

Unit Name: Inclusive Learning Through Drama

Lesson name: How the Kangaroo got her Pouch

Stage: Early Stage 1

Duration: 45-60 minutes

Blue Sky Community Services would like to thank Mick Saunders, an Elder from the Birpai Nation, for contributing his time, advice and input to this lesson. We are grateful for his expertise in sharing his knowledge and wisdom, and thank him for his guidance in making this project a reality.

Aboriginal and Torres Strait Islander people should be aware that these resources may contain images, voices and names of deceased persons. In some Aboriginal and Torres Strait Islander communities, hearing recordings, seeing images or the names of deceased persons may cause sadness or distress and in some cases, offend against strongly held cultural prohibitions. We ask that you please use care when viewing and navigating this material.

Lesson Overview

The students will discuss and explore the use of movement, action and music in telling a First Nations Dreamtime Story. Students will take on the role of the animals in the story by using their senses.

Lesson Outcomes

A student will learn to:

- make drama by interacting with the teacher and others and by using their imagination to create roles and dramatic situations
- communicate imagined situations through drama forms such as improvisation, movement, mime and storytelling
- begin to respond to their own drama in terms of roles and space.

A student will learn about:

- engaging in the basic elements of drama such as tension, contrast (loud/soft, fast/slow) and symbol.
- sharing their drama with others.
- depicting everyday situations in dramatic contexts.

Syllabus Outcomes	Teaching, Learning and Assessment
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<p>DRAMA</p> <p>Making DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.</p> <p>Performing DRAES1.3 Dramatises personal experiences using movement, space and objects.</p> <p>Appreciating DRAES1.4 Responds to dramatic experiences.</p> <p>ENGLISH</p> <p>ENe-1A Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.</p> <p>ENe-11D Responds to and composes simple texts about familiar aspects of the world and their own experiences.</p> <p>ENe-12E Demonstrates awareness of how to reflect on aspects of their own and others' learning.</p>	<p>TEACHING</p> <p>Teacher displays Acknowledgement of Country visual and reads it out to the students.</p> <ul style="list-style-type: none"> - <i>Have you heard an Acknowledgement to Country before? Where? When?</i> - <i>Why do you think these words are said at those times or places?</i> - ES1 Why we Acknowledge <p>Warm-up: Pass it on</p> <ol style="list-style-type: none"> 1. Students stand in a line facing the same direction (facing the back of another student's head). 2. A student at one end (Student 1) is given a visual from Pass It On visuals to make up an action for. 3. Student 1 taps the shoulder of the student in front of them (Student 2). Student 2 turns to face Student 1. 4. Student 1 shows Student 2 the gesture/action without making sounds. 5. Each student repeats Steps 3 and 4 until the last student in the line turns around and sees the action. 6. The last student shows the whole class what they think the action was. 7. The first student shows the last student what the action began as, and the students can see if any change in the action happened by passing it on. 8. The final student to see the action in Step 6 becomes the new Student 1. 9. The game continues with a new stimulus visual from the teacher, and students repeat steps 2 - 9 (10 minutes). <p>LEARNING</p> <p>Class Activity: How the Kangaroo got her Pouch</p> <ol style="list-style-type: none"> 1. Students are seated on the floor or at their desk. 2. The teacher tells the students the name of the Dreamtime story - How the Kangaroo got her Pouch. - 3. Students listen to the How the Kangaroo got her Pouch video. Please turn off visuals. <ul style="list-style-type: none"> - <i>You know the name of this Dreamtime story is 'How the Kangaroo got her Pouch'.</i> - <i>Were you able to understand the story even though there were no pictures? Yes/No question response visuals. Why?/Why not?</i> - <i>How? Which of The Five Senses did you use?</i> - <i>Do you know who the first people to tell Dreamtime stories like this one were?</i> - <i>Why do you think they told stories like this one?</i> 4. Students view How the Kangaroo got her Pouch a second time with visuals only. Please mute the sound.
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- *You have already listened to the story.*
 - *Are the pictures in the video how you imagined they would be? **Yes/No question response visuals.***
 - *How are they the same or different to what you imagined?*
5. Responses to the next questions can be recorded on the whiteboard or large chart paper.
- *What animals or characters/roles were in the story?*
 - *Was there a way you could work out which person was playing each animal or character? (The teacher might be required to direct responses to actions, paint and costumes).*

Teacher Note: Responses for Step 6 and 7 can be recorded on the whiteboard or chart paper.

6. Teacher shows small sections of **How the Kangaroo got her Pouch**. Students focus on the actions they could see, or hear, and how they are used to represent the animals or characters in the story.
- A. Wombat - 0:22 - 0:40 (blind and sitting by the billabong)
 - B. Wombat - 2:40 - 2:55 (holding the kangaroo's tail, moving through the bush)
 - C. Dingo - 0:40 - 0:50
 - D. Emu - 1:00 - 1:08
 - E. Kangaroo - 2:00 - 2:25
 - F. Hunters - 3:20 - 3:50
- *What actions did you see (or imagine) for each animal or character do or use?*
 - *There was an animal that wasn't named. Let's see if we can work out what animal it might be.*
7. Teacher plays section 1.10 - 1.25 **How the Kangaroo got her Pouch**.
- *What animal do you think this animal is? Why?*
 - *Why do you think animals are important in Dreamtime stories?*
 - *Was the wombat really a wombat?*
 - *Who was he really? (Byamee)*
 - *What do you think the name "Creator" means?*
8. *This Dreamtime story was told by the Wiradjiri people. They are from south-east Australia*
Aboriginal and Torres Strait Map of Australia.
- *Do you know the name of the First nations people from this area?*
 - *Let's see if we can find their name on the **Aboriginal and Torres Strait Map of Australia.***

Teacher Note: The next section of the lesson can be taken outside or to a school hall if available to allow students a larger area for movement.

9. An animal from **Individual animal visuals for How the Kangaroo got her Pouch** is indicated/selected by the teacher and shown to the students.
10. Students move according to the animal selected in the area indicated for 20-30 seconds.

	<p>11. Teacher repeats step 8 until students have shown their movements for all the animals from the story.</p> <p>ASSESSMENT No formal assessment is provided for this lesson.</p>
<p>Adaptations, Considerations and/or Adjustments</p> <p>Note: Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.</p>	<p>Physical: For all activities students are able to participate wherever they are comfortable.</p> <p>Vision: In the warm-up activity, the game can be changed to verbal indication of the gesture. Students can imagine and then verbalise actions and characters from the video. Tactile aids (soft toys) can be used to assist with character identification in the video. Raised drawings of the animals can be pre-prepared by using a hot glue gun used on lines in a drawing.</p> <p>Hearing: Students can use <i>Pass It On visuals</i> for the warmup activity. Students can use <i>Animal visuals for How the Kangaroo got her Pouch</i> to identify characters when the story is being discussed.</p> <p>Sensory: Tactile aids can be used to assist with character identification in the video. Use of a 'pointing stick' in warm-up for students that may not like to be touched by other students.</p> <p>Non-verbal: Students can use <i>Pass It On visuals</i> for the warm up activity. Students can use <i>Animal visuals for How the Kangaroo got her Pouch</i> to identify characters when the story is being discussed.</p> <p>EAL/D: Students can use <i>Pass It On visuals</i> for the warm up activity. Students may use headphones and a device with <i>Google Translate</i> app when viewing the video with the rest of the class. Tactile aids can be used to assist students with character identification in the video.</p> <p>Other: Students who are uncomfortable with movement activity can show actions and movements alone in front of the teacher. Alternatively students can show movements with other aids, e.g. make a playdough model of characters, use small toys.</p>

Resources

- [Acknowledgement of Country](#) - Blue Sky Community Services
- [ES1 Why we Acknowledge](#) - Blue Sky Community Services
- [Aboriginal and Torres Strait Map of Australia](#) - National Unity Government
- [Pass It On visuals](#) - Blue Sky Community Services
- [How the Kangaroo got her Pouch](#) - innerlifeharmony (You Tube)
- [Animal visuals for How the Kangaroo got her pouch](#) - Blue Sky Community Services
- [Individual animal visuals for How the Kangaroo got her Pouch](#) - Blue Sky Community Services
- [Yes/No question response visuals](#) - Blue Sky Community Services

- [The Five Senses](#) - Blue Sky Community Services

Resources for Adjustments (if applicable)

- [Animal visuals for How the Kangaroo got her Pouch](#) - Blue Sky Community Services
- Tactile aids, e.g. soft animals; playdough
- Raised drawings/outlines of animals in the Dreamtime story

Lesson Evaluation/Reflection	Yes
The lesson adequately addresses syllabus outcomes.	<input type="checkbox"/>
The lesson reflects the needs, interests and abilities of all students.	<input type="checkbox"/>
The lesson provides an opportunity for students to demonstrate what they know and can do.	<input type="checkbox"/>
The lesson includes a variety of teaching and learning activities, and resources to address the learning needs of all students.	<input type="checkbox"/>
Additional comments and suggestions for improvement:	



PLEASE HELP US IMPROVE!

We want to continue to improve our lessons and resources to ensure that they are benefiting not only the students, but you as teachers.

We would appreciate your time in completing this short survey.



[Click here to
access the survey.](#)



Acknowledgement of Country



We acknowledge the Traditional Owners of the land where we live, work and play, and their continuing connection to land, water, sea and community.

We pay respects to Australia's First Peoples, to their unique and diverse cultures, and to Elders past, present and emerging.

Acknowledgement of Country

Insert name of your country's place and people to make the acknowledgement specific to your area.

We acknowledge the Traditional Owners of the
_____ land where we live, work and play and
their continuing connection to land, water, sea and community.

We pay respects to the traditional custodians
_____, to their unique and diverse cultures,
and to Elders past, present and emerging.

Why we Acknowledge

Country/Land - To show respect for the land we are on.

People/Elders - To show respect for Australia's First Nations Peoples (Aboriginal and Torres Strait Islander), their traditions, connections and ways of looking after country.



ABORIGINAL AUSTRALIA

Names and regions as used in the *The Encyclopaedia of Aboriginal Australia* (D Horton, General Editor), published in 1994 by the Australian Institute of Aboriginal and Torres Strait Islander Studies (Aboriginal Studies Press) GPO Box 553 Canberra, ACT 2601

Malpa	Tribal/Language group name
Southwest	Region name
[Grey box]	No published information available

SCALE 1 : 4 700 000

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ACKNOWLEDGEMENT
 The State of Queensland
 1994
 1910000
 1994
 © Commonwealth of Australia, AUSLIG 1994.

Acknowledgement
 Aboriginal Australia Wall Map, D R Horton, Aboriginal Studies Press, AIATSIS, 1996

Disclaimer and Warning:
 Not suitable for use in native title and other land claims
 This map indicates only the general location of large groupings of people which may include smaller groups such as clans, dialects or individual languages in a group. Boundaries are not intended to be exact. For more information about the groups of people in a particular region contact the relevant land councils.

Pass It On visuals



Animals in the Dreamtime story

"How the Kangaroo got her Pouch"



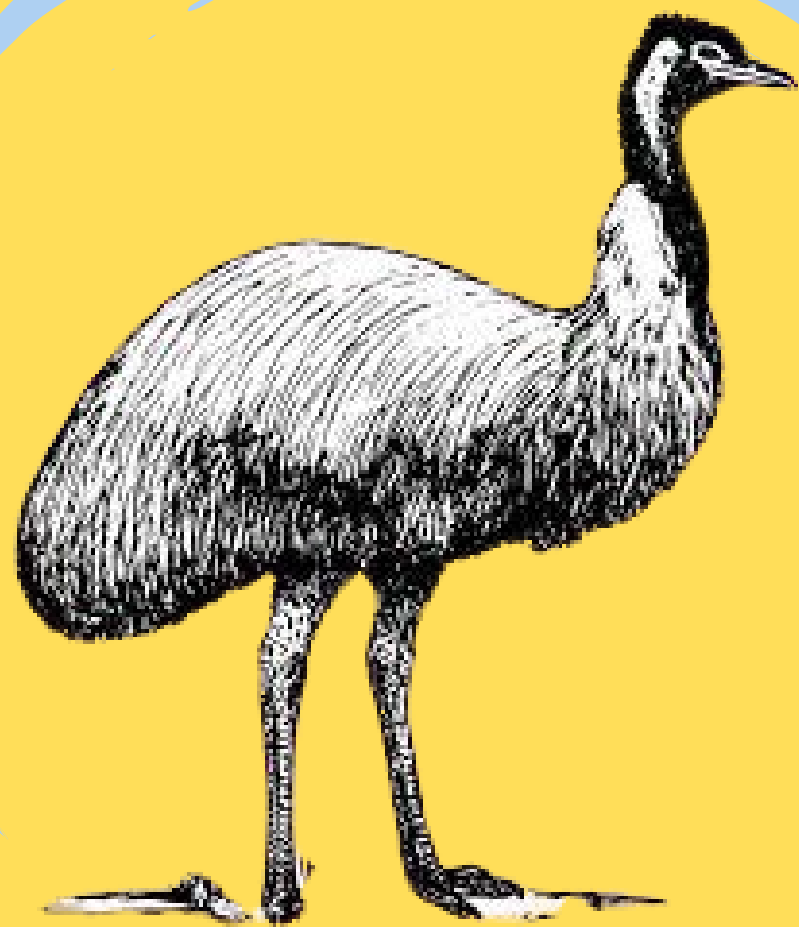
wombat



**kangaroo
and joey**



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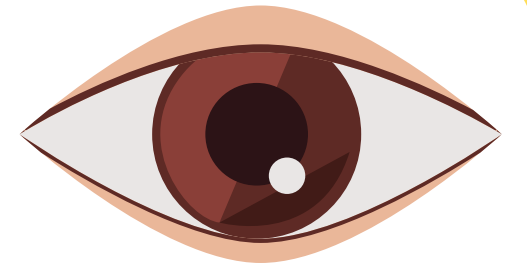
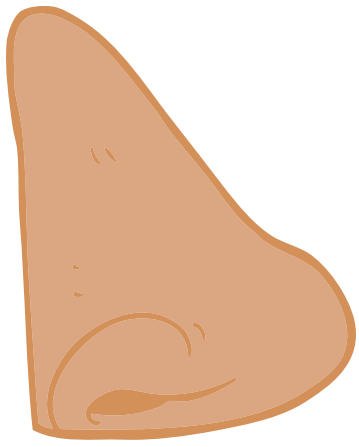
yes



no



The Five Senses



Smell

Touch

Hearing

Taste

Sight