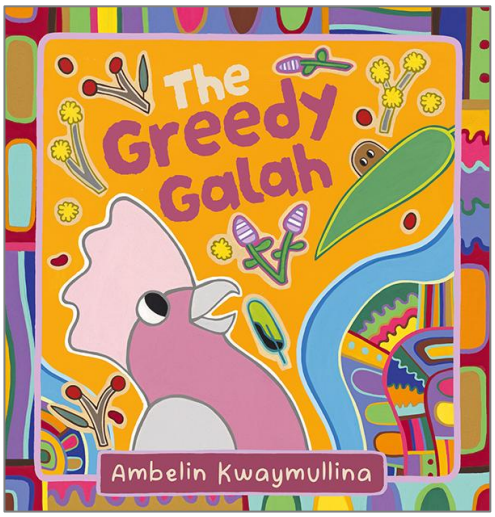
THE GREEDY GALAH

AMBELIN KWAYMULLINA
ISBN (HB): 9781760997939
YEAR LEVEL: F–Y2
CROSS-CURRICULUM PRIORITIES: Aboriginal and Torres Strait Islander histories and cultures; Sustainability





ABOUT THE BOOK

There was once a galah who was very greedy. She loved filling her nest with bright, colourful things. But then Galah met Seed ...

In this playful picture book, award-winning First Nations writer Ambelin Kwaymullina asks readers to consider whether feathering our nests is more important than growing deep friendships.

The story depicts one of Australia's most familiar birds, endemic to urban and rural areas across the country, facing a familiar scenario in choosing what to save when fire threatens.

It creates a gentle way to introduce children to the concept of what we value and what we can afford to lose. Kwaymullina's high-contrast illustrations swoop across the pages in joyful, jewel-like colours making it perfect for holding the attention of young readers.

ABOUT THE AUTHOR

Ambelin Kwaymullina is a neurodivergent First Nations writer, illustrator and academic who comes from the Palyku people of the Pilbara region of Western Australia.

THEMES

- Friendship
- Birds
- Colours
- How Plants Grow and Change – from seed to tree
- Bushfires
- Emotions

AUSTRALIAN CURRICULUM OUTCOMES

- F–Y2 English
- F–Y2 Numeracy
- F–Y2 Visual Arts
- F–Y2 Biological Sciences
- F–Y2 Health and Physical Education

USEFUL WEBSITES

- Author's website: akauthor.com.au
- Author's page: fremantlepress.com.au/contributor/ambelin-kwaymullina
- Galah facts for kids: kids.kiddle.co/Galah
- How a seed grows: youtube.com/watch?v=tkFPyue5X3Q
- How bushfires help plants grow: youtube.com/watch?v=EZk0UADrn20

CLASSROOM IDEAS

Discussion Questions

1. What does it mean to be greedy?
2. Why is Galah greedy?
    a. What sort of things does she like to collect?
    b. What things do you like to collect?
3. How do you think it makes the others feel when Galah takes things from them?
   How do you feel when someone takes something from you?
4. Does Galah enjoy playing with Seed? How do you know?
5. Do you think Galah is surprised to find that she enjoys Seed's company?
6. What did Galah try to do when she saw the bushfire?
7. What happened to Seed when he was dropped in the bushfire?
8. What was the 'best treasure' Galah found in the end?
9. Why do birds make nests?
    a. What materials might they use?
    b. How do the nests keep the eggs safe?
10. Galah and Seed played hide-and-seek, what other playground games do you enjoy?
    What are the rules of your game to keep it fair and safe for everyone?
11. Bushfire awareness questions:
    a. How do bushfires change the environment?
    b. How do firefighters help keep us safe?
    c. What happens after a bushfire?
    d. How do new plants grow after a bushfire?

Creative Writing

From Little Things, Big Things Grow.

1. Kindy/Pre-Primary sequencing activity. In four boxes, the students draw a galah, a seed. a big tree and a nest. They cut them out and stick them in the correct order. Then they complete the sentences using a word bank:
    a. Here is my _____. (galah)
    b. Galah found a _____. (seed)
    c. The seed grew into a ____ _____. (big tree)
    d. Galah built a _____. (nest)
2. Year 1 writing activity.
    a. Discussion points first:
        i. What does a seed need to grow?
        ii. What happens to the seed in the soil?
        iii. Imagine you are the seed, how would you feel as you begin to grow?
        iv. What happens to its roots and shoots?
        v. What did the seed become?
        vi. Who or what visits the tree now?
    a. The students continue the story from this story starter: *One sunny day, a tiny seed fell onto the ground. Then it was covered by soft soil and beneath the ground it waited and waited. Suddenly, something amazing happened.*
3. My Friend activity.
    a. Brainstorm together what it means to be a good friend. Make a word list on the board of all the words the students chose so they can refer to this.
    b. The students draw a picture of one of their friends in the class.
    c. Complete it with the following sentence:
       This is my friend _____. (name)
       I like them because they are _____. (say why you are friends. What is it you like about them?)
    d. Create a 'washing line' of their friendships across the classroom.
4. Bushfire poem. Brainstorm descriptive words for a bushfire. Write them up on the board.
    a. Ask the students:
        i. What can you see?

   ii. What can you hear?
   iii. What can you feel?
   iv. What does the fire do?
b. Template for their writing (support as needed).
   - The bushfire is _____.
   - I can see_____.
   - I can hear _____.
   - The bushfire _____.
c. The students can draw a picture of their bushfire to go with their writing.

The Arts

1. Feather painting – use craft feathers to dip in paint and create a picture.
2. Galah collage. Students make a galah collage using the following:
   a. pink and grey paper
   b. feathers
   c. cotton wool
   d. paint

   They can label the beak, wings, feet and crest.
3. Nest construction activity. You will need: paper plates, brown paint, paintbrushes (or feathers), brown paper bags (opened) or brown raffia, glue, pompoms or paper eggs. Instructions:
   a. Paint the paper plate brown.
   b. Tear the brown paper bag into strips.
   c. Glue strips or raffia onto plate to make a nest.
   d. Add 2–3 eggs in the middle.
4. Bushfire silhouette sponge art. Focus: Australian bushfire awareness, colour mixing and painting techniques.

   You will need: A4 white paper, black paper, paint (orange, red and yellow), glue.
   a. On the A4 paper, students paint the background using red, orange and yellow paint.
   b. They use sponges to blend the colours together to create a fiery sunset sky.
   c. Once dry, they can add a tree silhouette, cut out from the black paper, and glued onto the painted background.

Health and Physical Education

1. Acting out what happens to the seed as it grows into a plant or tree. Focus: movement, listening, sequencing, body awareness.
   a. The seed is sleeping in the soil.
      i. Curl up into a tiny ball on the floor
      ii. Hug knees and tuck head down
   b. The rain falls.
      i. Wiggle fingers to make rain
      ii. Pat legs gently as if the rain is pitter-pattering
      iii. Stay curled up
   c. The roots grow.
      i. Stretch out one leg slowly
      ii. Stretch out the other leg
      iii. Reach hands along the ground like roots
   d. The shoots grow.
      i. Slowly kneel up
      ii. Stretch arms upwards
   e. The plant grows taller.
      i. Stand up slowly
      ii. Reach as tall as possible
      iii. Stretch from side to side
   f. The wind blows.
      i. Sway gently left and right
      ii. Bend but don't fall over

    g. The sunshine helps the plant grow tall.
        i. Reach arms wide to the sun
        ii. Make a big smile
2. Movement game to explore the life cycle of a seed. Can be played as Simon says. Call out the word below and the students complete the action.
    a. *Seed* – the children curl up
    b. *Rain* – wiggle fingers
    c. *Roots* – stretch along the ground
    d. *Sprout* – kneel up
    e. *Plant* – stand tall
    f. *Wind* – sway side to side
    g. *Flower* – make a big flower shape with arms and smile!
3. Seed relay. Place picture cards around the room of a seed, rain, sprout, plant and flower. The students move between the stations in the following manner:
    a. Hop to the rain card.
    b. Crawl along the ground to the root card.
    c. Unfurl and stretch up tall to the sprout card.
    d. Tiptoe with arms upstretched to the growing plant.
    e. Twirl around to the flower card.
4. Hide-and-seek classroom items.
    a. Hide different groups of things around the classroom like feathers, buttons, crayons, etc.
    b. Students go and find them.
    c. Students can sort them into groups by what they are, colours, size, etc.
    d. Discuss the groups they have chosen and suggest other groups.

Mathematics

1. Galah collecting treasures. You will need pictures of things Galah could collect like feathers, flowers, berries, gumnuts, seeds, etc.
    a. Give the students a numeral card with a picture prompt and ask them to collect that number of items.
    b. Roll a dice and the children collect that many 'treasures' each turn.
2. Measure the plants. Provide pictures of plants at different heights. The students use Unifix cubes to measure how tall the plants are.
    a. Order them from shortest to tallest.
    b. Compare heights using the following language: taller, shorter, tallest, shortest.
3. Counting circle activity. How many friends do we have?
    a. The students stand in a circle and together practise counting everyone in turn.
    b. Individual students can stand in the middle of the circle and have a go at counting everyone.
    c. Number sequence practice: the first student calls out 'one', the next student 'two', continue consecutively until everyone has had a turn.

Science

1. Investigating how seeds grow – growing a grass head. Focus: understanding what a plant needs to grow.
    a. You will need:
        i. Stockings or pantyhose
        ii. Grass seeds
        iii. Potting mix
        iv. Rubber bands
        v. Googly eyes
        vi. Glue
        vii. Small cups or containers
        viii. Water spray bottles
    b. Procedure:
        i. Place the grass seeds into the toe of a stocking.
        ii. Add potting mix.

iii. Tie the stocking to create a round 'head'.
iv. Decorate with eyes.
v. Place the grass head in a cup with a small amount of water.
vi. Observe and spray the grass head as needed.

c. Students can draw their grass head at different stages. Questions:
i. What does the grass need to grow?
ii. What happens if we forget to water it?
iii. How does the grass change each day?
iv. Which part of the plant appears first?

2. Investigating seed germination – growing a broad bean. Focus: students investigate the process of seed germination by growing a broad bean seed in a clear cup. Through daily observation they can identify the emergence of roots and shoots.
a. You will need:
i. Clear plastic cup
ii. Broad bean seed
iii. Paper towel or cotton wool
iv. Water spray bottle
v. Sticky labels
vi. Observation sheet
b. Procedure:
i. Place a damp paper towel around the inside of a clear plastic cup.
ii. Position a broad bean seed between the cup wall and the paper towel so it is visible.
iii. Keep the paper towel moist but not soaking wet.
iv. Place the cup in a sunny location.
v. Observe the seed each day and discuss any changes.
c. The students can draw and label their broad bean each day. Questions:
i. What do you think will happen to the seed?
ii. What part grows first, the root or the shoot?
iii. What does the root do?
iv. What does the shoot do?
v. What does the seed need to grow?

3. Investigating the Galah. Focus: the galah is part of the cockatoo family and has features that help it to survive in its environment. They collect things for fun, to eat or to prepare a nest.
a. Show pictures of galahs, Sulphur-crested cockatoos and Carnaby's black cockatoos. Ask the following questions:
i. What do you notice?
ii. How are these birds the same?
iii. How are these birds different?
b. Investigation. The students look at pictures of the galah and identify the following:
i. Pink and grey feathers
ii. Curved beak
iii. Crest on top of head
iv. Wings
v. Feet for gripping branches
c. Together create a class chart to display with their galah collages.

Feature	Why it helps the galah
beak	Cracks seeds
wings	Helps it fly
feet	Helps it climb and perch
crest	Communication and display