Stradbroke Dreamtime

Art Form Focus: Physical Theatre and Storytelling
Key Message: Thinking out of the box … How will you capture the stories of your childhood?

The Story

This is a tale of a place not far from home that takes audiences to the oldest living culture on earth. This performance is an adaption of celebrated poet, author and artist Oodgeroo’s book, Stradbroke Dreamtime.

In this newly created work from QPAC and Queensland Theatre Company, Oodgeroo’s stories come to life on stage helping young audiences to share in her tales of growing up on Stradbroke Island.

Join in a dance telling a Dreamtime story and listen to songs that tell of the water, the land and the people of the island.

A QPAC AND QUEENSLAND THEATRE COMPANY PRODUCTION

Classroom Context

Hearing the stories of Aboriginal peoples offers children a unique cultural experience. Children engage in learning activities with a focus on how culture is resembled through childhood. Understanding who they are in regards to their community places children at the forefront to develop perspectives and recognise how stories can be captured and shared.

Discuss traditional storytelling through binary opposites:
Past/current … joy/sorrow … old/young … childhood/adulthood …
near/far … myth/truth … ancestors/descendent.

Main Text

Oodgeroo, B 1993, Stradbroke Dreamtime, Pymble, Angus and Robertson.

Learning Experiences

Interactive Teaching

“He was a beauty, that ten-foot carpet snake we had as a pet. My father belonged to the Nunukul tribe of Stradbroke Island, and the carpet snake was his totem.” Oodgeroo, Stradbroke Dreamtime.
Extend Big Ideas

*Childhood stories of culture*

Children collect photographs and objects of friends or loved-ones that reflect cultural heritage and childhood.

- Encourage children to find out the stories behind the photos and objects.
- Collate the photographs into a book titled ‘Childhood stories of Culture’.
- Children collate photographs in a digital album on a desktop.
- Highlight the significant aspect of the image that suggests culture and childhood.

As the classroom becomes a timeline of childhood and culture, children reflect on past and present ways of living, for example in styles of clothing, toys, food, houses, household items, transport, and communication.

*Stories of my suburb*

On a map of Queensland locate and mark the suburbs children live in.

- Provide an opportunity for children to share stories and teach each other about their town/suburb such as events held in the suburb, sporting and other activities etc.
- If children are from the same suburbs, group students to map places of interest.

Encourage children to capture stories that happen in their community through a drawing or written component.

*Museum Experiences*

Ask children if they have been to a museum. If so, ask what they saw.

- Share the importance of museums with children.

Visit the North Stradbroke Museum where the stories of Stradbroke Island have been kept.

*Virtual Museums*

Visit online virtual museums with children and browse through collections that reflect how a city or town has been captured.

*Connect the importance of museums to a personal level*

- Where do children keep their precious things.
- What makes one object more precious than another.
- Talk about the idea of attachment.
- Why do we value certain things?
- Why is it important to save things from the past?

*Online Resources*


