

## 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 -Tiddalick 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>

- Each group will receive a hard copy of the [Tiddalick The Frog - Printer Friendly](#) story to rehearse with.
- 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.
- Present your performance to the class.
- 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).*