



The Dreaming path



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:
Narrogin

TOPIC INFORMATION

PURPOSE

To inform students about local Noongar history and culture through visiting Narrogin's Noongar Dreaming Path.

STUDENT OUTCOMES

Students:

- participate in a visit to the Noongar Dreaming Path in Narrogin;
- observe and listen to stories of significant sites along the pathway;
- represent their understandings of the stories about the significant sites pictorially and writing texts;
- present their interpretations as a story-map of the Dreaming story of the pathway.

KEY BACKGROUND POINTS

Aboriginal elders and artists from Narrogin District worked with Perth Aboriginal artist Jerry Morrison to come up with designs for part of the local park, the Noongar Dreaming Path, to celebrate Aboriginal culture. Each site along the pathway represents an aspect of Aboriginal culture which once existed in the area.

CULTURAL & PROTOCOL CONSIDERATIONS

Organise to have a local Noongar Elder escort you along the path to interpret the story.





RESOURCES

Medium	Author, producer, developer etc	Title	Source
brochure		<i>Nyoongar Dreaming Path Gnarojin</i>	Narrogin and Districts Tourist Bureau Ph: (08) 9881 206

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- digital camera
- clip boards
- writing materials and paper for recording experience
- A3 paper for personal mud-maps
- large sheets of brown paper for the story from the Dreaming story-maps

LESSON STEPS

Preparation

- **Plan** an excursion to the Noongar Dreaming Path in Narrogin following your school's guidelines for arranging excursions.
- **Contact** Erica McGuire and the Aboriginal Education team at the District Education Office, and/or Aboriginal teachers and AIEOs on your school staff, to arrange a Noongar Elder to accompany you on your visit.
- **Invite** the Elder to join your students for the excursion to discuss as you go stories attached to sites along the paths, and those about the rainbow pools and campfire grounds, and to answer students' questions.
- **Involve** your school's Aboriginal staff members in planning and ask them for relevant information and/or relevant Noongar words.
- **Invite** AIEO, and members of the community, to accompany you and your students.
- **Organise** students to welcome and thank the Elder – and other community helpers – and assist them to prepare their 'speeches'.
- **Organise** students to take photos of the sites along the pathway, and of students participating in the excursion.
- **Plan** and prepare appropriate way for students to record that they learn about the sites.
- **Decide** how to use these lesson steps – you may need to break them into a number of lessons depending on timetabling constraints and/or adapt them according to the level of your students.

Implementation

At the Noongar Dreaming path

- **Welcome** the Noongar Elder.
- **Invite** the Elder to explain as you come to sites along the paths, the stories about the rainbow pools, campfire grounds and other sites.
- **Encourage** students to discuss any queries they have with the Elder, and to take notes about the sites they visit.
- **Thank** Elder for their assistance.

On return from the visit

Working individually

- **Ask** students to draw a mud-map of the park identifying significant sites, using a key if appropriate.





Working in pairs

- **Use** personal mud-maps as the basis of sharing a story recount of their experiences.
- **Draw** pictures of each site.
- **Draft** brief recount texts for each significant site (a few sentences for each is probably sufficient) to recreate the story from the Dreaming that the path shows.
- **Edit** texts and prepare final copies.
- **Use** personal mud-maps as a basis for drawing an enlarged story-map of significant sites on a large sheet of brown paper to use as the basis of the Dreaming story.
- **Paste** pictures and texts next to significant sites on story-map.
- **Display** story-maps with photos of excursion to form an exhibition within the school and/or local community.

Extension Activities

- Students compare Noongar history to European settlement, and create a Y-chart to help imagine what life would have been like in this settlement period.
- Students paint a mural of the Noongar Dreaming path and display it in the local community along with their story-maps and photos.
- Students investigate cultural beliefs and stories from another culture and make comparisons. This could be introduced through folktales.

ASSESSMENT

Evaluate how accurately students completed their:

- personal mud-maps;
- oral recounts;
- texts for significant sites;
- pictures/paintings of significant sites;
- story-maps ...

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Erica McGuire

Linda Townend (writer), Alwyn Evans (editor)

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