



## UNIT 3: MY STORY

<b>Unit 3: My Story</b>	
<b>Inquiry 1: Why do we tell stories?</b>	
<b>Description:</b> <b>Part 1</b> - Students explore the nature and purpose of storytelling.	
<b>Student Activity Sheets</b>	MS1.1 - The Yamuti MS1.2 - Metaphors MS1.3 - Why Tell Stories? MS1.4 - Traditional Stories
<b>Background Information Sheet</b>	A Story About Stories
<b>Additional Resources</b>	Australia: The Land Where Time Began, The Yamuti <a href="http://austhrutime.com/yamuti.htm">http://austhrutime.com/yamuti.htm</a>

### 1. VIEW

As a class, view the *Wadu Matyidi* animation.

### 2. EXPLORE THE YAMUTI

In *Wadu Matyidi* it is obvious that the traditional oral story the children shared about the ancient creature Yamuti had a strong influence on them. Discuss with the students the following open ended questions:

- How do you know the children in *Wadu Matyidi* are fascinated by the story of the Yamuti?
- Why do you think children were told the story of the Yamuti?
- What were some of the lessons the children could learn from the story of the Yamuti?
- Were you ever told stories that had a similar message? What was the story about?

Reflecting on what they have seen and discussed, ask students to complete these questions individually using the worksheet *The Yamuti* (Activity Sheet: MS1.1).

### 3. EXPLORE MEMORABLE STORIES

Ask students to think about stories they have remembered over the years or that influenced them in some way. This might be:

- Stories they have read: fiction or non-fiction.
- Stories they have viewed: e.g film, audio or in a text.
- Personal stories they may have heard, e.g. from visiting speakers, relatives or friends.
- Stories they were told to keep them safe or how to behave.
- Stories containing a song, poetry, dance, pictures, etc.

Encourage students to share why they feel 'engaged' by these memorable stories. Prompt students with the following questions and comments:

- Did the story take you on an imaginary journey?
- Were you excited? Did the story 'stir up feelings' and did you feel that you were really part of what was happening?
- Did the story give information about things that you wanted to know?
- Did the story have a message/lesson to be learnt?
- Was the story about heroes?
- Were your stories remembered as good because you shared them with special people? e.g. grandparents and this gave you a feeling of belonging to family.
- Was the story based around the preservation of culture?

Ask some of the students to share examples of their stories with the rest of the class. Using the above questions, collectively explore their importance or significance.

### 4. THE PURPOSE OF STORIES

Using the worksheets provided, ask students to complete the following activities:

- Create three metaphors which show your understanding about the nature of story, e.g. *A story is a mirror of imagination.* *Metaphors* (Activity Sheet: MS1.2).
- Why do we tell stories? Write a paragraph explaining why you think we tell stories to one



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- iii. another. Why Tell Stories? (Activity Sheet: MS1.3)  
Describe a story contained within a traditional poem or song that you know preserves your culture. Explain why. Traditional Stories (Activity Sheet: MS1.4). Examples include *Waltzing Matilda*, *Advance Australia Fair*, or even *Il Canto degli Italiani* (*The Song of the Italians*).



## UNIT 3: MY STORY

# Inquiry 1: Why do we tell stories?

## Part 1

### Activity Sheets:

MM1.1 - The Yamuti  
MM1.2 - Metaphors  
MM1.3 - Why Tell Stories?  
MM1.4 - Traditional Stories

### 1. View

Watch the *Wadu Matyidi* animation.

### 2. Explore the Yamuti

What did you learn about the story of the Yamuti? Did you contribute to the class discussion? It's OK if you didn't, I'm sure you were listening really hard! Now, answer the questions in your worksheet, The Yamuti, to reflect on what you have learnt.

### 3. Explore Memorable Stories

Think about some of your favourite stories. Decide on one that you like best. You might have read, watched or heard it from a friend or relative. How did it make you feel? Did it have a moral to be learnt? What made this story special to you? Share your favourite story with your class.

### 4. The Purpose of Stories

- i. A Metaphor is a figure of speech which uses an image or object to describe a person, story or an idea. For example:
  - Love is a battlefield.
  - Fear is a beast that feeds on attention.
  - Life is a constant battle.
  - My memory is a little cloudy.
  - He is a pig.
  - Mistakes only mean you are getting better than you were before.

Now create your own metaphor which relates to your own memorable story. Then think of two more. Write them on your Metaphors worksheet.

- ii. Why do people tell stories? What is the purpose of stories? Explain using your Why Tell Stories? sheet why you think we tell stories to one another.
- iii. Can you think of any stories, told through a poem or song, which preserve your culture or another culture? For example, *Waltzing Matilda*. Use the Traditional Stories sheet to list your examples and explain why they are important. You might like to ask your friends, parents or search for cultural songs or poems on the internet.



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Name: \_\_\_\_\_

MS1.1

# THE YAMUTI

1. How do you know the children in *Wadu Matyidi* are fascinated by the story of the Yamuti (monster)?

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2. Why do you think children were told the story of the Yamuti?

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3. What are some lessons that children could learn from the story of the Yamuti?

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4. Were you ever told stories that had a similar moral or message? What was the story about?

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MS1.2

### METAPHORS

Create **three** metaphors related to the stories you know. e.g. *A story is a mirror of imagination.*

Metaphor 1	
Metaphor 2	
Metaphor 3	



Name: \_\_\_\_\_

### MS1.3

# WHY TELL STORIES?

Why do we tell stories? Write a paragraph explaining why **you** think we tell stories to one another.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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MS1.4

### TRADITIONAL STORIES

Can you think of any stories, told through poem or song, which preserve your culture or another culture? e.g. *Waltzing Matilda*

In the column, list the name of the poem or song and beside each title write one line about why the poem or song is culturally important.

You can ask your friends or parents, or use the internet to search for other cultural songs or poems to add to your list.

**Title**

**Why is it culturally important?**

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