Project title: Dhurri Birriliii-gal Burruguu (Children Write Dreamtime Stories)

Project description:
Introduction:
Prior to commencing this project, students spent one day working with well known children’s author learning how to effectively write creative stories.

Project:
Students spent time in school studying Aboriginal Dreamtime Stories. The class participated in an excursion to local Aboriginal sites to provide cultural place for Aboriginal parents and Elders in the community to tell stories relevant to the Walgett area. The students created their own Dreamtime stories and with the help of the Aboriginal Language Teacher and the stories were translated into language. The students presented their stories in a variety of ways, e.g.:
- plays
- books
- visual arts
- stories written on cloth.
A video was recorded of all the group presentations.

Completed work was presented by each group of children to the rest of the school during Literacy/Numeracy week celebrations.

Literacy/Numeracy Week celebrations included:
- ‘Teacher Swap’: teachers swapped classes to read another class a story and complete a related activity.
- Parents visited classrooms to tell or read a story.
- Literacy and numeracy based games played. Some games were made to be played during this time.
- Presentation of Aboriginal Stories by Year 5.
- Whole school dress-up day as ‘favourite book character’.
- Whole school celebration of Literacy/Numeracy-party, including BBQ. Whole school community invited to attend.

Person responsible for project:
Leanne Chape and Donna Fiechtner

School, region, diocese:
St Joseph’s School Walgett, Armidale Diocese

Contact person’s email:
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Number of students, teachers, parents, other community members directly involved:
- Students – 26 Year 5 students were involved in the writing activities.
- Teachers – 2 teachers involved in writing activities in Year 5.
- Parents – 3 parents helping with writing activities
Approximately 30 parents attended whole school celebration and Year 5 presentation.
- Aboriginal Language Teachers – 1
- Aboriginal Elders/Parents (Story Tellers) - 5

**Intended literacy and/or numeracy outcomes:**
- Increased writing skills of students.
- Opportunity to explore an unfamiliar writing style, i.e. Aboriginal Dreamtime Stories.
- Greater awareness of Aboriginal heritage and the importance of the ‘Elders’ in passing these stories on to the next generation.
- Increased communication between school/home/community.
- Increased involvement of the community in the education of the children.
- Increased use of Aboriginal language outside language lessons.

**Evidence of achievement of intended literacy and/or numeracy outcomes:**
- Students’ Dreamtime Stories. (attached below)
- Students using language in everyday storytelling.
- Parents and community members involved prior to and during Literacy/numeracy Week celebrations.

**Other information:**
- associated teaching materials below
- Invitation to Parents and Community Members.

See materials below:
The Platypus that Lost its Mother

Hello and welcome to our puppet show. I will be reading for you today. The puppet show is called The Platypus that Lost its Mother. I will introduce you to our stars. We have Brydie as Lily the Frog, Hayley as Kangaroo Jack and Jessica as the Mother Platypus and also as the baby Platypus called Fred. So sit back, relax and enjoy the show.

One day a dharragarra called Fred was swimming. He thought he could gubi but it got lost in a cage. The guni dharragarra went and told her friends, bandaarr and yuwayaa that Fred was lost, so they helped her find Fred.

The bandaarr went to jump around the maandhi to see if Fred was caught on something. The yuwayaa went to jump on the lily pads to see if Fred was on the lily pads. The guni dharragarra went swimming around the water to see if Fred was in the gungan.

The bandaarr and the yuwayaa told the guni dharragarra that they couldn't find Fred. They decided to have a break. While they were resting they heard Fred calling Help me, help me. The guni dharragarra went down in the water to have another look, but she couldn't find him.

She went down to the bottom of the maandhi. She could still hear him crying help me, help me, but she couldn't see him. She went to the cage and she broke open the cage. When she got the birraliidjuul dharragarra out, she hugged and hugged him. Gunu dharragarra, bandaarr and yuwayaa had a party for birraliidjuul dharragarra.
The Joey That Lost Its Mother

Once upon a time there were two joeys named Cleo and Magic that lost their guni in a very windy walawala. The two joeys were alone, so they went looking for their guni. When they passed the old oak tree they were scared. On the way they saw two people who were hunting for mandha. One of them threw a bundi and almost hit Cleo the joey.

After two weeks they were tired and thirsty because for the last three days they were looking for a bilyan. At last they found a bilyan with clean water, so they stopped for a drink. Nearby there was a tree with three big leaves like a dhayaarr.

In the giibaabu they saw some other bandarr and joeys drinking water around the bilyan. So Cleo and Magic began to follow them and soon they found their bubaa but not their guni. When they were all grown up their bubaa died however they found their guni. She was very pretty and then they were very happy that they had found their guni.
The Three Boys and the Lost Child

Long ago in the dreamtime there were three birray who went around doing bad things. The 3 birrays names were Leo, David and Rocky. The three birrays stole yuul, weapons and lit wii.

The elder got really mad and turned the three birrays into dhii. They were turned into a maliyan, a maayn and a dhigayaa. Then they were sent away to the dhyal.

After they got there people from another tribe started hunting them so they went back to the village. They went to ask the elder to turn them back into people, they didn't like being dhi.

So they were sent on a mission to find a lost birralii. The journey began. They went on and on for days, the journey was long but it was worth it. They searched for the birralii but they had to stop for a rest. They heard something in the dhuyul. It was the birralii. They found the birralii and returned it to the village.

The elder was so happy he turned the maliyan, maayn and dhigayaa back into birrays.
How the baby got lost

Long, long ago Sara and her tribe were sitting around the wii walaay with Sara’s baby. They all went to sleep near the wii walaay. During the night a maayn came and took the birraliidjuul. In the giibaabu Sara’s friends Becky and Bridget discovered that they birraliidjuul was missing. Becky started screaming which woke up Sara. Sara was so distressed she began to run around extremely silly.

Becky and Bridget found the footprints of a maayn and decided to follow them. Sara stayed at the wii walaay. Becky and Bridget followed the footprints until the next giibaabu. They found a piece of the birraliidjuuls clothing near the maayns cave but it was surrounded by maayns. They waited behind a tree for a full day until the maayns left their cave to go hunting.

Becky and Bridget rushed into to grab the birraliidjuul. It took them 3 days to get to the birraliidjuul home. Sara was worried sick about Becky and Bridget and her birraliidjuul. When she saw her friends with her birraliidjuul she started to cry with joy. Sara was so happy she had a party for her birraliidjuul and her friends.
Doobar and Friends

Once upon a time there was a little guba named Doobar. It was still a birraliidjuul so it had to live with its guni. The guni had to go and get some gum leaves for tea. While she was gone some birralii from Boggabilla climbed up the tree.

Then the guni guba came back from getting gum leaves. She called out ‘Get home you horrible birralii!’ However Doobar called out, ‘Wait, Guni, I think they want to be friends with me.’

‘But they were getting cheeky to you!’ said Guni Guba.

So Doobar started to play with the Boggabilla birralii and they told Doobar their names. Their names were Doonbar the wanggii, Winin the dhirridhirri and Willy the guduu. They played Duck, Duck, Goose.

Then a dhuyu came and saw Winin, Willy, Doonbar and Doobar. They all started screaming when they saw the dhuyu. The dhuyu came closer to them. Willy started to talk to the dhuyu. She said ‘What is your name?’ ‘My name is Welly’, the dhuyu replied. Then Welly asked ‘Can I play with you?’

Willy said ‘Yes. You can play with us. Come and play Duck, Duck, Goose.’

‘Dinner time’, said guni guba. ‘Oh, I am Doobar’s guni and you are?’

‘Welly’, said the dhuyu. The guni guba asked if Welly wanted dinner with them and welly said yes.

‘We all want to have dinner with you,’ said Welly, Willy, Winin and Doonbar. They all slept at Doobar’s gundhi for the night and they had fund being friends.
Appendix 2

Favourite book character parade

Year 5 Dreamtime story

Year 5 Dreamtime plays

Year 5 Dreamtime storytelling

Year 5 Dreamtime plays

Favourite book character parade
### Teaching and Learning Activities

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<td><strong>Study numerous Aboriginal Dreamtime stories.</strong> What is the story about? Where does it come from? What are the essential elements in the stories? How are the stories presented? Why are the stories written/told? What are the visuals telling us?</td>
<td><strong>Ask Elders in the community, JB and Aunty Fay, to read/tell some stories to the students.</strong> How do oral retellings differentiate from written retellings? What are the elements present in the oral retellings?</td>
<td><strong>Visit Narran Lakes or some other local place of Aboriginal significance.</strong> Ask JB to explain the significance of the area and to tell the story associated with the special place. Allow students in small groups to ‘experience’ and discuss own Dreamtime stories.</td>
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### Resources
- Library - Dreamtime stories
- Elders
- Excursion

### Registration
**Activity 4**  
In small groups students plan and write their own Dreamtime story, students will need to take into account what they have learnt previously about Dreamtime stories.

**Activity 5**  
With the assistance of Elders and parents, students devise a way to present their story, e.g. as a PowerPoint, on bark, on material, on DVD, as a play, etc. Students will then present their stories to the rest of the school and other schools in the area.

**Activity 6**  
Students critically reflect on their own stories and on their peers. What was good/bad about the story? What could have been improved? How?

| Various materials depending on how the students choose to present their story |

Unit evaluation:

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Signed: _______________________  Date: ______________________