



# Learn-A-Torium project 6: drafting the story



This series of lessons shows how Mt Lockyer Primary School began its Learn-A-Torium project which involves developing an outdoor classroom that links cultures. The focus is earth stewardship through culture.

- Learn-A-Torium project 1: overview of development
- Learn-A-Torium project 2: local Elder tells Creation story, Kinjarrling Dreaming
- Learn-A-Torium project 3: creating a story board
- Learn-A-Torium project 4: designing draft illustrations
- Learn-A-Torium project 5: painting illustrations on tiles
- **Learn-A-Torium project 6: drafting the story**
- Learn-A-Torium project 7: final copy of Creation story
- Learn-A-Torium project 8: creating illustrations for Creation stor

## CURRICULUM INFORMATION

### PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
✓	✓	✓	✓

### MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	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
✓	✓ ✓	✓ ✓	✓	✓ ✓

### DISTRICT

This lesson has been developed by teachers in the following district:
<b>Albany</b>

## TOPIC INFORMATION

### PURPOSE

- To provide students with opportunities to learn, understand and engage in another culture.
- To develop a reciprocal understanding of cultures.
- To provide students with opportunities to explore and appreciate their local environment through an Aboriginal perspective.
- To encourage disengaged students' (and others') involvement in a 'hands on' approach to learning.
- To create an outdoor classroom as a stimulating learning environment.





## STUDENT OUTCOMES

- Students engage in a 'hands on' approach to learning.
- Students are involved in:
  - identifying the main events in *Kinjarrling Dreaming*;
  - creating a story board of *Kinjarrling Dreaming*;
  - breaking the story into main events to write about; and
  - drafting a description of the main events of the Creation story, *Kinjarrling Dreaming*, to complement the illustrated tiles.

## KEY BACKGROUND POINTS

Local Elder, Lynette Knapp, told the classes at our school the Creation story, *Kinjarrling Dreaming*, but to complete a similar project elsewhere, substitute another Creation story from your area.

Lynette Knapp's story is presented as **Learning Guide 1: Noongar Creation story** in lesson 3 (APAC056). She has given permission for this story to be told to others, using only her words as related there. When introducing this story, please show due respect and acknowledge that this is a Dreaming/Creation story belonging to the Mearninga people.

Prior to this lesson, students have:

- heard the Creation story, *Kinjarrling Dreaming*, that tells of how Albany landforms came to be, as related by Noongar Elder, Lynette Knapp;
- done group oral retellings of the story;
- made a group story board identifying the main events in the story to use when doing illustrations for the tiles;
- produced a design of part of the story, to be illustrated on a tile; and
- painted the designs onto tiles.

## CULTURAL & PROTOCOL CONSIDERATIONS

- Seek approval and permission from the local Elders for the stories to be used by the whole school community in a visual story for the Learn-A-Torium.
- Ensure terminology and symbols are approved by local Noongar community (e. g. Friendship Poles was the name decided on rather than Totem Poles).
- If you choose to use it, ensure that the story, *Kinjarrling Dreaming*, is related *exactly* as written above as that the way it was told to my class and written by Lynette Knapp.
- Ensure that correct pronunciation of the Noongar words is used.

## TEACHING AND LEARNING STRATEGIES

### TEACHING RESOURCES

- story boards completed in lesson 3 (APAC056)
- tiles painted in lesson 5 (APAC058) – or photos of them
- writing paper
- pens/pencils
- student copies of **Learning Guide 1: Editing checklist** (this may be used with other stories)





## LESSON STEPS

- **Give** students the choice of working individually, in pairs or in small groups to complete this activity.
- **Revisit** story boards to revise main events.
- **Look at** and **discuss** completed tiles (or photos) to be used in the Learn-A-Torium.
- **Put** completed tiles in sequence, on display.
- **Ask** students to select at least one tile to write about (those working individually may wish to write about all, and those in pairs may share events between them).
- **Draft** descriptions of events the tiles depict, keeping to the story of *Kinjarrling Dreaming*.
- **Self-edit** descriptions for spelling, punctuation and consistency of tense, as well as meaning. Teacher to check on completion.
- **Put** descriptions in sequence to see if they mirror the story of *Kinjarrling Dreaming*.
- **Work** in groups to check how well each others'/groups' completed descriptions mirror *Kinjarrling Dreaming* by reading the descriptions in order, and discussing.
- **Distribute and complete** checklist on editing skills: **Learning Guide 1: Editing checklist**.

## ASSESSMENT

### Evaluate:

- how completed descriptions mirror the Creation Story, *Kinjarrling Dreaming*;
- success in editing descriptions;
- participation in group activity; and
- editing checklist.

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# LEARNING GUIDE 1: Editing checklist

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of story: \_\_\_\_\_

## Instructions:

Tick the most appropriate column for each point below and add other editing points.

## EDITING SKILLS CHECKLIST

Did you:	YES	STARTING	NO
re-read your description to see if it made sense?			
check your writing for spelling mistakes?			
correct your spelling mistakes?			
check for missing capital letters?			
put in missing capital letters?			
check for missing full stops?			
put in missing full stops?			
check for other missing punctuation, e. g. commas?			
put in other missing punctuation, e. g. commas?			
description follow the events of the story?			