

**First Nations people are advised that this resource and external links may contain images, voices and names of people who have died.**

# **Janice's Story**

Australia

**Primary (F-2)  
Case Study and  
Activities**





This is Janice's story.



Janice is a proud Wagilak woman. She lives on Jawoyn Country, in Arnhem Land in the Northern Territory.



Janice works at Djilpin Arts Aboriginal Corporation which is supported by Caritas Australia.



Djilpin Arts provides jobs and training for young people, a place for elders to pass on their knowledge, an art museum and a shop.



With the help of Caritas Australia, Djilpin Arts now has a shed to display and store artworks for sending to online customers.



Janice works in the art museum and performs traditional dances.





Janice tells her family's stories through movements passed down from generation to generation.



**“When I dance, I feel strong in my heart. It's like my grandfather and my grandmother are here with me.”**

Janice





Elders in her community are growing older and passing away.



Janice knows she must share her knowledge with the younger generation.



She and her family must help keep their culture strong.



Djilpin Arts is a special place for the community and for Janice's whole family. Her two daughters work in the shop.



Janice's brother runs cultural tours and her son plays the didgeridoo for performances too!



**“It’s important to me because me and my brother, we got knowledge from our great grandfather, he told us to take care of your culture. It’s even more important for us to work here because we hold our culture here and we love this place.”**

Janice







Together with her community, Janice is taking care of her culture, for all future generations.

# JANICE'S STORY

## LEARNING TASKS



Read **Janice's Story**. Ask students:

1. Why is dance so important to Janice?
2. What kinds of activities happen at the Djilpin Arts centre?
3. Why does Janice love Djilpin Arts so much?
4. How did Caritas Australia help?

**Curriculum links:** English, Geography

### **PRAYER**

Write a prayer for Janice and her community using the **Prayer Worksheet**.

### **TASK 1: Country Study**

Can you find Australia on a world map? Using the world map provided and either Google maps or an old-fashioned atlas, locate Australia. Colour this country in and label it.

**Extension:** Which region of the world is Australia in: Africa, Europe, Asia, Oceania, North America or South America? Mark the borders of Australia's Northern Territory on the map. Look at this [AIATSIS Map of Indigenous Australia](#). Djilpin Arts is just east of Katherine, on Jawoyn Country. Can you find it? What direction is the Northern Territory from where you live? What is the weather like in the Northern Territory? What time is it in the Northern Territory?

**Curriculum link:** Geography

**Janice poses for a photograph near Djilpin Arts in Northern Territory, Australia.**

Photo: Richard Wainwright

# JANICE'S STORY

## LEARNING TASKS



### TASK 2: Photo Study

As a class, view the photos in **Janice's Story**. Ask students:

- What do the photos show you about Janice's life and community?
- Which photo do you like the best? Why?
- What questions would you like to ask Janice?
- What do you want to learn more about?

**Curriculum links:** English, Health and Physical Education

### TASK 3: Listen Up!

Listening is an important part of how we learn and share meaning, understanding and wisdom. In Australia, listening to Janice and other First Nations peoples' voices and stories is especially important.

#### a. Listening Meditation

Sit comfortably. Gently close your eyes. Notice your breath. Listen to the air flow in and out. Listen. Can you hear the breath of others in the room? Notice what else you can hear. Take a deep breath in. And out. After a minute or two, finish with another deep breath in and out, then gently open your eyes.

For more on deep listening, see Miriam-Rose Ungunmerr Baumann's '*dadirri*' reflection on the [Miriam Rose Foundation website](#).

#### b. Now, Hear This!

Choose a song by or featuring a First Nations artist/s. (**See Song suggestions**) Listen to the song. When the song is finished, allow a minute of quiet. Then have students write down any words that describe how this song makes them feel, and any questions they have for the singer/songwriter.

**Curriculum links:** English, Geography, The Arts

### TASK 4: Story Keepers

First Nations perspectives are fundamental to learning more about caring for each other and our common home. Story Sharing is one important part of this, along with others outlined in the pedagogical approach called [Eight Aboriginal Ways of Learning](#). This approach is about "relational responsiveness, a protocol of attending to relational obligations in the field you're working in, relating and responding holistically to people, land, culture, language, spirit and the relationships between these with integrity and intellectual rigour." [Source: 8 Ways](#)

#### a. Brainstorm

Name all the different ways you can communicate a story. Write them on the board. (Prompts might include ways to communicate stories using **words, images, gestures** and **sounds**.) Can you think of any other storytelling traditions in countries and cultures around the world?

#### b. Class Yarn

Go back to Janice's Story. Remember how "Janice is a traditional dancer who tells her family's stories through movements which have been handed down over generations"? Stories are important. Why? And, how do stories help keep cultures alive? Are there any special or important stories that are loved and told (or sung or danced or performed) again and again by: you, your family, your church, school or other local community group?

Make a multi-media collage of your special story. Use all kinds of materials (sand, grains, bark, leaves, corrugated cardboard, textured paper, cellophane) to help tell the story. When you've finished, share your story and collage with a friend. Get them to close their eyes and imagine the scene by feeling the collage as you describe it.

**Curriculum links:** English, Geography, The Arts, History

# JANICE'S STORY

## LEARNING TASKS



### TASK 5: Dance Story

Watch this [Bangarra Dance Company](#) performance of [Brolga \(2001\)](#). Ask students:

- What does this dance tell us about the Brolga?
- What other ideas or feelings are being expressed?
- What is your opinion of the work?

**Curriculum links:** English, Geography, The Arts

### TASK 6: CST Link

The CST principle of Subsidiarity and Participation reminds us that all people have the right to participate in decisions that affect their lives. Refer to the [CST Toolkit](#) for further activities. Ask students:

- How is the principle of Subsidiarity and Participation at work in Janice's Story?
- Who should be involved in decision-making in the Djilpin Arts community? Why?

### TASK 7: RE Link

Consider doing this task outside. You might even invite students to remove their shoes to better feel the connection to the earth.

In the Bible, when Moses was in the wilderness looking after his flock and he came across a burning bush, God spoke to him and said: "Remove the sandals from your feet, for the place on which you are standing is holy ground." (Exodus 3:5) Janice and her community at Djilpin Arts make art that celebrates and shows respect for Country. They know how important art is to culture and to human survival and wellbeing.

Spend a moment of quiet thinking about what you love or value about the place where you live. Finish with this prayer:

Holy God,  
you meet us in quiet gardens and wild places,  
in busy streets and wide-open spaces;  
all creation hums with life.  
May Janice and Djilpin Arts continue to thrive,  
and – having remembered the sacred earth again –  
may we too grow in love and harmony  
with the people and places we call home,  
for the sake of all future generations,  
Amen.

Name: \_\_\_\_\_



# My Prayer for Janice

Write a prayer for Janice and her community in Australia.

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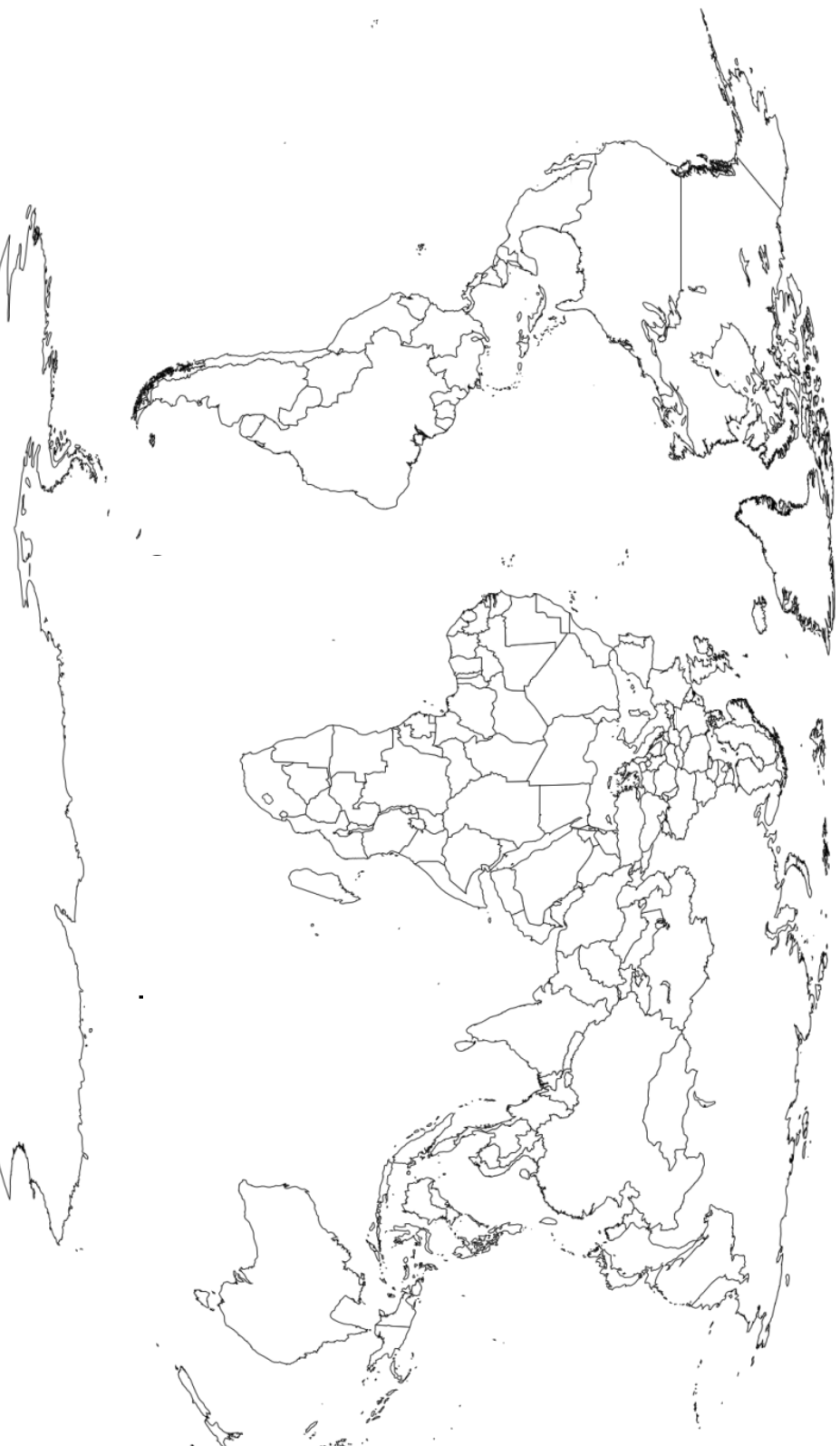
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# World Map



© 2009 [www.free-world-maps.com](http://www.free-world-maps.com)

NOW HEAR THIS!

# Song Suggestions

**Balang T. E. Lewis** [‘Café del Wulgular’](#), *Sunshine After Rain* (2005)

**Luke Stevens** [Digeridoo Music](#) (multiple tracks)

**Shellie Morris and the Borroloola Songwomen** [‘Waliwaliyangu Li-Anthawirriyarra A-Kurija’](#) (Saltwater People Song), *Together We Are Strong* (2013)

[www.shelliemorris.net](http://www.shelliemorris.net)

**Gurrumul** [‘Jesu’](#), *The Gospel Album* (2015)

[www.gurrumul.com](http://www.gurrumul.com)

**Jessica Mauboy** [‘My Island Home’](#) for Indigenous Literacy Foundation (2020)

[www.jessicamauboy.com.au](http://www.jessicamauboy.com.au)

**Baker Boy** [‘Somewhere Deep’](#) (featuring Yirmal) or [‘Meditjin’](#) (featuring Jess B.), *Gela* (2021) [www.bakerboyofficial.com](http://www.bakerboyofficial.com)

**Emily Wurramara** [‘Black Smoke’](#), *Milyakburra* (2018)

[www.emilywurramara.com.au](http://www.emilywurramara.com.au)

# THANK YOU

## PHOTO CREDITS

Janice's Story (Australia) – Richard Wainwright

## PRIMARY STUDENTS

Learning about people not having what they need to live a healthy and safe life can be hard. If you are feeling worried or upset about anything you have learnt about through this resource, make sure you talk to your teacher or a trusted adult. They can share your concerns via our [website](#).

Do you have an idea for how Caritas Australia can improve our school resources? We would love to hear it! Please email [education@caritas.org.au](mailto:education@caritas.org.au)

## TEACHERS

For more school resources, please visit: [caritas.org.au/resources/school-resources/](https://caritas.org.au/resources/school-resources/)

Stay up to date with events and resources! Subscribe to [Caritas Australia's Education e-newsletter](#)



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