

**Unit Name: Inclusive Learning Through Drama**

**Lesson name: Tiddalick the Frog**

<b>Stage: 2</b>
<b>Duration: 60 minutes</b>

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**

Students will delve into the differences of The Dreamtime versus Dreaming stories. Using storytelling, students will take on the role of local fauna and play a part in Australia’s First Nations Dreamtime story, Tiddalick The Frog, while exploring the importance of sharing water and resources.

**Lesson Outcomes**

- A student will learn to:**
- take on both individual and group roles
  - recognise that drama is used for different purposes in communities and cultures, e.g. through observations of indigenous performances.
- A student will learn about:**
- devising the action through movement and voice by adapting stories such as a well-known cultural story, developing a particular character, exploring the consequences of the story’s ending or creating dramatic meaning through metaphor.

Syllabus Outcomes	Teaching, Learning and Assessment
DRAMA Making	TEACHING

<p><b>DRAS2.1</b> Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.</p> <p><b>DRAS2.2</b> Builds the action of the drama by using the elements of drama, movement and voice skills.</p> <p><b>Appreciating DRAS2.4</b> Responds to, and interprets, drama experiences and performances.</p> <p><b>GEOGRAPHY</b></p> <p><b>GE2-2</b> Describes the ways people, places and environments interact.</p> <p><b>HISTORY</b></p> <p><b>HT2-2</b> Describes and explains how significant individuals, groups and events contributed to changes in the local community over time.</p>	<p>Teacher displays <b>Acknowledgement of Country</b> visual and recites it to the class to start the lesson. Teacher and students then recite the Acknowledgement together.</p> <ul style="list-style-type: none"> <li>- <i>Why do we acknowledge the country we are on?</i></li> <li>- <i>When do we say the Acknowledgment of Country?</i></li> <li>- <i>What do I mean when I say Traditional Owners or First Nations people?</i></li> </ul> <p><b>Warm-up:</b> Bucket of Water</p> <ol style="list-style-type: none"> <li>1. With the class seated on the ground, ask two students to come to the front of the room, to take ‘the stage’.</li> <li>2. Ask these two students to hold a large, imaginary bucket together, one person on either side of the bucket.</li> <li>3. The teacher will fill the bucket with water from an imaginary hose.</li> <li>4. The mission of these students is to carry the bucket from one side of the stage to the other. Then they are to tip out the water and bring the bucket back.</li> <li>5. The kids should demonstrate the differences of weight of the bucket in their bodies and expressions.</li> <li>6. Consider adding other elements to the activity: its freezing cold, the bucket really smells, the floor is slippery, about to put out a fire, fill up a well etc.</li> </ol> <p><b>LEARNING</b></p> <p><b>Group Activity:</b> Tiddalick The Frog</p> <ol style="list-style-type: none"> <li>1. Teacher asks: <ul style="list-style-type: none"> <li>- <i>Does anybody know about The Dreamtime?</i></li> <li>- <i>What can you tell me about it?</i></li> <li>- <i>Why is it important?</i></li> <li>- <i>There is also something called The Dreaming, what do you think that might be?</i></li> </ul> </li> <li>2. Teacher shows <b>Dreamtime Stories versus The Dreaming</b>.</li> <li>3. Teacher-led discussion about <i>What is the difference between The Dreamtime and The Dreaming?</i> (The Dreamtime <u>was</u>, The Dreaming <u>is</u>.)</li> <li>4. Teacher says: <i>Today we are going to look at the well-known Dreamtime story of Tiddalick the Frog.</i></li> <li>5. Teacher reads through the story of <b>Tiddalick The Frog</b> or plays the video <a href="#">Dreamtime Stories - Tiddlick the Frog</a>.</li> <li>6. Teacher leads a discussion exploring the importance of sharing water and resources. <ul style="list-style-type: none"> <li>- <i>Were any of the animals being greedy? How were they doing this?</i></li> <li>- <i>By drinking up all the water, was Tiddalick thinking of the needs of others?</i></li> <li>- <i>Why were the other animals so upset when there was no water left?</i></li> <li>- <i>What do you use water for?</i></li> <li>- <i>Who do you share your water supply with?</i> (Classmates, family, town etc.)</li> <li>- <i>Why is it important to share your water supply?</i></li> </ul> </li> </ol>
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- *Why is it important to look after the water supply? How can we do this?*
- *How long do you think you could survive without water?*
- *Does everybody use/need the same amount of water?*
- *Humans and animals both need water to survive, does anything else rely on water? (Trees, grass, flowers, rivers etc.)*
- *Why might the animals be slightly different in the written story versus the video? (Only ask this if the class has viewed both texts.)*

7. *Today we will be creating a short role play performance in groups, of the Tiddalick The Frog Dreamtime Story.*

8. Students get into groups (6 for story, 5 for video), 1 student per animal plus a narrator.

Teacher Notes:

- Please attempt to keep the same gender of roles in line with respectful and authentic practice of the story.
- The animals in the video and the written story are slightly different. The animals in the left hand column are from the written story, the animals in the right hand column are from the video.

Written Story (6 Roles)	Video (5 Roles)
<ul style="list-style-type: none"> <li>- Narrator</li> <li>- Tiddalick (male)</li> <li>- Echidna (female)</li> <li>- Wombat (male)</li> <li>- Kookaburra (female)</li> <li>- Snake (female)</li> <li>- Optional: Kangaroo, Emu and Galah</li> </ul>	<ul style="list-style-type: none"> <li>- Narrator</li> <li>- Tiddalick (male)</li> <li>- Owl (not specified)</li> <li>- Kookaburra (male)</li> <li>- Eel (male)</li> <li>- Optional: Kangaroo, Pelican, Wombat, Human and Galah</li> </ul>

9. Each group will receive a hard copy of the ***Tiddalick The Frog - Printer Friendly*** story to rehearse with.

10. Students are given 20 minutes to create a role play of the Dreamtime Story.

- Each student will learn their words and create actions to represent their animal.
- The other student will narrate the rest of the story.
- Students to highlight/cut out their individual sections.
- Students may keep their sheets to read from.

11. Students present their performance to the class.

12. Audience can offer feedback or ask questions:

- *What Worked Well(WWW)*
- *Even Better If (EBI)*

	<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>- <i>Why were the animals worried when they realised all the water was gone?</i></li> <li>- <i>We need to drink water to survive. Why else do we need water? (food, shelter, protection, natural environments)</i></li> <li>- <i>Parts of this Dreamtime story are slightly different from other versions of the same story. Do you think this could happen with other stories that you believe to be true? Why/why not? (Religious/cultural stories, historical events, newspaper articles, television reports).</i></li> </ul> <p><b>ASSESSMENT</b></p> <p>No formal assessment has been provided for this activity.</p>
<p><b>Adaptations, Considerations and/or Adjustments</b></p> <p><b>Note:</b> Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.</p>	<p><b>Physical:</b> Students can complete all activities where they feel most comfortable. This may include sitting or standing. The environment may need to be considered or adapted for accessibility.</p> <p><b>Vision:</b> Warm-up game can be done in teams of four, with two students on each side. Provide a physical object (bucket, bowl, basket etc.) for students to hold on to. Provide large font versions of resources <b><i>Acknowledgement of Country, Dreamtime Stories versus The Dreaming</i></b> and <b><i>Tiddalick The Frog - Printer Friendly</i></b>.</p> <p><b>Hearing:</b> Students may benefit from receiving a picture card of their individual/and or team animals <b><i>Tiddalick The Frog (Written Story) Image Cards</i></b> or <b><i>Tiddalick The Frog (Video) Image Cards</i></b>. Students may follow along with the story via the <b><i>Tiddalick The Frog - Printer Friendly</i></b> handout.</p> <p><b>Sensory:</b> Create a space in the classroom that gives students a ‘break’ from constant environmental stimulants. Have a quiet area in which a group can plan their performances. If sensitive to loud noise, class may swap audible applause for ‘Jazz Hands’ - shaking both of their open hands in the air.</p> <p><b>Non-verbal:</b> Students may be given the role of one of the optional characters as they have no spoken lines. Students may participate in performance using their preferred means of communication. Support students’ preferred ways of communication. Incorporate technology or devices in group work and ask targeted closed questions. Provide the option for a specific role in group performance, e.g. scribe or organiser. Assist groups in scaffolding performances that incorporate non-verbal roles.</p> <p><b>EAL/D:</b> Students may benefit from receiving a picture card of their individual/and or team animals <b><i>Tiddalick The Frog (Written Story) Image Cards</i></b> or <b><i>Tiddalick The Frog (Video) Image Cards</i></b>. Students may follow along with the story via the <b><i>Tiddalick The Frog - Printer Friendly</i></b> handout. Students may be given the role of one of the optional characters as they have no spoken lines.</p>

	<p><b>Other:</b> For performance refusal or avoidance allow students alternative ways of performing or being involved, such as grouping students in pairs with someone they feel comfortable working with. Teachers can make goals with students to reach by the end of the unit, e.g. will be able to perform at least 5 lines of dialogue in front of an audience by the end of the unit. When assessing, teacher to allow students with performance avoidance to perform in front of a select number of students at an alternate time.</p>
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## Resources

- [Acknowledgement of Country](#) - Blue Sky Community Services
- [Dreamtime Stories versus The Dreaming](#) - Blue Sky Community Services
- [Dreamtime Stories - Tiddalick the Frog](#) - YouTube
- [Tiddalick The Frog](#) - Blue Sky Community Services
- [Tiddalick The Frog - Printer Friendly](#) - Blue Sky Community Services
- [Tiddalick The Frog \(Written Story\) Image Cards](#) - Blue Sky Community Services
- [Tiddalick The Frog \(Video\) Image Cards](#) - Blue Sky Community Services

## Resources for Adjustments (if applicable)

- [Language support Tiddalick The Frog S2](#)

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.

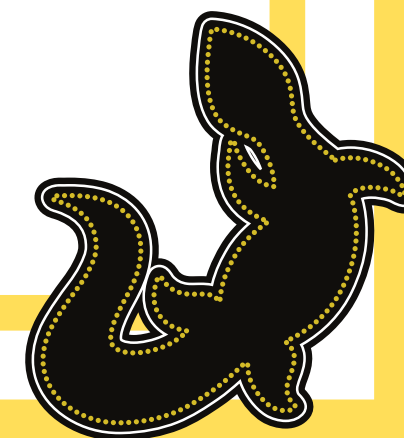
We pay respects to the traditional custodians  
\_\_\_\_\_, to their unique and diverse cultures,  
and to Elders past, present and emerging.

# Dreamtime Stories versus The Dreaming

**The Dreamtime** is a period of time that the natural environment was shaped and humanised by the actions of Ancestor Beings. The Dreamtime is the Aboriginal understanding of the world, of its creation, and its great stories. These stories have existed for thousands of years.

Aboriginal storytellers use **The Dreaming** as a way of describing their stories and their oral history. It is not considered something that simply occurred in the past, it is continually occurring and is ever-present in the culture.

**The Dreamtime "was", The Dreaming "is".**



# Words from:

- <http://thedreamingstories.com.au/>
- <http://www.aboriginalart.com.au/culture/dreamtime2.html#:~:text=The%20Dreamtime%20is%20the%20Aboriginal,came%20the%20laws%20of%20existence.&text=The%20Dreaming%20world%20was%20the,the%20time%20of%20the%20creation.>
- <https://www.britannica.com/topic/the-Dreaming-Australian-Aboriginal-mythology>
- <http://www.australianstorytelling.org.au/storytelling-articles/a-d/australian-aboriginal-storytelling-helen-mckay>

**The Dreamtime "was", The Dreaming "is".**



# Tiddalick

# The Frog

Australia's First Nations  
Dreamtime Story



Once upon a time, a long time ago, in the Dreamtime, lived a frog called Tiddalick. Tiddalick was the largest frog in the entire world.

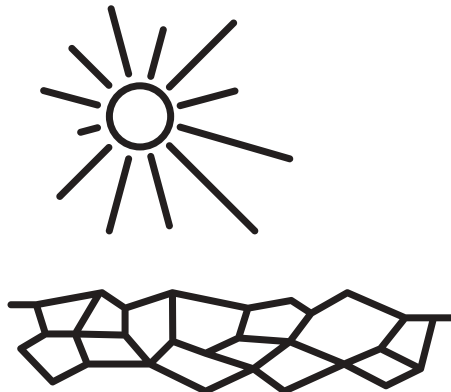
One very warm morning, he woke up feeling very, very thirsty, and started to drink the fresh water.

He drank and he drank and he kept drinking until all the fresh water in the entire billabong was gone!



When the other animals arrived at the billabong to get their morning drink, they found it was all dried up.

This made them very sad. They knew Tiddalick the frog had drunk all the water.



They knew they needed to come up with a plan to get the water back, but they didn't know how.

They thought and they thought and they thought, until they realised that the best way to get the water back was to make Tiddalick laugh!

If they could make him laugh then all the water would come spilling out of his mouth and back into the billabong!



The first animal to try and make him laugh was  
the echidna.

She rolled herself up into a tight little ball and  
rolled down the bank of the billabong like a  
bowling ball!

The kangaroo laughed and so did the emu,  
but Tiddalick didn't laugh.

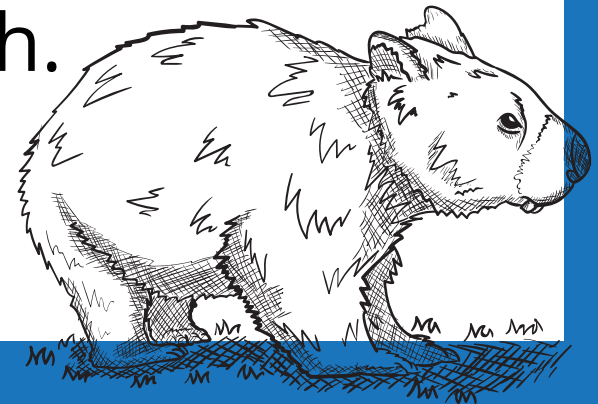




The next animal to try and make Tiddalick laugh was the wombat.

The wombat stood up on his hind legs and danced around in a circle until he fell over in the dirt!

The galah laughed and so did the goanna, but Tiddalick didn't laugh.



The next animal to try and make Tiddalick laugh was the kookaburra.

She perched herself on a branch close to Tiddalick and told her funniest story. It was so funny that she burst out laughing!

But Tiddalick didn't laugh.

He just sat there with his big belly full of all the water.



Finally, the snake decided to try and make  
Tiddalick laugh.

She started to dance.

Wriggling and squirming all over the ground,  
until she eventually tied herself into a knot.

The knot was so tight that she struggled and  
struggled to untie herself,  
but she was stuck!



Tiddalick watched her struggle around, trying to untie herself, and he let out a small chuckle.

That small chuckle turned into a rumbling in his tummy before it turned into a great big belly laugh!

The water came gushing out of his mouth and filled the billabong back up once again.

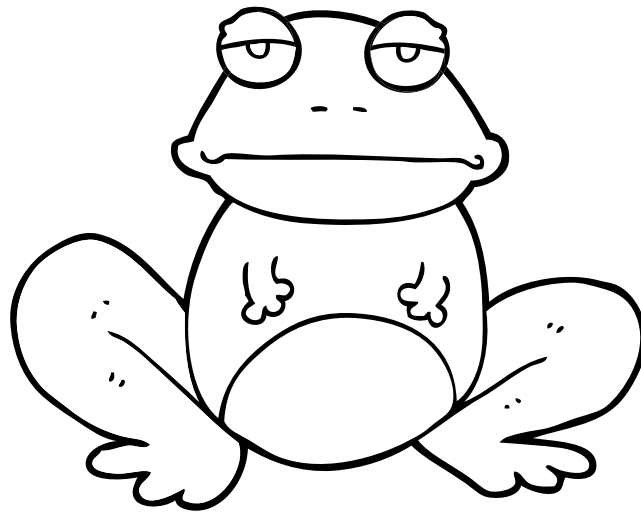
All the animals jumped with joy as they took big, long, gulps of water to quench their thirst.



# Tiddalick

# The Frog

Australia's First Nations  
Dreamtime Story



Once upon a time, a long time ago, in the Dreamtime, lived a frog called Tiddalick. Tiddalick was the largest frog in the entire world.

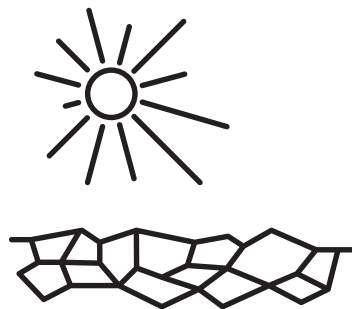
One very warm morning, he woke up feeling very, very thirsty and started to drink the fresh water.

He drank and he drank and he kept drinking until all the fresh water in the entire billabong was gone!



When the other animals arrived  
at the billabong to get their  
morning drink, they found it  
was all dried up.

This made them very sad. They  
knew Tiddalick the frog had  
drunk all the water.



They knew they needed to come up with a plan to get the water back, but they didn't know how.

They thought and they thought and they thought, until they realised that the best way to get the water back was to make Tiddalick laugh!

If they could make him laugh then all the water would come spilling out of his mouth and back into the billabong!





The first animal to try and  
make him laugh was the  
echidna.

She rolled herself up into a  
tight little ball and rolled down  
the bank of the billabong like a  
bowling ball!

The kangaroo laughed and so  
did the emu,  
but Tiddalick didn't laugh.



The next animal to try and  
make Tiddalick laugh was the  
wombat.

The wombat stood up on his  
hind legs and danced around in  
a circle until he fell over in the  
dirt!

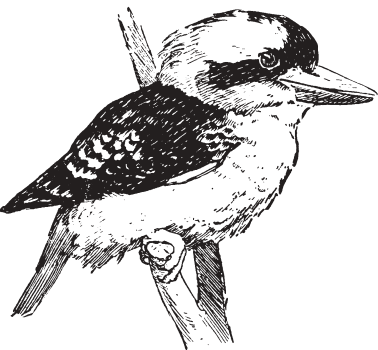
The galah laughed and so did  
the goanna,  
but Tiddalick didn't laugh.



The next animal to try and make Tiddalick laugh was the kookaburra.

She perched herself on a branch close to Tiddalick and told her funniest story. It was so funny that she burst out laughing!

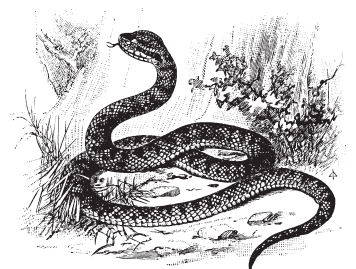
But Tiddalick didn't laugh. He just sat there with his big belly full of all the water.



Finally, the snake decided to try  
and make Tiddalick laugh.

She started to dance.  
Wriggling and squirming all  
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The knot was so tight that she  
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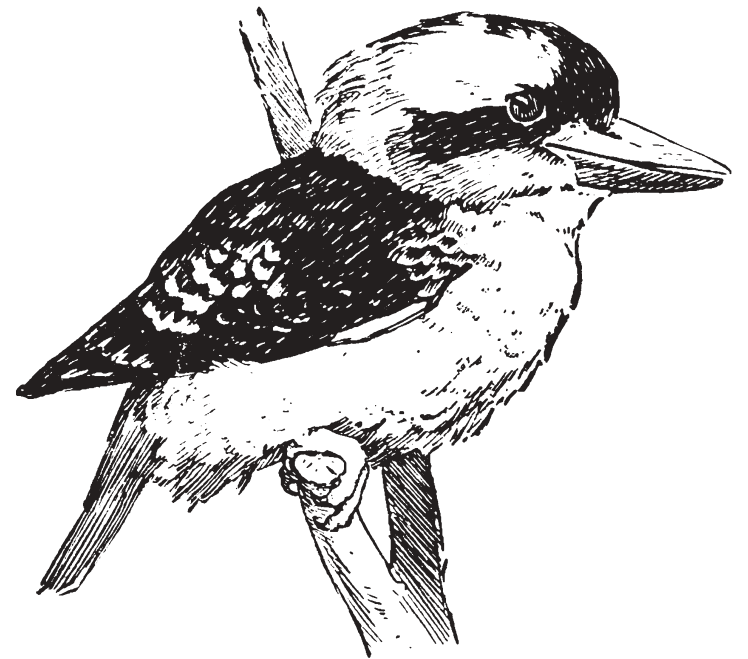
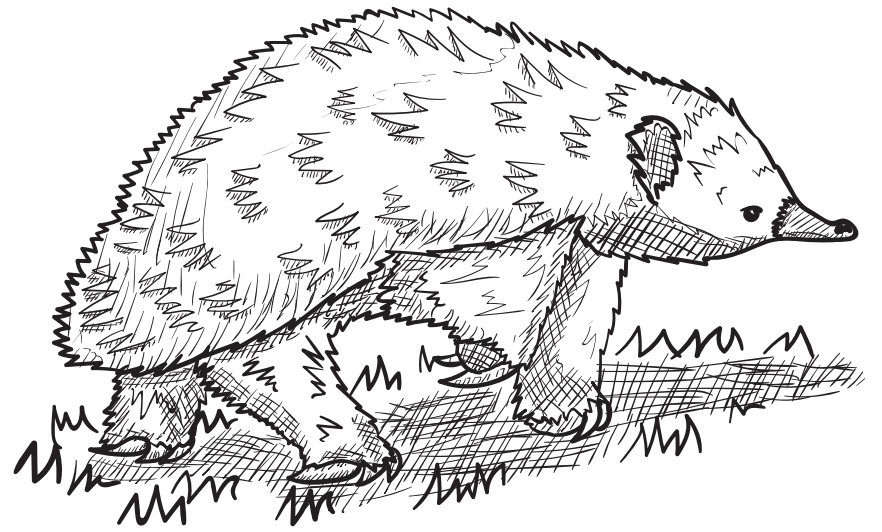
Tiddalick watched her struggle around, trying to untie herself, and he let out a small chuckle.

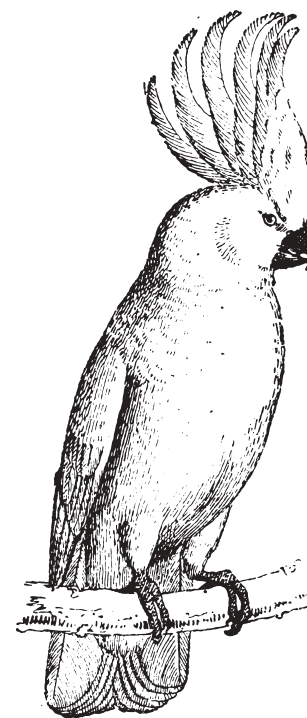
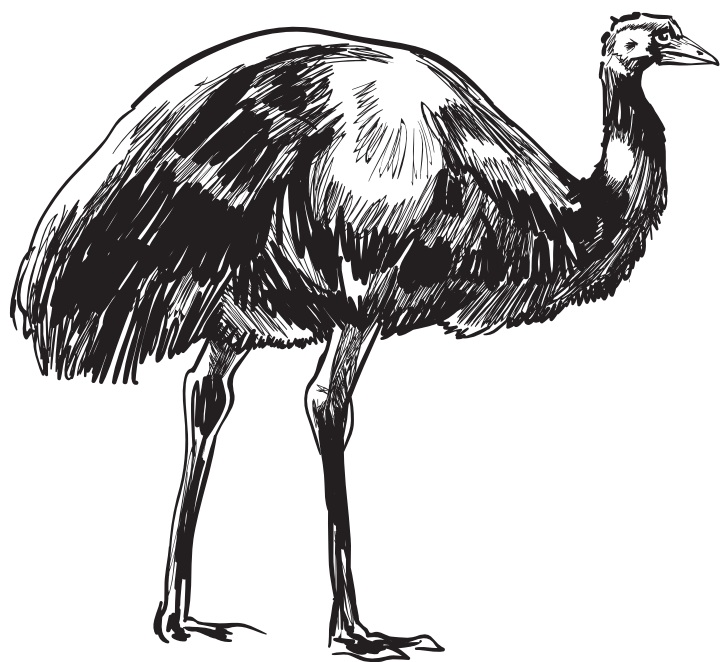
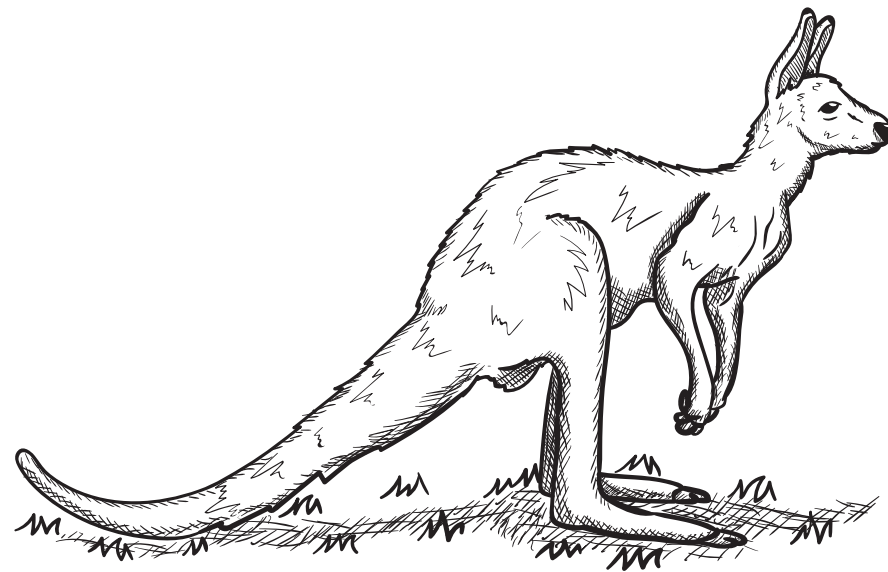
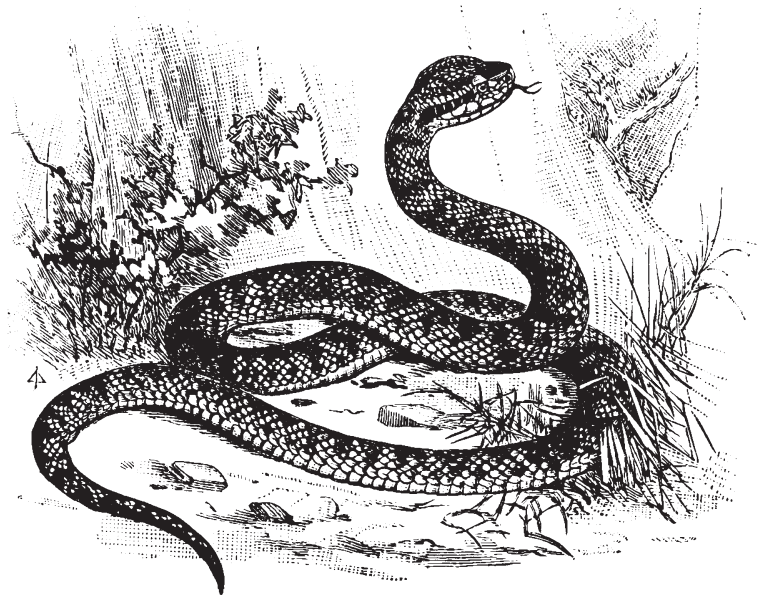
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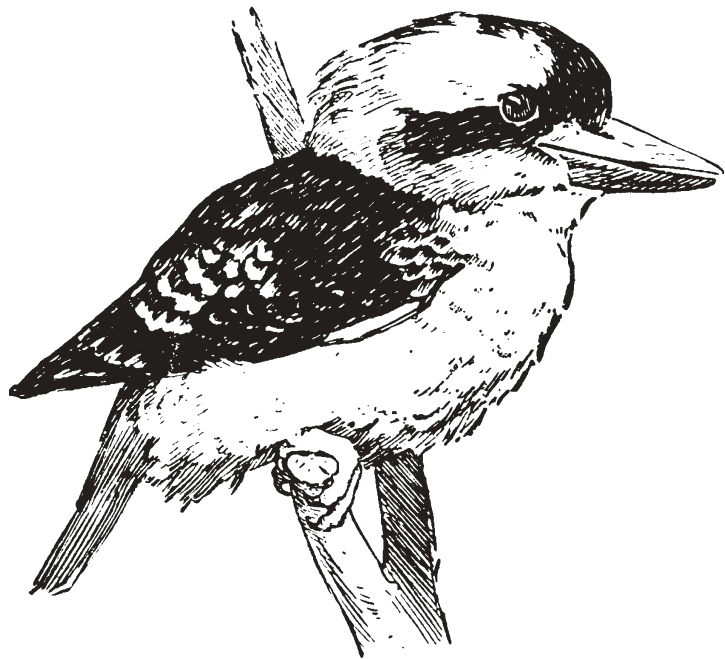
The water came gushing out of his mouth and filled the billabong back up once again.

All the animals jumped with joy as they took big, long, gulps of water to quench their thirst.

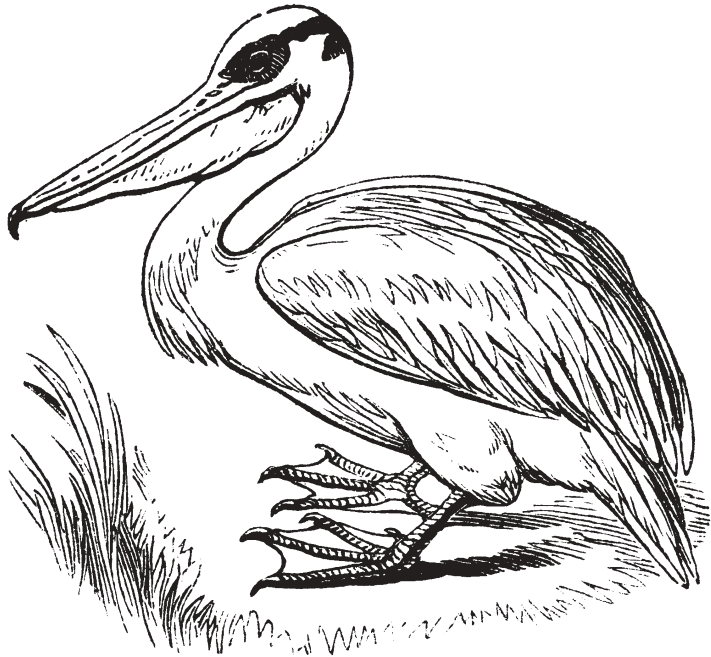
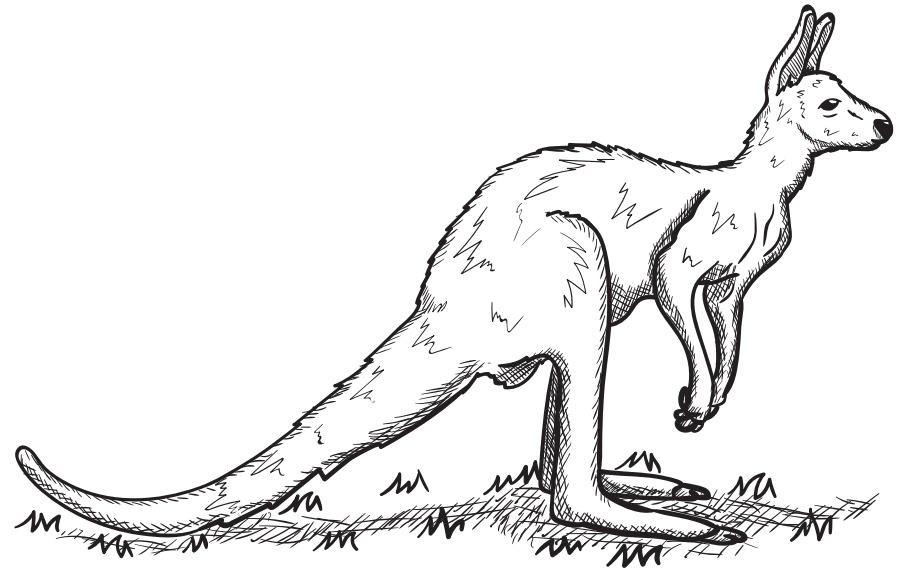












## Lesson: Tiddalick The Frog

### Activity 1:

#### Warm up:

Look at the [Acknowledgement of Country](#) visual. Teacher and students then recite the acknowledgement together.

- *Why do we acknowledge the country we are on?*
- *When do we say the Acknowledgment of Country?*
- *What do I mean when I say Traditional Owners or First Nations people?*

### Activity 2:

#### Group Activity:

##### **Warm up:** Bucket of Water

1. With the class seated on the ground, ask two students to come to the front of the room, to take 'the stage'.
2. Ask these two students to hold a large, imaginary bucket together, one person on either side of the bucket.
3. The teacher will fill the bucket with water from an imaginary hose.
4. The mission of these students is to carry the bucket from one side of the stage to the other. Then they are to tip out the water and bring the bucket back.
5. The kids should demonstrate the differences of weight of the bucket in their bodies and expressions.
6. Consider adding other elements to the activity: its freezing cold, the bucket really smells, the floor is slippery, about to put out a fire, fill up a well etc.

### Activity 3:

#### Group Activity:

##### **LEARNING**

##### **Group Activity:** Tiddalick the Frog

1. Teacher asks:
  - *Does anybody know about The Dreamtime?*
  - *What can you tell me about it?*
  - *Why is it important?*
  - *There is also something called The Dreaming, what do you think that might be?*

2. Teacher shows [Dreamtime Stories versus The Dreaming](#).
3. Teacher led discussion about *What is the difference between The Dreamtime and The Dreaming?*  
  
(The Dreamtime was, The Dreaming is.)
4. Teacher says: *Today we are going to look at the well-known Dreamtime story of Tiddalick The Frog.*
5. Teacher reads through the story of [Tiddalick The Frog](#) or plays the video [Dreamtime Stories -Tiddlick the Frog](#).
6. Teacher leads a discussion exploring the importance of sharing water and resources.
  - *Were any of the animals being greedy? How were they doing this?*
  - *By drinking up all the water, was Tiddalick thinking of the needs of others?*
  - *Why were the other animals so upset when there was no water left?*
  - *What do you use water for?*
  - *Who do you share your water supply with? (Classmates, family, town etc.)*
  - *Why is it important to share your water supply?*
  - *Why is it important to look after the water supply? How can we do this?*
  - *How long do you think you could survive without water?*
  - *Does everybody use/need the same amount of water?*
  - *Humans and animals both need water to survive, does anything else rely on water? (Trees, grass, flowers, rivers etc.)*
  - *Why might the animals be slightly different in the written story versus the video? (Only ask this if the class has viewed both texts.)*
7. *Today we will be creating a short role play performance in groups, of the Tiddalick the Frog Dreamtime Story.*
8. Students get into groups (6 for story, 5 for video), 1 student per animal plus a narrator. Teacher Notes:
  - Please attempt to keep the same gender of roles in line with respectful and authentic practise of the story.
  - The animals in the video and the written story are slightly different. The animals in the left hand column are from the written story, the animals in the right hand column are from the video.

Written Story (6 Roles)	Video (5 Roles)
<ul style="list-style-type: none"> <li>- Narrator</li> <li>- Tiddalick (male)</li> <li>- Echidna (female)</li> <li>- Wombat (male)</li> <li>- Kookaburra (female)</li> <li>- Snake (female)</li> <li>- Optional: Kangaroo, Emu and Galah</li> </ul>	<ul style="list-style-type: none"> <li>- Narrator</li> <li>- Tiddalick (male)</li> <li>- Owl (not specified)</li> <li>- Kookaburra (male)</li> <li>- Eel (male)</li> <li>- Optional: Kangaroo, Pelican, Wombat, Human</li> </ul>

1. Each group will receive a hard copy of the [Tiddalick The Frog - Printer Friendly](#) story to rehearse with.
2. Students are given 20 minutes to create a role play of the Dreamtime Story.
  - Each student will learn their words and create actions to represent their animal.
  - The other student will narrate the rest of the story.
  - Student to highlight/cut out their individual sections.
  - Students may keep their sheets to read from.
3. Present your performance to the class.
4. Offer feedback or ask questions:
  - *What Worked Well(WWW)*
  - *Even Better If (EBi)*

**Activity 4:**

Reflection

- *Why were the animals worried when they realised all the water was gone?*
- *We need to drink water to survive. Why else do we need water (food, shelter, protection, natural environments)*
- *Parts of this Dreamtime story are slightly different to other versions of the same story. Do you think this could happen with other stories that you believe to be true? Why/why not? (Religious/cultural stories, historical events, newspaper articles, television reports).*