

Unit Name: Inclusive Learning Through Drama

Lesson name: The Three Brothers

Stage: 3

Duration: 60 - 90 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

Students will discuss the importance of the Acknowledgement of Country and explore the Australian First Nations geography nationally and locally. Students will learn about and discuss the First Nations Dreamtime story, The Three Brothers. Students will work collaboratively to re-enact the Dreamtime story respectfully and authentically whilst focusing on the dramatic elements of voice skills, gesture and movement.

Teacher note: This lesson focuses on a Dreamtime Story from the Birpai nation. There are different interpretations of the spelling of Birpai including Biripi, Biripi, Birippi, Birrapee, Birripai, Birripi, Bripi and Brippai. For this lesson the Birpai spelling that has been used is in line with the teaching resources provided.

*If the teacher has access to area specific stories that could be used in this lesson, these stories could be used instead of the story provided. If local stories are being used, please contact your local Land Council in order to consult with an Elder or person from a First Nations community. All Elders or knowledgeable persons sharing culture should be acknowledged for their cultural and intellectual property. This may be in the form of financial consultant payment.

Lesson Outcomes

A student will learn to:

- take on a range of roles challenging character stereotypes, depicting empathy, different and contrasting attitudes and status
- negotiate and sustain roles and their relationships in shaping the action
- collaborate to convey dramatic meaning by responding abstractly to represent ideas, feelings, objects and situations
- respond confidently with gesture, movement and voice skills to a range of scripts and other texts to structure the narrative or episodes and build on the action of the drama.

A student will learn about:

- devise drama in collaboration with others using scripted and unscripted material as resources for drama performances
- reflecting on drama traditions of communities and cultures in various times and places
- recognising personal, social and cultural aspects of the human experience and incorporating them in drama works.

Syllabus Outcomes	Teaching, Learning and Assessment
<p>DRAMA</p> <p>Making DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.</p> <p>Performing DRAS3.3 Devises, acts and rehearses drama for performance to an audience.</p>	<p>TEACHING</p> <p>Warm up: Yarning Circle</p> <ol style="list-style-type: none"> 1. Teacher displays Acknowledgement of Country visual. 2. Students form a circle and sit down. <ul style="list-style-type: none"> - <i>Today we are going to be talking about Australia’s First Nations culture and a very important Dreamtime story but before we begin I would... (Teacher to read out the Acknowledgement of Country visual speaking of the correct people and nation of where the school is located). Search for your local Land Council for the local nation boundaries. For an overview see NSW Aboriginal Language Map.</i> - <i>Why do we acknowledge the country we are on?</i> - <i>When do we say the Acknowledgment of Country?</i> - <i>What do I mean when I say Traditional Owners?</i> - <i>Who am I talking about when I say First Nations people?</i> - <i>Why is it important to acknowledge Country?</i> - <i>Can we all read it together?</i> 3. Teacher displays page 1 of the Yarning Circle visual on the board.

Appreciating

DRAS3.4 Responds critically to a range of drama works and performance styles.

4. Teacher introduces the concept of a yarning circle to the students and its importance in First Nations culture.

Teacher note: Teacher can create the circle by using cushions, blankets or mats (Reference [Yarning Circle Protocols](#) for more in-depth information).

5. Teacher explains rules of the Yarning Circle on page 1 of the **Yarning Circle** visual.
6. Teacher presents a ‘talking piece’ to the circle. The ‘talking piece’ is a physical object (e.g. stick, stone or shell) passed around the circle to show who the speaker is.
7. Teacher displays page 2 of **Yarning Circle**.
8. Students take turns holding the ‘talking piece’, and share something they are grateful for, or that is important to them.

LEARNING

Group Activity: First Nations of Australia

1. Teacher displays [Aboriginal and Torres Strait Map of Australia](#).
 - *Who is familiar with this map of Australia?*
 - *What do the different colours represent?*
 - *There are over 500 different First Nations in Australia with different languages, cultures and beliefs. All First Nation people across the country are unique and different from one another. Let's look at all the different lands and nations on this map.*
2. The class can explore the area and surrounding areas of the country the school is situated on.
3. Teacher displays [Gambay First Nations Map of Australia](#).
4. Students use a device to find where the school is/the country the school is on.
 - *Let's look at where our school is on the map.*
 - *What name is found on the map?*
 - *Why are there two different names for the land our school is on? (First Nation language and English).*
 - *Does anyone live on a different nation's country, outside (your location) country?*
5. Individually or in pairs students can explore the map, listen to and watch videos available from the First Nations communities.

Teacher note: If devices are unavailable these steps 4-5 can be completed as a class.

Class Activity: The Three Brothers

- *Today we are learning about an Australian First Nation Dreamtime story. As each nation is different, today we are looking at a Birpai Nation story and how an important part of the land was created.*

1. Teacher can display, or students can search for, the Birpai nation land on the [Gambay First Nations Map of Australia](#).
2. Teacher can display [NSW Aboriginal Language Map](#) and highlight the Birpai nation boundaries.
3. Teacher asks:
 - *What is a Dreamtime story?*
4. Teacher displays ***Dreamtime versus The Dreaming***.
5. Teacher leads a discussion about what The Dreamtime and The Dreaming is.
 - *Who else has a creation story from their religion or culture?*
 - *Our story today is about the Three Brothers. Does anyone know what the Three Brothers are?*
 - *Do you know where they are?*
 - *Do you know why they are called the Three Brothers?*
 - *Do you know why the Three Brothers are important?*
6. The class watches [The Three Brothers](#) video.

Teacher note: This video contains talk of death and killing. Please show video at your discretion. This video may contain the names, voices and faces of people who are now deceased, which may cause distress to Aboriginal and Torres Strait Islander viewers. We ask that you please use care when viewing and navigating this material.

- *Why are these stories important?*
- *The land and environment is a very important part of culture. Why do you think that is?*
- *Why is it important to look after the land we are on?*
- *We all share the land we are on and different people may have different connections with the land so it is important to respect it.*

Group Activity: Performance

1. The class is split into two groups (or could be performed as a whole class with teacher's direction).
2. Teacher displays ***The Three Brothers Roles*** to class.
3. Each group will decide who is going to act out each role. Please attempt to keep the same gender of roles in line with respectful and authentic practice of the story.

Roles
<ul style="list-style-type: none"> - Narrator: <i>The Three Brothers - Narrator Sheet</i>

- Mother Lake (female)
- Eldest Brother: Dooragan (male)
- Middle Brother: Mooragan (male)
- Youngest Brother: Booragan (male)
- Willie Wagtail (unknown)
- Great Eagle Spirit (male)
- Stingray People (multiple)
- Crab People (multiple)
- Shark People (multiple)

4. Each group plans out their performance by using a **Three Brothers Performance Planning Sheet**.
5. Groups have 20 minutes to rehearse their performances.
6. Each group presents their 'Three Brothers' performance to the class.
7. Audience can offer feedback or ask questions:
 - *What Worked Well(WWW)*
 - *Even Better If (EBI)*

Reflection:

1. Class reforms into the Yarning Circle.
 - *What is the main thing we have focused on in this lesson? (importance of Country and land).*
 - *Looking after the land is important to everyone especially the First Nations' cultures. We have learnt about one aspect of the Birpai's people's connection to the mountains and lakes. What connections do you have to the land you are on/live on? e.g. growing food or plants, swimming or surfing in the ocean, bushwalking.*
 - *How does this connection with the land shape parts of your life or relationships? e.g. spending time with family or friends, spiritual practice, meditation or relaxation.*
 - *Does learning about the Birpai people's connection to the land change your view of the environment?*
 - *How can we all look after the land we are on?*
 - *How can we look after the animals that we share land with?*
 - *How can we look after the people we are sharing the land with?*

ASSESSMENT

No formal assessment has been provided for this activity.

<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: Allow students to choose a character they feel comfortable acting out. Assist groups to scaffold performances conducive to any students with mobility requirements.</p> <p>Vision: Provide large front versions of resources <i>The Three Brothers - Narrator Sheet, Yarning Circle and Three Brothers Planning Sheet</i>. Teacher needs to be very explicit when describing the map of Australia - describe boundaries, how big the area is, how the yellow lights fill up the land mass.</p> <p>Hearing: Ensure closed captions are on videos and visuals. In the Yarning Circle, students can point to a visual on the board for the class. Teacher can provide <i>The Three Brothers - Language Support</i> throughout the lesson for clarification.</p> <p>Sensory: Create a space in the classroom that gives students a 'break' from constant environmental stimulants. Have a quiet area in which particular groups can plan their performances. If any group is using sound effects or sensory techniques ensure that the audience is told before the performance and given the option to opt out.</p> <p>Non-verbal: Support students' preferred ways of communication. Incorporating technology or devices in group discussion and asking targeted closed questions, provide specific roles in group work. Assist groups in scaffolding performance that incorporates non-verbal characters.</p> <p>EAL/D: Teacher can provide <i>The Three Brothers - Language Support</i> throughout the lesson for clarification.</p> <p>Other: If students have performance avoidance allow alternate ways of performing e.g. groups can be recorded using a device and the video can be shown to the class or students can perform to the teacher or small audience.</p>
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Resources
<ul style="list-style-type: none"> ● Acknowledgement of Country - Blue Sky Community Services ● Yarning Circle - Blue Sky Community Services ● Aboriginal and Torres Strait Map of Australia - National Unity Government ● NSW Aboriginal Language Map - NSW Reconciliation Council (State Library NSW) ● The Three Brothers - YouTube ● The Three Brothers - Narrator Sheet - Blue Sky Community Services ● Three Brothers Planning Sheet - Blue Sky Community Services ● The Three Brothers Roles - Blue Sky Community Services ● Equipment: Talking piece (an object for the speaker to hold e.g. stick, stone, shell)

Resources for Adjustments (if applicable)

- [The Three Brothers - Language Support](#) - Blue Sky Community Services

Resources for Cultural Practice:

- [Birpai Studies Resource](#) - Mid North Coast Library
- [Birpai Yarns](#) - A Bago of Community Schools Project
- [Yarning Circle](#) - Reconciliation NSW
- [Culturally Competent Teaching](#) - Reconciliation NSW
- [Cultural Safety and Respect in the Classroom](#) - Narragunnawali

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.

Yarning Circle

- Speak from the heart (in what is present and authentic).
- Listen from the heart (pay attention to the others, without judgement or preconceived ideas).
- Be spontaneous (without planning or storing information).
- Be concise and to the point (speak the essence).
- Confidentiality: what has been said in the circle stays in the circle.
- During the Yarning Circle there will not be any comments on what others have said.
- Encourage students to be sensitive to time and to others.

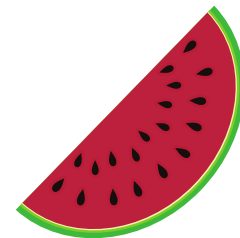
Yarning Circle

Share something that is important to you and why.

Family



Food



Friends



School



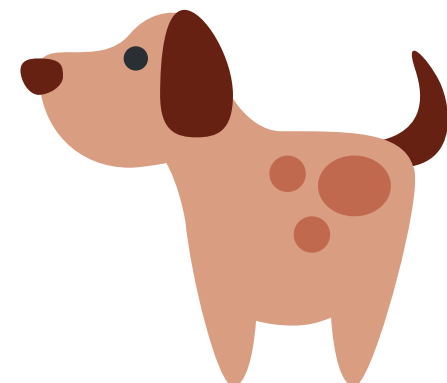
Kindness



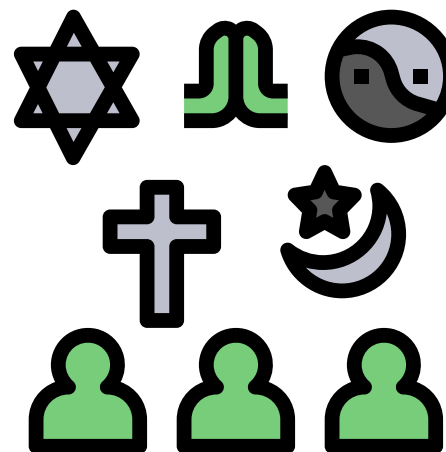
Sharing



Animals



Faith



Sport



Environment



The Three Brothers - Narrator Sheet

Originally Spoken by Nardja Carter - ABC Australia
(https://www.youtube.com/watch?v=2_eYjbzrC5s)

Scene 1:

When the land was flat there was a large lake whose spirit was the mother of three brothers. Dooragan - the eldest, Mooragan the middle son and Booragan was the younger son. Booragan had more favour in his mother's eyes than his siblings.

Scene 2:

As part of their initiation, the brothers were fostered out to the other clans of the Birpai nation. Dooragan was fostered out to the stingray people in the north, Point Plumber; Mooragan to the crab people also in the north at Lake Cathie; and Booragan to the shark people of the south at Harrington.

Scene 3:

On their way north Dooragan tried to persuade Mooragan to help him kill their youngest brother so that he might find more favour in his mother's eyes. Mooragan refused but this didn't stop Dooragan fleeing to the south to kill Booragan.

Scene 4:

The Willie Wagtail saw what had happened and upon telling the brothers' mother she got very angry and killed the two brothers for murdering Booragan.

Scene 5:

When the great Spirit Eagle heard what had happened he became very angry. As punishment for the mother he turned the three brothers into mountains. Booragan into the mountain to the south, Mooragan into the middle mountain and Dooragan into the mountain to the north. Dividing his mother's domain into two, which is now known as Watson Taylor Lake and Queens Lake. Also, as punishment for the mother's actions he turned the mother into the Comboyne mountain so that she would forever look over her sons, the three brothers, and know her wrongdoings.

The Three Brothers

Group: _____

<u>Write who will be playing each role:</u>	<u>Write what is happening in each scene:</u>
Narrator:	Scene 1:
Mother Lake (female):	
Eldest Brother - Dooragan (male):	Scene 2:
Middle Brother - Mooragan (male):	
Youngest Brother - Booragan (male):	Scene 3:
Willie Wagtail (unknown):	
Great Eagle Spirit (male):	Scene 4:
Stingray People (multiple):	
Crab People (multiple):	Scene 5:
Shark People (multiple):	

Performance Planning Sheet

Draw what is happening in each scene in the boxes below. Include the actors' dialogue.

Scene 1:	Scene 2:	Scene 3:
Scene 4:	Scene 5:	

Mother Lake



The Three Brothers



Dooragan

The Eldest Brother

Mooragan

The Middle Brother

Booragan

The Youngest Brother

The Great Eagle Spirit



Willie Wagtail



The Clans



The Stingray People
Point Plumber



The Crab People
Lake Cathie



The Shark People
Harrington

The Three Brothers

Activity 1: Yarning Circle

1. Make a circle and sit down.
 - *Today we are going to be talking about Australia's First Nations culture and a very important Dreamtime story.*
 - *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?*
 - *Who am I talking about when I say First Nations people?*
 - *Why is it important to Acknowledge Country?*
 - *Can we all read it together?*
2. In the circle you will take turns in saying something you are grateful for or is important to you.
3. When someone is holding the 'talking piece' they are the only ones allowed to talk.

Activity 2: First Nations of Australia

1. Look at the map on the board.
 - *Who is familiar with this map of Australia?*
 - *What do the different colours represent?*
 - *There are over 500 different First Nations in Australia with different languages, cultures and beliefs. All First Nation people across the country are unique and different from one another. Let's look at all the different lands and nations on this map.*
2. Let's look at another map.
 - *Let's look at where our school is on the map.*
 - *What name is found on the map?*
 - *Why are there two different names for the land our school is on? (First Nation language and English).*
 - *Does anyone live on a different nation's country, outside (your location) country?*
3. Search on the map 'Birpai' to see what you find.

Activity 3: The Three Brothers

- *Today we are learning about an Australian First Nation Dreamtime story. As each nation is different, today we are looking at a Birpai Nation story and how an important part of the land was created.*
- *What is a dreamtime story?*
- *Who else has a creation story from their religion or culture?*
- *Our story today is about the Three Brothers. Does anyone know what the Three Brothers are?*
- *Do you know where they are?*

- Do you know why they are called the Three Brothers?

1. Watch the video The Three Brothers.

- Why are these stories important?
- The land and environment is a very important part of culture. Why do you think that is?
- Why is it important to look after the land we are on?

Activity 4: Performance

1. The class is split into two groups.

2. Decide who is going to play each role.

Roles
<ul style="list-style-type: none"> - Narrator - The Three Brothers - Narrator Sheet - Mother Lake (female) - Eldest Brother - Dooragan (male) - Middle Brother - Mooragan (male) - Youngest Brother - Booragan (male) - Willie Wagtail (unknown) - Great Eagle Spirit (male) - Stingray People (multiple) - Crab People (multiple) - Shark People (multiple)

3. Use the [Planning Sheet](#) to help make your performance.

4. You have 20 minutes to rehearse your performance.

5. Present your Three Brothers performance to the class.

6. Audience can offer feedback or ask questions:

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

Activity 5:

1. Reform a Yarning Circle.

- *What is the main thing we have focused on in this lesson?*
- *Looking after the land is important to everyone especially the First Nations' cultures. We have learnt about one aspect of the Birpai's people's connection to the mountains and lakes. What connections do you have to the land you are on/live on? e.g. growing food or plants, swimming or surfing in the ocean, bushwalking.*
- *How is this connection with the land shape parts of your life or relationships? e.g. spending time with family or friends, spiritual practise, meditation or relaxation.*

- *How does learning about the Birpai's connection to the land change your view of the environment?*
- *How can we all look after the land we are on?*
- *How can we look after the animals that we share land with?*
- *How can we look after the people we are sharing the land with?*