

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – DANCE

DEPARTMENT OF
EDUCATION
learners first

YEAR 3

The
Orb

DANCE**DREAMING STORIES**

Learners listen and respond to a range of oral histories, including Tasmanian Aboriginal stories. They learn about the importance of such stories and the key features of these stories. Based on these understandings learners develop their own story.

CROSS CURRICULUM PRIORITY**Aboriginal and Torres Strait Islander Histories and Cultures**

Organising idea 3

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

ACHIEVEMENT STANDARDS**Drama**

Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama.

English

Students understand how language features, images and vocabulary choices are used for different effects.

CONTENT DESCRIPTORS**Drama**

Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons (ACADRR034).

English

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594).

GENERAL CAPABILITIES**Literacy**

Comprehending texts through listening, reading and viewing

Interpret and analyse learning area texts

Level 1e – interpret simple texts using comprehension strategies

Ethical Understanding

Understanding ethical concepts and issues.

Explore ethical concepts in context

Level 1 – describe familiar situations that involve ethical concepts

Learning Goals

Learners will:

- » Listen and respond to a selection of oral histories.
- » Understand the importance of oral histories, particularly for Aboriginal people.
- » Develop their own story using the features of an oral history.

Learning Sequence**Activating and Engaging**

Story Sharing

To help learners understand what oral histories are all about, play the Telephone Game:

- » Learners sit in a circle.
- » The teacher whispers one line into the ear of the learner to his/her right.
- » Each learner will turn and repeat the line to the next person by whispering it in their ear.
- » Once the last person hears the line, they say it out loud.

Ask learners:

- » How did the story change?
- » Why did the story change?

Ask learners to describe some famous stories/morality tales that they know about eg:

- » *Aesop's Fables*
- » *Goldilocks and the Three Bears*
- » *Three Little Pigs*
- » *Hansel and Gretel*
- » *Little Red Riding Hood*

Read some of these stories to learners and discuss:

- » What are these stories about?
- » Why do we tell these stories?
- » What are the lessons we learn from these stories?
- » Why are these stories important to us?
- » How long have we been telling these stories?

Exploring and Discovering

Story Sharing

View *Holistic Practice* from the 'Living Cultures – Dance' section of The Orb and discuss with learners the Tasmanian story of the Emu and the Kangaroo.

Discuss with learners the importance of oral histories including Dreaming stories for Aboriginal people.

Oral histories are central to the cultures of Aboriginal and Torres Strait Islander Australians. This includes Dreaming stories that are crucial to our shared history, culture and future.

Dreaming stories also impart a system of law and a set of values and beliefs for each Indigenous language group.

These stories can be conveyed through artworks, dance, song, music and storytelling to ensure the survival of the stories that are passed on from generation to generation.

ABC Splash

Story Sharing

Introduce learners to the Tasmanian Aboriginal stories that have been re-told in TARABA, for example:

- » Taraba – The Tasmanian Devil
- » Toorittya – The Wattle Bird
- » Oonah – The Platypus
- » Luina – The Blue Wren
- » Publedina – The Wombat
- » Koonya – The Black Swans

Read one or more of these stories out loud to learners. Throughout the course of the reading, stop and ask questions such as:

- » What do you think will happen next?
- » What is this character like?
- » Can you tell me what happened so far in the story?

Once the story is finished, introduce the concept of the moral or the lesson of the story by asking learners:

- » What did you learn from listening to this story?
- » Why would Aboriginal people develop a story such as this?

Non-verbal

Ask learners to draw a picture from the story which shows the main character learning the lesson or moral. Underneath the story, have learners write down what the moral or lesson that is being demonstrated in the story.

Deconstruct-Reconstruct

Discuss with learners the features of an oral history, folk tale, fable, myth or legend e.g.

- » They are generally passed down from one generation to another
- » They take on the characteristics of the time and place in which they are told.
- » The plot and characters are simple.
- » Stories teach a moral or lesson
- » Animals are often main characters
- » The story is often short
- » Stories are exaggerated
- » Stories are told in sets of three events
- » There is often a happy ending

Synthesising and Applying

Story Sharing

Ask learners to think of animal characters to represent people they know. Have learners create a story featuring those animal characters.

Success Criteria

Learners:


- » Identify the key features of an oral history, fable, folk story, myth or legend.
- » Describe the importance of Dreaming stories for Aboriginal people.
- » Develop their own 'morality tale'.

Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email Aboriginal.education.library@education.tas.gov.au or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » Alternative storytelling strategies include:
 - » Story Circle – One person begins a tale and stops after a few sentences. The next person picks up the story thread and continues it, then stops. Next person adds to it and so on until the tale comes to a resolution. The story could begin with a pre-selected title or subject to guide the improvisation. Try recording the story circle on a tape recorder for later listening.
- » Collecting Family Stories – Ask learners to collect true tales about the 'old days' by interviewing older relatives. Have learners find out about the history of their families as far back as anyone can tell them. See Collecting Family Stories for an assortment of effective interview questions to gain stories from older family members.
- » [Storytelling in the Classroom: Collecting Family Stories](#)

Glossary


Dreaming story

Dreaming stories tell of the ancestor spirits who created the land and everything on it. These stories gave unity and purpose to Aboriginal societies in the past and are important today in maintaining their identity. 


Creation story

A story describing or explaining the creation of the world. 


Oral history

Information about a historical event or period that is told to you by people who experienced it. 


Morality tale

A story or narrative from which one can derive a moral about right and wrong. 


Culture

The way of life, especially the general customs and beliefs, of a particular group of people at a particular time. 


Law

A rule or set of rules for good behaviour which is considered right and important by the majority of people for moral, religious, or emotional reasons. 

Values

The moral principles and beliefs or accepted standards of a person or social group. 


Beliefs

The feeling of being certain that something exists or is true. 


Moral

A lesson that can be derived from a story or experience. 


Folk tale

A story originating in popular culture, typically passed on by word of mouth. 


Fable

A short story, typically with animals as characters, conveying a moral. 


Myth

An ancient story or set of stories, especially explaining the early history of a group of people or about natural events and facts. 

Legend

A very old story or set of stories from ancient times, or the stories, not always true, that people tell about a famous event or person 

Plot

The main events of a play, novel, film, or similar work, devised and presented by the writer as an interrelated sequence. 

 Cambridge Dictionary

 [Oxford Online Dictionary](#)



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