check

Leo was born and grew up in Bendigo.

What is the same? Which source tells us?

His birth and childhood place are the same.

Card B gives birth facts.

PREVIEW

Our reflection

What did your source help you explain?

What detail remains unknown?

PREVIEW

Well Done!

Lesson 10

Our many stories



Our learning

We can share a learning statement.

We can explain how a question changed an idea.

PREVIEW

What do you notice?

D2 How We Explain Our Evidence

Question	Evidence	Explanation
Are born and raised the same place for Maya?	Card A: I was born in Ballarat. I grew up in Geelong. 	No. Maya was born in Ballarat and grew up in Geelong. Both places are part of her story. 

I know this because Maya says it in card A.

What question helped you learn something new?

Use an existing fictional map if you prefer.

Words we use

Then: an earlier time.

Now: the present time.

Reflection: thinking about what we learned.

PREVIEW

Our fictional example

D2 How We Explain Our Evidence

Question	Evidence	Explanation
Are born and raised the same place for Maya?	Card A: I was born in Ballarat. I grew up in Geelong.	No, Maya was born in Ballarat and grew up in Geelong. Both places are part of her story.

I know this because Maya says it in card A.

"At first I wondered when Maya was born. Now I know the answer, she was born in Ballarat. I grew up in Geelong. I grew up in Geelong by listening to a source."

Our evidence

Different children may share different discoveries.

We listen to each explanation and its source.

Every family account deserves respectful language.

PREVIEW

Let us try together

Tell a partner one idea that changed.

Say which question or source helped.

Your partner retells your view.

PREVIEW

Your investigation

Share an existing map and W10 statement.

Use a class display only with consent.

Fictional maps or a quiet partner share are welcome.

Listen and ask a respectful question.

PREVIEW

Our learning check

A learner points to card A and says Maya grew up in Geelong.

What makes this statement supported?

Card A names Geelong as where Maya grew up.

The learner connects the claim to that source.

Our reflection

Finish: "I learned ... from ..."

We can ask, listen and explain with care

PREVIEW

Well Done!

Our Family Stories Unit Quiz



How we answer

Listen to each question.

Think, point, speak, draw or use A.C.

Use our fictional source cards.

Explain how you know

PREVIEW

Question 1

In the Maya profile, are born and raised in the same place?

PREVIEW

Answer 1

No. Maya was born in Ballarat and grew up in Geelong.
Both are part of her story.

PREVIEW

Question 2

Can a photograph tell us exactly where someone was born?

PREVIEW

Answer 2

Not by itself. An account or another relevant record is needed.

PREVIEW

Question 3

Who is Jo in Maya's account? Which source helps?

PREVIEW

Answer 3

Jo is Maya's grandmother. Card A says Dad is Jo's son.

PREVIEW

Question 4

Which question asks about a place: "Where does Leo live?" or "Where did Leo grow up?"

PREVIEW

Answer 4

"Where did Leo grow up?" asks about a place. Card B
answers: Bendigo.

PREVIEW

Question 5

Does Aunt Sam live in Leo's home, according to card B?

PREVIEW

Answer 5

No. Leo lives with Mum and his older brother. Aunt Sam lives nearby and sometimes helps after school.

PREVIEW

Question 6

Leo notices after-school help. Asha notices help with songs. Can we listen to both views?

PREVIEW

Answer 6

Yes. Both accounts describe a form of conflict. We can retell each view respectfully without ranking the families.

PREVIEW

Question 7

Card G shows a postcard. Does it prove that Leo or Aunt Sam travelled?

PREVIEW

Answer 7

No. Leo says Aunt Sam gave him the passport. The account gives no journey or travel plan.

PREVIEW

Question 8

A classmate chooses a fictional map instead of sharing private family details. What can we do?

PREVIEW

Answer 8

Welcome the choice, listen respectfully and ask about the supplied source. No one must share private family information.

PREVIEW

Question 9

Transfer: Leo was born and grew up in Bangladesh. What is the same, and which source supports your answer?

PREVIEW

Answer 9

His birth and childhood place are the same, Sendigo.
Card B supports both. Unlike May, his two place
statements match.

PREVIEW

Question 10

Transfer: A child labels a picture of Acha Ben in Ballarat". Can card C support that label? What could help?

PREVIEW

Answer 10

No. Card C does not give Asha's birthplace. Ask a relevant question and use an account that actually gives the answer. Do not guess from appearance.

PREVIEW

Our reflection

Which source helped you?

What did you explain well?

What question would you ask next?

PREVIEW

Well Done!