

A world full of stories:

Stories of diverse cultures

Strand

Time, Continuity and Change
Culture and Identity

Core learning outcomes

<i>Time, Continuity and Change</i>	TCC 1.3	Students share points of view about their own and others' stories.
<i>Culture and Identity</i>	CI 1.1	Students compare ideas and feelings about stories of diverse cultures including Torres Strait Islander cultures and Aboriginal cultures.
	CI 1.3	Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love.
	CI 1.4	Students gather and record information about familiar traditions, celebrations and cultural changes.

Purpose and overview

Activities develop understandings about how and why stories exist in diverse cultures. Students develop understandings about the variety of ways stories are communicated within and among communities and cultures by actively participating in a story-sharing event with families and local community members. Students are encouraged to personally respond to aspects of stories through discussion and cooperative activities that include the use of artistic media such as paints, fabric, clay and recycled materials.

Students use phases of inquiry to explore different cultures through stories, including Torres Strait Islander cultures and Aboriginal cultures. Aspects of diverse cultures, such as family life, celebrations, traditions and social change are investigated through a range of media, including picture books, oral storytelling, dance, animation, video and puppetry. Activities encourage students to share points of view, feelings and ideas about stories.

Students synthesise investigations and demonstrate their understandings of stories and culture by creating a cooperative class story.



Phases	Activities	Core learning outcomes	Assessment opportunities
1. Exploring stories that we know	<ol style="list-style-type: none"> 1. What is your favourite story? 2. Share a story with me 	TCC 1.3 CI 1.1 CI 1.3	Students' participation in sharing and telling stories and discussion about the photograph wall story (Activity 2) may provide evidence of demonstrations of TCC 1.3, CI 1.1 and CI 1.3.
2. Investigating stories from diverse cultures	<ol style="list-style-type: none"> 3. A story from the Barunga community 4. When time began 5. A story about Chinese New Year 6. A string story 7. Working with string 8. A story through dance 9. Other stories 	TCC 1.3 CI 1.1 CI 1.3 CI 1.4	<p>Students' illustrations/captions and discussions (Activity 3) may provide evidence of demonstrations of TCC 1.3 and/or CI 1.3.</p> <p>Students' participation in discussions and their independent exploration of storytelling modes/media (Activities 4–9) may provide further evidence of demonstrations of TCC 1.3, CI 1.1, CI 1.3 and/or CI 1.4.</p>
3. Synthesising our understandings about stories	<ol style="list-style-type: none"> 10. An African legend about how stories began 11. And the winner is 12. Stories are everywhere 13. Our cooperative story 	TCC 1.3 CI 1.1 CI 1.3 CI 1.4	<p>Students' selection of their favourite story (Activity 11) may provide evidence of demonstrations of TCC 1.3 and CI 1.1.</p> <p>Students' reflective work sample record (Activity 12) may provide evidence of demonstrations of CI 1.4.</p> <p>Students' discussion and participation in the creation of a class story (Activity 13) may provide evidence of demonstrations of TCC 1.3, CI 1.1, CI 1.3 and CI 1.4.</p> <p>Students' reflections on their participation and use of cooperation and negotiation skills (Activity 13) may provide another opportunity to gather evidence of their demonstrations of SRP 1.3, SRP 1.4 and/or SRP 1.5.</p>

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Questioning through informal group and individual consultation is the predominant assessment technique used in this module. Consideration will need to be given to individual students' needs, abilities and learning styles when using this assessment technique — for example, other methods of assessment will need to be implemented when catering for students with a hearing impairment or limited understanding and use of English. Other student-centred assessment techniques such as analysis of work samples and observations made during discussions/activities are also included to assist in gathering a wider variety of evidence of students' demonstrations of learning outcomes.

Assessing learning outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 1 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes after this level.

Through selection of appropriate stories, opportunities may arise to collect evidence of demonstrations of:

- TCC 1.5, PS 1.1, PS 1.4, CI 1.2 and CI 1.4
- TCC 2.1, CI 2.1, CI 2.2 and CI 2.5.

Using this module

Inquiry processes

The learning outcomes that underpin this module incorporate the processes of investigating, participating and communicating. The following table describes these processes.

Investigating (TCC 1.1, CI 1.1)	Participating (CI 1.3)	Communicating (CI 1.4)
Investigating requires that students clarify questions and formulate problems, gather and analyse relevant information, and draw relevant conclusions supported by evidence.	Participating requires that students relate to and work constructively with others to solve problems, make decisions and negotiate and enact plans for action.	Communicating requires that students read, listen, watch, interpret, translate and express ideas and information in the course of an inquiry.

Critical literacy

Current social education literature suggests that the primary school phase, when students' attitudes are more flexible, is the critical time for laying the foundations for the acceptance and understanding of other cultures. As they listen to, participate in and create stories, students will develop understandings about and reflect on how stories are shaped and reshaped as constructed texts. In order for students to become critical consumers of literature, the multiple interpretations and perspectives that people bring to story-sharing experiences need to be acknowledged and explored. For further information on critical literacy, refer to *Why Wait: Way into Teaching Critical Literacies in the Early Years* (Education Queensland 2000), *Critical Literacy Resource Pack* (Australian Association for the Teaching of English 1996) and *Critical Literacy in the Primary Classroom* (Simon, E. 1997).

Support materials and references

Communicating stories

Because an individual's interpretation of a story and its form is influenced by factors such as life history, gender, ethnicity and socioeconomic circumstance, each student will interpret stories differently. Activities involve discussion of these different interpretations, which should be openly encouraged and celebrated. Refer to the *Media Curriculum Guide for Years 1 to 10: Constructing Realities* (Queensland Department of Education 1994). Where appropriate, students are also encouraged to actively participate in the sharing and telling of a variety of stories in different contexts. It is important that this participation respects the story's cultural intent.

Support materials and references

Activities provide opportunities to incorporate discussions of contextual features of stories. Basic contextual features include word, letter, sound, illustration, reading, writing, sentence, positional terms, front cover, back cover, title page, dust jacket, author, punctuation and directionality.

Storytelling and story reading

Telling and reading stories are important aspects of the education of all children. Most children respond positively to stories and the stories they are told hold a high status. It is useful to capitalise on this interest and high level of engagement. Using children's personal stories as a focus fosters ownership of the material and develops enthusiasm and a greater willingness to learn.

Support materials and references

By encouraging students to use a range of story texts, opportunities are offered for them to operate as code breakers, text analysers, text meaning makers and text users. Telling and listening to stories builds significant oral literacy (oracy) skills. When suggesting strategies that can be used to assist students to respond to stories through drama, Brian Woolland (1993) states: 'If we use a known story as a starting point, for drama, we should think how we can explore it, open it up, keep some dramatic tension alive. We can, for example:

- stop the reading of the story before the end (as written) and work with the children to create their own ending
- explore what happens before the written story starts
- explore what happens after it ends.'

Stories of diverse cultures

To avoid developing or reinforcing cultural stereotypes, and to develop an awareness of cultural diversity, the range of stories used should include both contemporary and traditional examples, particularly from Torres Strait Islander cultures and Aboriginal cultures. It is important to respect any relevant cultural practices — for example, some Aboriginal stories are for women's use only, while some oral stories are only to be told by particular people.

Aboriginal Dreaming stories

Many Aboriginal Dreaming stories are available for students. The 'Dreaming' refers to all that is understood by Aboriginal people about the origins of the environment, themselves and their culture. The 'Dreaming' is a term that has come to refer to the spirituality of Aboriginal language groups — it is a complex notion that permeates all aspects of Aboriginal cultures and societies. It is important to avoid the impression that Dreaming stories are fairy tales, rather than creation stories. 'Dreaming' is a non-Aboriginal word applied to an Aboriginal 'world view'. The 'Dreaming' is very complex and continues to relate to the values and beliefs of Aboriginal people in all Australian lifestyles. It links with their past and present to determine the future. It is important to treat the concepts associated with the 'Dreaming' in a respectful manner. The Aboriginal Nations website is an excellent source of Dreaming stories. This site offers graphic representations of Aboriginal stories and Torres Strait Islander stories and includes information on how to purchase the highly acclaimed *Dreaming Stories* videos.

Support materials and references

It is also important to clarify the term 'Dreamtime'. This is not a word used by Aboriginal language groups, but is a non-Indigenous anthropological term.

Oral histories

Stories of diverse cultures may be presented in many modes and media. Many stories are presented as oral histories. Storytelling was a form of history that was passed down from generation to generation in Indigenous societies. As such, oral histories are the principal historiographical records of Aboriginal peoples and Torres Strait Islander peoples and should be valued accordingly. The *Year 5 Social Studies Replacement Units 1 and 2* (Queensland Department of Education 1995, p. 17) offers the following advice about the use of oral histories as a story medium:

Oral histories are a valuable medium for gaining knowledge and understanding about people, families, places, events and history. Oral histories have been and will continue to be a major form of communication for Torres Strait Islander people and Aboriginal people. Oral history is also an important feature of European and other histories, and is accorded increasing status by historians as a means of understanding the past ... In Indigenous cultures in particular, oral histories embrace more than storytelling, and are intricately incorporated in diverse and sophisticated dances, songs and mime.

Oral histories continue to thrive in a number of forms in Aboriginal cultures:

- *Dreaming stories, which relate to Aboriginal links with the land, creation of the land and land forms, aspects of Aboriginal lifestyles and appropriate behaviour, laws, people and animals;*
- *Collective traditions — group stories which usually relate to the history of early contact with colonists;*
- *Life histories — biographical stories of individuals.*

In Torres Strait Islander societies, oral traditions also continue and include:

- Legends of the Torres Strait Islands, for example in the Eastern Island group the Meriam people of Mer (Murray Island) call their legends 'Malo', which tell the people of its laws, family relationships, relationship to the land and sea, food gathering and so on;
- Collective traditions — group stories which usually relate to the history of early contact with colonists;
- Life histories — biographical stories of individuals.

Working with families and the community

Where possible in this module, families and community members should be invited to share their knowledge of stories and to participate in storytelling experiences. For further information, refer to the resource kit *Collaborating for Successful Learning: The Parent Factor* (Australian Parents Council 1995).

Aboriginal and Torres Strait Islander Human Resources Protocols

When collaborating with people from Aboriginal communities and Torres Strait Island communities, it is important that social/communication protocols are applied. As these conventions vary from community to community, school staff will need to work with their local school-community members, including Indigenous education workers such as teacher aides. The protocols are detailed in the *Aboriginal and Torres Strait Islander Human Resources Protocols* on the equity page of the Council website at www.qscc.qld.edu.au.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

animation	discuss	mime	storytelling
audience	drama	needs	string stories
celebrations	families	picture book	time
change	feelings	place	traditions
characters	food	points of view	video
clothing	genre	puppetry	view
communicate	language	share	visual
community	listen	shelter	watch
cultures	love	speaking	written
dance	map	story	

The terms genre, story mode and story medium are used throughout this module. These terms, intended for teacher information, have been defined using *A Guide to Using English Syllabus Materials* (Queensland Department of Education 1994).

Genre: any purposeful activity that is characteristic of a cultural community. It has a characteristic staged generic structure. For example, fable, debate, spy novel, buying/selling (transactions), commercial and short news report.

(Story) Mode: a system of communication chosen for the way it packages a message. For example, spoken, written, nonverbal, visual, auditory channels.

(Story) Medium/Media: a means or channel through which communication takes place. It is associated with one or more modes. Media include face-to-face, telephone, letter, book and film.

It is important to emphasise that stories may be presented and/or explored in a *multimodal* approach. In the presentation of the story *Kendi and the Frilled Lizard* (Coastal Publications 1994), nonverbal, auditory and spoken modes are used through the media of dance and storytelling.

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, in particular:

- Queensland Department of Education 1994, Curriculum and Studies — CS 17: Anti-Racism Policy, Department of Education Manual, Brisbane.
- Queensland Department of Education 1994, Environmental Education P–12 Guidelines, Brisbane.
- Queensland Department of Education 1995, The Teaching of Aboriginal Studies and Torres Strait Islander Studies in Queensland Schools: Draft Preschool to Year 12 Guidelines and Framework, Brisbane.
- Queensland Catholic Education Commission, August 1996, Aboriginal and Torres Strait Islander Catholic Education Policy Statement see (www.qcec.qld.catholic.edu.au/www/index.cfm)

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- develop an awareness of cultural diversity
- appreciate the diversity between and among groups
- show respect for and consideration of attitudes, values and beliefs that are different to their own
- understand and appreciate that individuals and groups have different perspectives about events, places and phenomena.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 1: *Let's get together: Families and needs*
- Level 2: *A patchwork of memories: Family diversity*
- Level 2: *Telling stories: Stories and perspectives.*

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to English (in development):

- Students select, read and view a small range of text types, recognising the use and purpose of reading activities and making connections between their own personal experiences and the ideas in texts.
- Students suggest how visual resources are used to represent characters or events in particular ways in a range of shared texts.
- Students know that people use writing to communicate with others and can use a small number of simple text types to write about and shape personal and school topics.
- Students know that as writers and shapers they can make choices about the way they will communicate their ideas and information and choose visual resources to help them represent the topic in particular ways.

Possible links to Health and Physical Education:

- EPD 1.4 Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others.

*Possible links to The Arts:**Dance*

- DA 1.1 Students use dance components to explore communication through movement.
- DA 1.2 Students demonstrate awareness of self and others when performing.
- DA 1.3 Students describe their personal responses to their own and others' dance.

Media

- ME 1.1 Students combine images, sounds and words to communicate.
- ME 1.2 Students communicate their personal responses to familiar media texts and experiences.
- ME 1.3 Students describe the differences between their own experiences and media representations of similar experiences.

Visual Arts

- VA 1.1 Students make images and objects by exploring elements and concepts.
- VA 1.2 Students visually represent and explain their experiences, feelings, ideas and observations through making images and objects.
- VA 1.3 Students describe elements and concepts in a variety of images and objects.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Exploring stories that we know

Core learning outcomes emphasis: TCC 1.3, CI 1.1, CI 1.3

In this phase, students identify and discuss a range of stories with which they are familiar and the ways in which stories are communicated. Through modelling of stories by school and community members, students are encouraged to share, listen to and respect others' points of view about stories.

Activity 1 What is your favourite story?

Teaching considerations

Resource 1

Prepare a story analysis chart (Resource 1). Create sets of visual symbols for use during discussions when thinking about stories — for example, eye (looks like); ear (sounds like); heart (makes me feel) and brain (tells me about). Students' story experiences will vary within and between groups. Some students may not have the ability to articulate what a story is in its broadest terms, so prompting may be necessary.

Links to English

Assist students to write a letter to parents/carers requesting permission to bring favourite stories from home. Ask students to gather these stories from home, along with favourite stories from the classroom and school libraries, and to display them. With assistance from parents or teacher aides and older students, organise students into small groups for reading and sharing their favourite stories. Either in their small groups or during class discussion, use questions on the analysis chart (Resource 1) to prompt initial exploration of what they know about these stories. Students' reflections may be shared orally or scribed. The table below provides an example of possible responses when exploring a finger puppet version of *Little Red Riding Hood*.

Resource 1

What Kyra already knows about <i>Little Red Riding Hood</i>	
Looks like	This version uses finger puppets, but I saw this story in a book too.
Sounds like	My Auntie uses her scary voice to growl like the wolf and a soft, kind voice for Granny and Little Red Riding Hood.
Makes me feel	scared and worried in some parts
Tells me about	personal safety when I'm on my own

Assist students to understand that stories may be represented in many ways — for example, through speech, body gestures, print, pictures, dance, song and puppets.

Activity 2 Share a story with me

Teaching considerations

If possible, use a camera to record images of the class story-sharing event for later discussion and display as a photographic wall story. This activity will need to be implemented over an extended period of time.

Links to English and HPE

Assist students to create invitations asking parents/carers and other interested community members to participate in an informal story-sharing/telling session. Prepare cosy, inviting areas in the classroom where the story-sharing/telling can take place. Encourage students to share favourite stories in diverse forms and to listen to and participate in a variety of stories shared by their parents/carers and community members. At the conclusion of the story session, provide time to reflect on and discuss thoughts, ideas and feelings about the event. Use the analysis chart (Resource 1) and visual symbols to aid responses to reflective questions such as:

Resource 1

- How did you tell your story? Why?
- What did your story look like? What did it sound like? How did this story make you feel? Why?
- What did this story tell you about?
- Where did your story idea come from?

- Who helped you share or tell your story?
- Would you like to help collect and share stories we have made? Who would you need to help you with this task?
- What will you do to share our stories?

To finalise the story-sharing/telling event, place copies of appropriate stories and/or props that have been used to share stories in a quiet part of the classroom for further exploration and independent use by students.

If applicable, assist students to discuss, sort and sequence photographs of the class story-sharing event and to display them as a photographic wall story.

Assist students to make thankyou cards for parents/carers and community members who participated in the story-sharing event.

Assessment Students' discussions, sorting and sequencing of photographs may provide evidence of their demonstrations of TCC 1.3, CI 1.1 and/or CI 1.3.

Phase 2 Investigating stories from diverse cultures

Core learning outcomes emphasis: TCC 1.3, CI 1.1, CI 1.3, CI 1.4

Through investigation of stories from diverse cultures, students gather information about cultural aspects such as family life, celebrations, traditions and social change. Students share and compare points of view, personal ideas, feelings about and interpretations of these stories. Students use a variety of materials to explore story media.

Activity 3 A story from the Barunga community

Links to English

Through viewing and listening to a story from the Barunga community, students may develop awareness of contemporary Aboriginal life and the language of the Barunga community — Kriol. Before reading *Tucker's Mob* (Mattingley, C. 1992), encourage students to guess what the book is about and who might have written it. Ask students why they think this. Read the book to the class and then investigate students' points of view about the story — for example:

- How do you think Tucker feels when he is at school/at home?
- Do you think the students like having Tucker at school? Why?
- Do you think teachers like having Tucker at school? Why?
- Would you like a cat in our classroom?
- What problems might we encounter if there was a cat in our classroom?
- How is the school in the book like our school?
- How is the school in the book not like our school?
- What do you know about this family/place/time/language?
- Who do you think the author wrote this story for? How would we find this out?

Encourage students to reflect on *Tucker's Mob* and draw part of the story that is significant to them. Representations might include pictures of the Barunga school, students' activities and Tucker's actions. Provide assistance through discussion for any students who experience difficulty in deciding what aspect of the story to illustrate. (To cater for a diversity of students' interests, needs and abilities, alternative responses should be negotiated — for example, representation through the use of sensory materials and media such as paint, playdough/clay and box collage.)

Ask students to describe their representation and why this aspect of the story was meaningful to them. Assist students to write these responses as a caption and attach them to their representations for display.

Assessment Students' verbal and recorded responses may provide evidence of demonstrations of TCC 1.3 and CI 1.3.

Activity 4 When time began

Teaching considerations

Creation stories provide a way of explaining the origin of life and elements within our environment.

Support materials and references

Read the story *How the Birds Got Their Colours* (Lofts, P. & Albert, M. 1983). Ensure that students appreciate that such stories are typically handed down from generation to generation through the spoken word and that they show respect for the story. Read and discuss the text inside the front cover that explains the origins of this story.

Resource 1

Assist students to discuss and reflect on the story (Resource 1).

Assessment

Students' contributions to the discussion provide an opportunity to gather evidence of their demonstrations of CI 1.1.

Activity 5 A story about Chinese New Year

Support materials and references

Before reading the story *Fang Fang's Chinese New Year* (Rippin, S. 1996), ask students to guess what the book may be about. Read the story and then use questioning to investigate students' knowledge and experiences of celebrating New Year. Assist students to compare their personal experiences with events in this story. Use discussion and sharing of personal experiences to emphasise the value of accepting and respecting cultural traditions and lifestyles that are different to our own. Through the celebration of Chinese New Year, investigate how diverse families meet the needs of food, clothing, shelter and love.

- What are some of the differences/similarities in the ways Fang Fang and Lisa celebrate occasions?
- Have you ever been to Chinese New Year celebrations?
- How do you celebrate New Year? How is your celebration the same as/different to the way Fang Fang and Lisa celebrate New Year?

Using a world map or globe, trace Fang Fang's journey from China to Australia. Use appropriate reference materials such as the series *Snapshots of Asia* (Ledger, R. & S. and Curriculum Corporation 1998) for additional information about life in China and other Asian countries. Interesting facts about Chinese New Year include:

- people spend days preparing for it (for example, cleaning their houses and trying on new clothes)
- red is often used in the decorations as it is a sign of luck and happiness
- a common greeting during Chinese celebrations is 'gongxi facai', which means 'I hope you get wealthy'
- people watch colourful dragon dancing in the streets of China
- at midnight, firecrackers go off to signal the start of the new year.

Links to English

Encourage students to bring artefacts, memorabilia and stories from home that highlight diverse cultural celebrations, including New Year. Ask students to represent their personal experiences of New Year celebrations through negotiated media. Representations could include drawings, paintings and photographs and may be collated into a class book. This book may be displayed or placed in the class literacy centre for students' independent use.

Assessment

Students' representations may provide evidence of demonstrations of CI 1.3 and CI 1.4.

Links to English

Extension activity

Plan and organise a class 'meal sharing' activity where students and their families prepare their favourite meals and bring them along to share with the class. Alternatively, parents/community members could bring along recipes and ingredients and prepare the meal with students' assistance. Students' responses when following the recipe (procedural genre) may provide further evidence of demonstrations of English learning outcomes.

Activity 6 A string story

Support materials and references

Teaching considerations

String stories can be complicated to master, but are an excellent way for students to observe storytelling in different cultures. *Lizard and Snake* from *The Story Vine* (Pellowski, A. & Sweat, L. 1984) is a string story that can be used to portray aspects of Torres Strait Islander, Papua New Guinean, European and Marquesas cultures.

Resource 2

Tell/model the string story *Lizard and Snake* (Resource 2). Students listen to and observe the story as it is told. Discuss this way of storytelling and invite students to share their thoughts and ideas about it. To obtain more detailed responses, conduct an informal interview session with each student. Make the story and string available for students to use during the interview, to assist their recall of information.

Assessment

Students' verbal responses may provide evidence of demonstrations of TCC 1.3. Responses could be compiled in a table like this:

Record of interview with _____ (student's name)	
SOSE Sourcebook module: <i>Stories of diverse cultures</i> Date:	
Activity 6: Lizard and snake	Core learning outcome: TCC 1.3
Question	Response
What was this story about?	
Who was your favourite character? Why?	
Did telling the story with string help you to understand it? Why or why not?	
Did this story remind you of another story that you know? Why?	
How is this story different to others that you have listened to or participated in? Why?	
What else would you like to tell me about this story?	
Teacher comment:	

Activity 7 Working with string

Links to English and HPE

Encourage students to independently explore the string storytelling medium by placing string in appropriate areas (such as the 'reading corner' or 'literacy learning centre'). Encourage students to innovate on their 'show and tell' segments by presenting their recounts as string stories. Assist students to reflect on their storytelling experience and share points of view about their own story.

- Was it easy to tell a string story? Why/why not?
- Was it easy to understand other people's string stories?
- Did you enjoy telling/listening to stories this way?
- Which stories worked well? Why?
- What other ways could you communicate your 'show and tell' story?

Activity 8 A story through dance

Support materials and references

Teaching considerations

Kendi the Frilled Lizard on the video *Koori Dancing to Dreaming Stories* (Coastal Publications 1994) is a traditional Aboriginal Dreaming story that is performed through Koori dance. Prior discussion about this type of story (including aspects of costume, scenery and sensitivity to others' beliefs) may be necessary if it is new to the audience. Refer to The Arts syllabus and support materials for further information on applicable learning outcomes in the Dance and Media strands at Level 1.

Links to The Arts

Resource 1	<p>Part One</p> <p>View <i>Kendi the Frilled Lizard</i> and discuss the story (Resource 1). Questions may include:</p> <ul style="list-style-type: none"> • What was the story about? • What does the character need? How do you know this? • How was the story being told? • What did you learn about the character’s family/home/language? How did you learn this? • What things about the dance told you ...? • What did you like/dislike about the performance of the story?
Assessment	<p>Record evidence of students’ demonstrations of CI 1.1. Assessment opportunities will need to be planned to gather evidence of students’ demonstrations of The Arts learning outcomes in the Dance and Media strands.</p>
Links to The Arts	<p>Part Two</p> <p>Encourage students to independently explore storytelling through dance by placing equipment such as compact disc/tape players, instrumental music compact discs/cassette tapes and picture books/props in a playspace. Negotiate and collaborate with students on aspects of organising and using this playspace (Refer to the Level 1 modules <i>Working together</i> and <i>Futures study</i>) — for example:</p> <ul style="list-style-type: none"> • What equipment will we need? • Where will we set up this playspace? • When and how will we use this playspace? <p>The Queensland School Curriculum Council’s <i>Preschool Curriculum Guidelines</i> document provides additional advice about negotiated learning and factors to consider when organising flexible learning environments. It also highlights the importance of dance as a learning medium in the early years — to aid communication, creative thinking and early literacy skills.</p>
Activity 9 Other stories	
<p>With students’ participation, create and/or tell stories that describe aspects of various cultures, such as celebrations, traditions and cultural identities and changes — for example, birthdays, family life, meeting needs and social morals.</p>	
<p>The following storytelling methods may be used:</p> <ul style="list-style-type: none"> – sand stories – picture stories – oral storytelling – using props such as felt board and felt pieces – using props such as shadow and rod puppets. This could assist an investigation of storytelling in Vietnam (water puppetry) and Indonesia (shadow puppetry). 	
Support materials and references	<p><i>The Rainbow Dance</i> by Elisabeth Kemp-Loosli can be used to explore the concept of accepting difference and diversity. The simple but meaningful plot lends itself well to a storytelling setting. Prepare to tell the story by creating a felt-covered storyboard, felt ‘butterfly’ characters and felt pieces such as a lake, garden and park. To encourage maximum participation, invite individual students to manipulate felt pieces as the story is told. The book and these felt pieces may be placed in the reading corner for independent student use. Students could expand their work on this book by creating butterflies and investigating colour. Consult The Arts syllabus (Visual Arts and Media strands) and support materials for further information and references.</p>
Links to The Arts	
Assessment	<p>Exploration of stories may provide opportunities for students to demonstrate TCC 1.3, CI 1.1, CI 1.3 and CI 1.4.</p>

Phase 3 Synthesising our understandings about stories

Core learning outcomes emphasis: TCC 1.3, CI 1.1, CI 1.3, CI 1.4

Students synthesise their developing knowledge of stories and aspects of culture and are encouraged to create stories that appeal to their own experiences, learning styles and interests and share them, if desired.

Focus questions:

- Why are stories all around us?
- What do stories tell us?
- How does my story differ to others?

Activity 10 An African legend about how stories began

Support materials and references
Resource 1

Watch the video *A Story, A Story* (Weston Woods 1990) and discuss it with students. Explain the term 'animation'. Ask students about their understanding of the story (Resource 1). Additional questions specific to this story could include:

- What was the story about?
- What happened to all the stories of the world in *A Story, A Story*?
- What does 'let it come' and 'let it go' mean in the story?
- How was this story told?
- Does this story remind you of any other stories you have shared? Why?
- What did you like/dislike about this story?
- This story explains how stories began. What do you think about this? Why?

Links to The Arts — Media strand

Ask students: Why do you think stories are a part of our day? What are the purposes of stories? Assist students to understand the purpose of stories by modelling conclusions. For example — stories:

- are an important collection of thoughts and ideas from the cultural groups to which we belong
- tell others about our life, past and present, and our hopes for the future
- reflect our beliefs and our understanding of the world we live in
- may tell us how people from different cultures live
- may tell us how things in our natural environment came to be
- may tell us about families
- may include messages
- are just good fun.

Activity 11 And the winner is

Links to Mathematics

Discuss which stories from this module students have enjoyed — encourage them to consider visual, spoken, nonverbal, written and auditory modes. List these stories horizontally and well spaced, halfway down a chalkboard or a chart. Ask students to choose their favourite story. Invite students to suggest ways of showing this information. Ideally, use one of these ideas or, alternatively, encourage students to make a pictorial graph to display their choices. Ask students to draw a self-portrait and place it under the name of their favourite story, along with an explanation of their reason for this choice. Collaboratively decide on a title for this graph — for example, 'Class 1 R's favourite stories'.

Discuss students' responses and count the pictures to find the most popular story and the least popular story. Encourage students to draw conclusions — for example, 'Most of us like ... stories', 'Not many of us like stories that are ...'.

Assessment

Through students' discussion and recorded responses, evidence may be gathered of demonstrations of TCC 1.3 and CI 1.1.

Further assessment opportunities need to be provided to gather evidence of students' demonstrations of Mathematics learning outcomes in the strands of Number and Chance and Data.

Activity 12 Stories are everywhere

Review the traditions, celebrations and cultural changes that were referred to in the stories that have been investigated.

- Resource 3** Enlarge Resource 3 and use it to discuss and reflect on the stories. Ask students to draw a picture and/or write a caption to explain what each story was about. Questions to assist students to reflect and draw conclusions include:
- Which characters were in this story?
 - When and where did this story take place?
 - What was your favourite part of the story? Why?
 - How was this story shared? Is there more than one way of sharing this story? If so, what is another way?
 - What have you learnt through sharing this story?

- Resource 1** Encourage students to refer to the story analysis chart (Resource 1) to assist recall of and reflection on these stories. Assist students to complete the worksheet by individually writing/drawing responses. If it is more appropriate, use other responses to cater for the diversity of students' needs and to ensure active participation by all students — for example, electronically recorded responses and representation through media such as clay, construction and collage.

- Assessment** Students' work samples may provide further evidence of demonstrations of CI 1.4.

Activity 13 Our cooperative story

Negotiate and collaborate with students to plan and create a cooperative class story. This story should reflect the cultural heritage and experiences of all students in a negotiated context — such as at home or in the community or school setting. Negotiate which mode/s and media are to be used to create and communicate the story. For example, students may decide to create shadow puppets that tell the story of a new class member's first day at school. This may be in response to students learning about the new class member's Indonesian cultural heritage. (Make sure that such approaches are not incorporated into activities in a 'tokenistic' way, but are a natural extension of ongoing class activities that explore cultural diversity.)

Ensure that the activity reflects the learning setting and context of the students and considers events specific to their community. For example, the story may be created in response to community and/or cultural celebrations such as a festival or harvest or in response to a request for community aid (for example, combined efforts to save a beached whale or raise funds to save a wildlife species).

Another focus may be a collaboratively created narrative or recount about students' lives. This may take a *multimodal* format — for example, a nonverbal mode using media such as dance and movement and a visual mode using media such as puppetry may be incorporated.

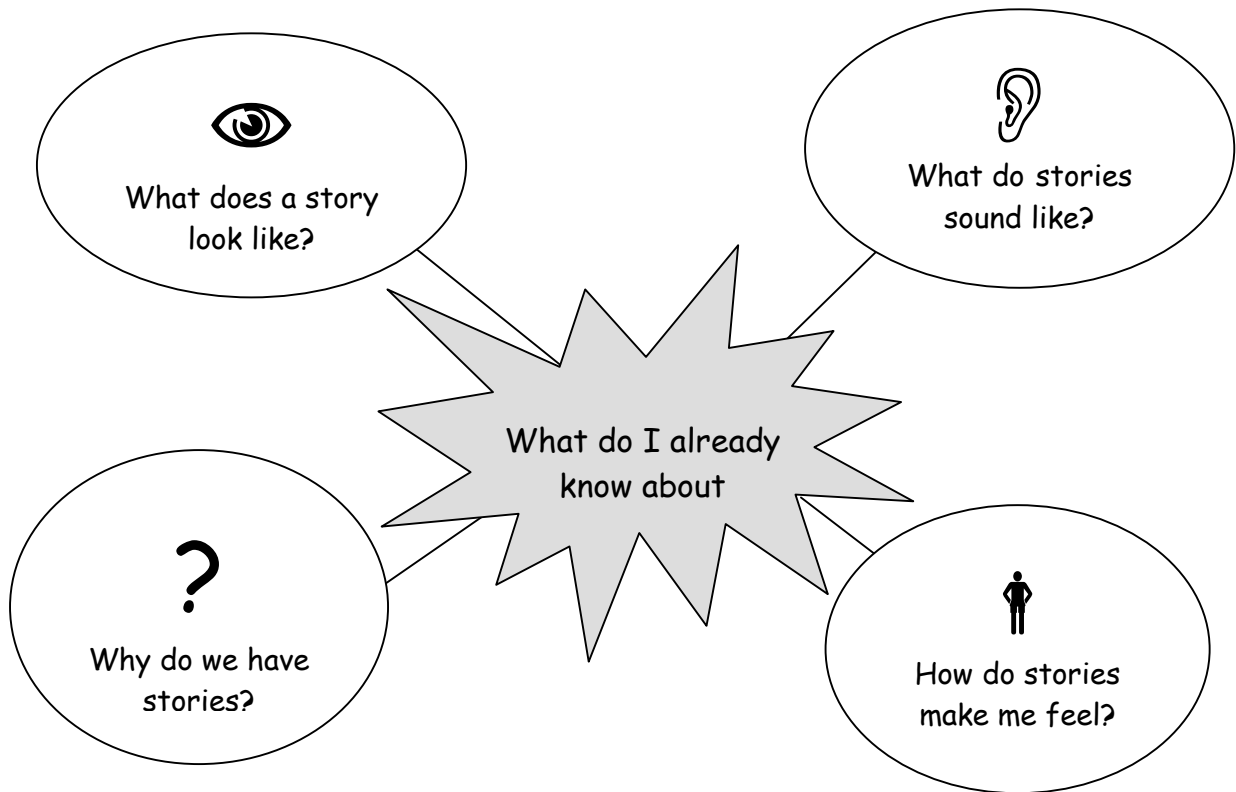
Alternatively, this cooperative story may take the form of an innovation on a familiar story or picture book, with characters and settings being substituted with students' names and community or school areas. A *multimodal* format may be used that includes auditory and spoken modes and the use of such media as music and dialogue in a play presentation.

Assist students to reflect as a class on the democratic processes used to complete this task — for example, skills of cooperation, turn-taking, sharing and listening. If possible, place this story in an appropriate area of the classroom for independent student use.

- Assessment** Students' participation in creating this class story may provide evidence of demonstrations of TCC 1.3, CI 1.1, CI 1.3 and/or CI 1.4. In addition, students' reflections on their participation in this cooperative context may provide another opportunity to gather evidence of demonstrations of SRP 1.3, SRP 1.4 and/or SRP 1.5.

Story analysis chart

Resource 1



Stories are everywhere

Resource 3

Name: _____ Date: _____

1. *Tucker's Mob*

2. *Fang Fang's Chinese New Year*

3. *Lizard and Snake*

4. *Kendi the Frilled Lizard*

5. *A Story, A Story*

6. *My Story*

Support materials and references

Aboriginal and Torres Strait Islander Resources

Teacher reference

Curriculum Corporation 1995, *Resource Guide for Aboriginal Studies and Torres Strait Islander Studies*, Carlton, Vic.

Education Queensland 2000, *Why Wait: Way into Teaching Critical Literacies in the Early Years*, Brisbane.

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Gela, A. A. 1993, *Gelam the Man from Moa: A Legend of the People of the Torres Strait Islands*, Magabala Books, Broome, WA.

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- Kemp-Loosli, E. 1996, *The Rainbow Dance*, Red Dragon Publishing, Brisbane.
- Lippo, A. 1987, *The Kangaroo and the Porpoise*, Ashton Scholastic, Sydney.
- Lofts, P. 1987, *Warnayarra the Rainbow Snake*, Ashton Scholastic, Sydney.
- Lofts, P. & Albert, M. 1983, *How the Birds Got Their Colours*, Ashton Scholastic, Sydney.
- McDonald, M. & Pryor, B. 1998, *My Girragundji*, Allen & Unwin, St Leonards, NSW.
- McRobbie, N. 1990, *Bip, The Snapping Bungaroo*, Magabala Books, Broome, WA.
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- Thursday Island State High School, *Aka and Athe: Stories from Torres Strait*, Thursday Island State High School, Thursday Island.

Kits (including audiovisual)

- Aboriginal Nations and Australian Film Commission 1997, *The Dreaming: A Thirteen Part Animation Series (Series 1, 2 and 3)*, Chippendale, NSW. (Video and teachers' guide)
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Videos

- Coastal Publications 1994, *Koori Dancing to Dreaming Stories: Kendi the Filled Lizard*, Australia.
- Film Australia 1997, *Bobtales*, Sydney. (Animated series of 13, five-minute Aboriginal Dreamtime stories for young children)
- Weston Woods 1990, *A Story, A Story*, USA.

Websites

(All websites listed were accessed in April 2002.)

- Aboriginal Nations. www.ablnat.com.au
Aboriginal Nations is responsible for the highly acclaimed animated *Dreaming* series shown on the ABC. The website includes information about the series and how to order copies of videos. Educational kits based on the first 39 episodes are also available through the site.
- Curriculum Corporation, *Access Asia*. www.curriculum.edu.au/accessasia
A national project which promotes studies of Asia; includes links to information about Asian culture and countries, lesson plans and curriculum support.
- Education Queensland, *AccessEd Curriculum Library*. www.education.qld.gov.au/accessed/
Most stories investigated in this module can be accessed through this website.

The following resource centres and services may also be useful:

Aboriginal and Torres Strait Islander Education Unit — Sub-Centre South Resource Centre
PO Box 254, Inala Q 4077 Tel: (07) 3372 5460 Fax: (07) 3372 4914
email: atsi.library@qed.qld.gov.au
www.education.qld.gov.au/tal/atsi/html/reso/reso.htm

Brisbane Catholic Education 'Ngutana Lui' — Aboriginal and Torres Strait Islander Centre,
Inala Tel: (07) 3372 7654.

Education Queensland Aboriginal and Torres Strait Islander Education Unit, Education House,
PO Box 33, Brisbane Albert Street, Qld 4002

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Years 1 to 10 Studies of Society and Environment Syllabus

Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines

Studies of Society and Environment Initial In-service Materials

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