

Course: Yarning and Traditional Doll Making		Lesson Six: My Story	
Learning Area: The Arts, English		Strands: Visual Arts, Literacy	Time: 60 Minutes
		Year Level: 3-4	
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures	
Content Descriptor: - Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110) - Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) - Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112) - Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113) - Year 3: Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) - Year 4: Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)			
Learning Intention: To reflect on the purpose of creating a story doll and share my own personal story.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Explore what students think Marcelle means when she states: A story doll “ <i>can carry your yarns for you so you don’t have to carry it anymore</i> ”. - When Marcelle uses the word ‘<i>healing</i>’ to describe what it can be like to share a story, what do you think she means? - How can we ‘heal’ ourselves through sharing stories?		Relevant online resources - Marcelle’s Statements - Community Reflections - Traditional Doll making Instructions - WOW Reflection Sheet Additional resources required - Fabric scissors

	View the Community Reflections. • What do you find interesting about these community reflections? • How can sharing and listening to stories 'heal' communities?	• Calcio or dyed fabric from previous session • Pencil/pen • Needles • Thread • Stuffing • Buttons • Wool • Assorted material scraps • Fabric Glue Preparation A digital device to take photos of the students' artwork.
40 minutes	Adding detail to our artwork Students refer to their Planning Sheet to identify elements they could work on to express their doll's identity. The students might name their doll in their own language as a way of connecting to their cultural background. Allow students access to a range of materials, buttons and wool so that students can add detail to their doll. Provide additional time to complete the dolls before the students present their artwork. Students who finish early can complete the WOW Reflection Sheet. Wins - What were the positives? Obstacles -What were the challenges? Wonderings – What questions do you have?	Going further Plan how these stories could be shared with your community (Visual Arts) Students record their story and present them in a text with a photography of their doll. (Media Arts)

10 minutes	Reflection Sit together in a circle and invite each student to present their doll and share their story. • How did it make you feel when you were listened to? • What did you learn about our community? • Why is it important to have a safe place to share our stories? • How can sharing a story be helpful to an individual and a community?	.
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