

Lesson Plan

AR LESSON PLAN

First Nations Dreaming Stories

Learning Area	English	Kit	AR/VR Education Kit
Year Level	Year 2	Duration	1x 60 minute lesson

Introduction/Description

Dreaming stories are an important part of Aboriginal and Torres Strait Islander cultures, and they are used to explain the origins of the world, the natural environment, and human behaviour. By learning about Dreaming stories, students gain a deeper understanding of the values, beliefs, and traditions of Australia's First Nations peoples, as well as identifying the language they use to describe landscapes and characters.

Learning Intentions

After this lesson, students will be able to identify how language is used in First Nations Australians' Dreaming stories to present various characters and settings. Students can use appropriate language to describe characters and settings in different ways.

Task Summary


After viewing two First Nations Australians' Dreaming stories, students will use an AR experience in CoSpaces as a descriptive writing prompt, and draw their own setting/character from a description provided to them.

Preparation

Students are expected to:

- Be familiar with viewing AR content in CoSpaces.
- Have an understanding of what 'character' and 'setting' mean.

Teachers should make sure that:

- All hardware has been charged and sanitised.
- Student Devices have the most recent updated version of [CoSpaces](#) installed.
-  Year 2 First Nations Dreaming Stories Teaching Deck has been checked and the teacher has accessibility.
- They have chosen two Dreaming story videos or picture books they would like to show students.
- Students have been divided into pairs or groups and names are written on Slide 7.

Resources




Hardware

- Mobile Devices

AR Experiences

- [Australian Animals Merge Cube in CoSpaces](#)
- [Australian Landscapes Merge Cube in CoSpaces](#)

Tasks/Presentations

-  Year 2 First Nations Dreaming Stories Teaching Deck
-  Adjectives Word Wall Cards
-  Australian Landscapes and Animals Description Template

Videos

-  How the Clouds Were Made - Dreamtime Story (The First Rain ...
2 minutes
Cloudskipper is a magical dream bird who creates his own world. He uses clouds to create the moon and his friend Brolly Bird, a dancing Brolga Crane, to help create rainbows! With messages for adults and children alike, this charming little bird will make you smile, think and feel uplifted!
-  How The Murray River Was Made - Dreamtime Creation Story
Narrated by Narjiic Day-Burns, this dreamtime story is about how the Murray River came to be.
-  How the Birds got Their Colours - by Mary Albert
3 minutes
Narrated by Dave Edgren, this video tells the dreamtime story of how the birds got their colours.
-  Aboriginal Dreaming: Rainbow Serpent
2 minutes
Learn about the dreaming story of the rainbow serpent, and how it shaped the land.

Books (teachers may decide to use books instead of videos)

- 2 Dreaming story picture books such as:
 - Mad Magpie by Gregg Dreise
 - Alfie's Big Wish by David Hardy
 - Little Bird's Day by Sally Morgan
 - Anna the Goanna by Jill McDougall
 - How the Birds Got Their Colours by Mary Albert

Learning Sequence

1

(10 mins)

Introduction

- Ask students if they have heard any Dreaming stories in the past.
- Using slide 2 of the [Year 2 First Nations Dreaming Stories Teaching Deck](#), talk about Dreaming stories and what they are, discuss what their significance is e.g. they are stories that First Nations people use to explain how the land was formed, how animals came to be).
- View two of the short Dreaming stories videos from slides 3-6 of the [Year 2 First Nations Dreaming Stories Teaching Deck](#) or read two Dreaming story picture books (see a list of suggested books in the *Resources* section of this lesson plan).
- As students watch the videos, or as you are reading the Dreaming stories, write down words that are used to describe the landscape or characters (adjectives) of the stories. Explain to students that these words might help them later in the lesson.

2

(40 mins)

Development

- Explain to students that the class will be split into two groups. Display the groups they will be in using slide 7 of the [Year 2 First Nations Dreaming Stories Teaching Deck](#) and make sure students know which activity they will be doing first. They will swap activities halfway through the session.
- Talk through the two activities using slide 8 of the [Year 2 First Nations Dreaming Stories Teaching Deck](#). Remind students that the words written on the board earlier will help them with their tasks.
- **Merge Cube Group (with teacher)**
Students view a Merge Cube in AR; they can choose between the [Australian Landscapes Merge Cube](#) and the [Australian Animals Merge Cube](#). Students write a description of one of the animals / landscapes they view on the [Australian Landscapes and Animals Description Template](#)
- **Artwork Group**
Students create a drawing of an animal and a landscape from a description they are given using the [Australian Landscapes and Animals Description Template](#)
- Distribute a copy of the [Adjectives Word Wall Cards](#) to students, or have the words displayed in the classroom, to assist them with their tasks,
- Spend 15 minutes on the first activity, then swap students over.

3


(10 mins)

Conclusion

- Ask two or three students to share their Australian landscape/animal description with the class. Make sure to choose two students who have described the same landscape / animal.
- Compare their descriptions and talk about how there are various different ways authors can describe their characters and settings in their stories.
- Encourage students to discuss the different adjectives that they used, and the impact they had on their description.

Modifications

Adaptations

- The  Australian Landscapes and Animals Des... offers three levels of differentiation for students, with the following versions:
 - Blank lines for independent writers
 - Scaffolded sentence starters for developing writers
 - Scaffolded sentences with a blank box for an adjective, with suggestions given, for struggling writers
- Alternatively, struggling writers can do a voice recording for their descriptions using an app they are familiar with ([SeeSaw](#) e.g.)
- The teacher can do a voice recording for the artwork description for students to access, if they are developing readers.

Extension Ideas

- Challenge students to use two or three adjectives in their descriptive sentences, rather than one.
- Students can display their drawing from the lesson as an art gallery for another class / student's parents, and write a reflection on their artwork.
- *Drama*: students retell one of the Dreaming stories through movement.

Curriculum Connections

Australian Curriculum	NSW Curriculum	VIC Curriculum
<p>Version 9 Year 2 English</p> <p><u>Literature - Examining literature</u></p> <p>AC9E2LE03 <i>discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways.</i></p>	<p>Stage 1 Visual Arts</p> <p><u>Understanding and responding to literature</u></p> <p>EN1-UARL-01 <i>understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.</i></p>	<p>Level 2 Visual Arts</p> <p><u>Explore and Express Ideas</u></p> <p>VCELT208 <i>discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts.</i></p>

Cross-Curriculum Priorities	Capabilities
<p>✓ Aboriginal and Torres Strait Islander Histories and Cultures</p> <p>☒ Asia and Australia's Engagement with Asia</p> <p>☒ Sustainability</p>	<p>✓ Literacy</p> <p>✓ Digital Literacy</p> <p>✓ Critical and Creative Thinking</p> <p>☒ Personal & Social Capability</p> <p>☒ Ethical Understanding</p> <p>✓ Intercultural Understanding</p>