Story Sharing

“We connect through the stories we share.”

WHAT IS IT?
- Tell a story.
- Yarn and tell stories as a way into the learning.

IMPLEMENTING IT:
- Tell personal stories/experiences
- Use the word ‘yarn’
- Yarning circle/Story circle
- Invite community members to share experiences
- Credit the activity as an Aboriginal way of learning and sharing experiences.

Learning Maps

“We picture our pathways of knowledge.”

WHAT IS IT?
- Make a plan.
- Create a shared image of the pathway the learning is going to take.

IMPLEMENTING IT:
- Map out a lesson/unit of work/activity in a classroom display.
- It gives students a reference point to revisit past learning and see where they are going next.
- It gives purpose and direction to activities.
- Construct the map together.
- Credit the activity as an Aboriginal way of learning/planning/doing things.
Non Verbal

“We see, think, act, make and share without words.”

WHAT IS IT?
- Think and do.
- Use non-verbal methods – reflection, demonstration, hands on. Encourage non-verbal systems of feedback from students.

IMPLEMENTING IT:
- Communicate without words
- Body language, sign language, facial expressions
- Observation, hands on
- Class decide on non verbal gestures for classroom instructions
- Credit the activity as an Aboriginal way of learning and sharing experiences.

Symbols and Images

“We keep and share knowledge with art and objects.”

WHAT IS IT?
- Draw it.
- Create visual texts as well as print texts (mind maps, diagrams etc)

IMPLEMENTING IT:
- Communicate without words
- Use symbols and diagrams to help give a picture and use as a memory aid
- Recognise different symbols in cultures
- Create visual texts as well as print texts (diagrams, maps)
- Aboriginal art communicates important stories and messages.
- Credit the activity as an Aboriginal way of learning and sharing knowledge.
Land Links

“We work with lessons from land and nature.”

WHAT IS IT?
- Take it outside.
- Locate the knowledge—where is it from?
- Use natural metaphors from the local landscape to reinforce the learning.

IMPLEMENTING IT:
- Place compass points in the classroom. Talk about local land features in each direction—regularly.
- Instruct students to ‘face the mountains/face the dam’ etc
- Incorporate direction during teaching.
- How does what we’re learning effect land, water, climate, skies, plants, animals and place?
- Take the lesson outside.
- Credit the activity as an Aboriginal way experiencing the world.

Non Linear Methods

“We put different ideas together for new knowledge.”

WHAT IS IT?
- Two different paths meeting at the same point.
- Learning occurs by putting different ideas together to make new ideas.
- Creative ideas come from paths that are not straight.

IMPLEMENTING IT:
- Discuss different cultural viewpoints.
- Put yourself in someone else’s shoes.
- Find common themes in different cultures.
- Meet an outcome in different ways (draw it, build it, write it)
- Credit that Indigenous and non-indigenous people have different ways of approaching and structuring knowledge.
Deconstruct/Reconstruct

“We work from biggest to smallest, watch then do.”

WHAT IS IT?
• Watch first, then do.
• First part of drum is watching, second part is doing.
  The whole drum is the learning.
• Model then try.

IMPLEMENTING IT:
• Model an activity step by step. Students then do their version.
• Model assessment tasks before doing them.
• Look at the big picture before getting down to details.
• Credit that this is an Indigenous way of teaching and learning.

Community Links

“We bring new knowledge home to help our mob.”

WHAT IS IT?
• Share with others.
• Involving elders and community members.
• Making content meaningful to the local community.

IMPLEMENTING IT:
• Group activities that support group collaboration and exploration.
• Find ways to make new knowledge benefit the community (shared presentations, projects, art)
• Credit the activity as an Aboriginal way of thinking, sharing and experiencing the world around them.