



Creation story 2: writing a creation story



Second lesson in a sequence of two:

- Creation story 1
- **Creation story 2: writing a creation story**

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
	✓		

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Maths	Science	S & E	T & E
✓	✓ ✓					✓	

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓	✓	✓	✓	

REGION

This lesson has been developed for use in the following region or district:
Mid West

TOPIC INFORMATION

PURPOSE

To move towards developing awareness of the significance of Indigenous art forms of the local Aboriginal culture.

STUDENT OUTCOME

- Students write and illustrate a 'creation story'.

KEY BACKGROUND POINTS

Indigenous art forms (e. g. story telling, painting, dramatized dance) represent a method of cultural preservation. Protocols to observe when sharing information about Aboriginal art forms may differ from region to region. Networking with AEIOs, Aboriginal Education staff at the District Education Office, and local Aboriginal community Elders will assist with planning appropriate content and to clarify protocols.

The lessons provided here are intended as an example of one way of introducing an Aboriginal art form. Inviting a local artist to introduce and discuss their art form is a strong motivator and provides a model for Aboriginal students. Although it is unlikely that Creation stories are part of non-Aboriginal belief systems or cultural backgrounds, understanding the place of such stories in Aboriginal culture is an important step towards recognizing and appreciating a different culture.





When writing their own stories about features of their environment, students use a narrative framework to create a particular form of writing. Following these introductory lessons teachers may ask students to write and illustrate further 'creation stories' and create class books of their work.

Teachers are encouraged to introduce their students to a range of other local art forms, with the assistance of Aboriginal Education staff and the local community.

CULTURAL & PROTOCOL CONSIDERATIONS

Consult with your local Indigenous community and work in partnership with AEIOs and other Aboriginal staff within the school to ensure content is culturally appropriate and from your region. Gender and cultural considerations both need to be considered.

Stories in the form of a traditional Aboriginal creation story but written by non-Aboriginal students should be considered as examples of creative writing, rather than stories explaining Creation as traditional Aboriginal stories do.

RESOURCES

Medium	Author, producer, developer etc	Title	Source
book	written and illustrated by Ross and Olive Boddington	<i>The Budara Story</i>	Magabala publishers, Broome; or booksellers; also check resource centres
website	Magabala books	Magabala	http://www.magabala.com/

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- AIEO and/or other Aboriginal staff to help with writing ...
- class collection of Dreaming stories (books, videos, DVDs ...), from previous lesson, to provide a model for children's writing
- butcher's paper (for teacher to write student responses)
- textas/whiteboard markers
- student copies of **Learning Guide 1: Narrative framework**
- writing materials

LESSON STEPS

Preparation

- **Discuss** with your class the purpose of Creation stories in local Aboriginal culture – they are explanations of how aspects of the environment came to be ...
- **Read** further local Creation stories to the class (see resources above and add your own).
- **Plan** your lesson with your AEIO and/or Aboriginal Education staff and invite appropriate members to share teaching your lesson.

Implementation

Whole class – on the mat.

- **Review** previous lesson. For instance start by asking, 'What is a Creation story?'
- **Write** students' responses on butcher's paper to display around the room.
- **Play** a recording of a local Creation story to the class.
- **Discuss** content: What does it explain? What characters are in it? What did they do? (events in the story)
- **Retell** the story. Students take turns to add bits in students' own words.
- **Discuss** story structure: How does it start? (introduction/orientation – characters and setting) What happens first ... and next ...? (complications/sequence of events) How does it finish? (resolution/conclusion)





- **Model** writing the Creation story just listened to, on board under same headings as **Learning Guide 1: Narrative framework** – leave for students to refer to.
- **Return** to desks.

Working individually

- **Distribute** student copies **Learning Guide 1: Narrative framework**.
- **Students draft** their own 'creation stories'.
- **Edit** drafts.
- **Ask** students to give their stories a title.
- **Write** final copies.

Explain that students may illustrate the main events in their stories in the next lesson.

ASSESSMENT

Draft copies, as well as final copies, are useful as work samples as they demonstrate not only how students used the narrative framework to write a creation story, but also problems they experienced in both structure and mechanics (spelling, punctuation and grammar). The final copy illustrates how well they overcame initial problems.

Check each part of the story structure:

- orientation (does this introduce characters and setting?),
- complication (are the main events in logical order?) and resolutions; and
- conclusion (does this resolve the final complication and round things off?)

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LEARNING GUIDE 1: Narrative framework

Student's name: _____

Date _____

STUDENT OUTCOME

The student writes their own creation story using a narrative structure.

INSTRUCTIONS

- Use this narrative framework to draft your story – you may need extra paper for some parts.
- Complete all parts.
- Self-edit it, by checking then ticking these things (when you are happy with them):
- Does each section make sense? ____
- Does the whole story make sense? ____ Is anything missing? ____
- Have you used interesting words and sentences? ____
- Is your punctuation and spelling correct? ____
- Show your teacher your work to see that it's ready for you to write your final copy.

STORY STRUCTURE

ORIENTATION – or the introduction, where you introduce characters, setting and what's happening ...

COMPLICATION(S) – one or more events that happen ...

RESOLUTION – how the final complication is solved ...

CONCLUSION – rounding off your story.

