



# Learn-A-Torium project 7: final copy of Creation 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 story

## 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:
  - breaking the story, *Kinjarrling Dreaming*, into main events to write about;
  - drafting a description of main events of the Creation story, *Kinjarrling Dreaming*, to complement the illustrated tiles;
  - typing on computer descriptions of main events of the story, *Kinjarrling Dreaming*; and
  - designing on computer layout for a book typing in their descriptions and leaving spaces for illustrations.

## 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 Knapp women of 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;
- painted the designs onto tiles; and
- written draft descriptions of events depicted on 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

- tiles painted in lesson 5 (APAC058)
- completed draft descriptions of main events in *Kinjarrling Dreaming*
- butcher's paper for draft layouts
- computer
- A4 paper





## LESSON STEPS

### Ask students to:

- **choose** whether to work individually, in pairs or small groups to complete the activity – use the same groupings used when writing draft descriptions;
- **re-read** their descriptions and check to see they complement/add to illustrations on tiles;
- **think** about how to lay out a book using their descriptions – What goes on each page? What illustrations to include? Headings? Number of pages?
- **use** butcher's paper to draft a layout for their books so they know what they will do on each page;
- **decide** which font, size of font ... to use;
- **type** their story following draft layouts, remembering to number pages and leave spaces for illustrations;
- **proof read** to check accuracy; and
- **print out** the pages of their books.

## ASSESSMENT

### Incidental/anecdotal teacher assessment:

- How successfully students completed their draft layouts.
- Whether students chose appropriate font, size of font ...
- Students success in typing up their stories, using their draft layouts.
- Students proof reading skills.

### Acknowledgements / Thanks to contributors.

Cherry Barnett, Shelley Vaughan, Kerry Marshall, Shirley Mills, Lynette Knapp, Carol Petterson, Anita Brady, Jan Flett, Dianne Williams, Great Southern TAFE Group 2005, and Gary Parker

Gail Linton (writer), Alwyn Evans (editor)

Produced by DUIT Multimedia for the Aboriginal Perspectives across the Curriculum program.

