Elders and First Nations Stories Learning Experience 12

Foundation/Prep – suggestions for teachers:

Students engage with oral traditions, storytelling, local community voices and texts that reflect diverse lived experiences, including First Nations perspectives.

Background for ACARA – Aboriginal and Torres Strait Islander focus

- ACARA embeds Aboriginal and Torres Strait Islander histories, cultures and languages across the national school curriculum. There are three organising aspects: Country/place, People, and Culture.
- It is recommended that teachers find out about local voices and groups who represent Aboriginal and Torres Strait Islander peoples in their school community.
- An invitation to a known representative would be helpful in sharing First Nations stories and beliefs about elders within the community.
- Nannie plays an important part in Ben's life. We know that elders hold an important place in communities, and that there are established expectations of the way elders are shown respect and honour.

The FIRST framework

F Find out about local First Nations history.
I Indigenous knowledges and voices, engaged safely.
R Respectful partnerships and protocols.
S Supporting learning in culturally safe environments.
T Time allocated for meaningful consultation.

> *As always, an inclusive environment is a feature of current Australian classrooms. How you weave in Aboriginal and Torres Strait Islander stories and communities depends on your local area. Ask around and take the time to consider which picture books you might bring in to support student learning in Foundation.*

Ways to bring this in

1. **Plan it with your community**
   How each teacher integrates the stories of elders and unique communities depends on the individuals involved. It might be an elder visiting the classroom and telling stories, a visit to a community site, or members within the school community sharing their stories.
2. **Hold a yarning circle**
   Children take turns to listen to each other respectfully. Use a talking token – a river stone, or a piece of local wood – to teach children that the person holding the token speaks.
3. **Read First Nations literature**
   Bring in picture books that reflect First Nations voices and lived experiences.
4. **Learn a local greeting**
   Learn how to say hello or goodbye in the correct local language.
5. **Connect texts to personal experiences**
   Link what is read and told back to the children's own lives, families, and the elders they know.

Assessment rubric for this activity: nannie-le12-elders-and-first-nations-stories-assessment.pdf