



Exploring timeless messages in traditional and modern stories



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- The North Wind and the Sun
- The trouble with helping out
- The wealth of sharing – Quotes visualiser
- The act of giving and the meaning of wealth – Focus questions visualiser
- The North Wind and the Sun – Deconstruction visualiser
- It's all in the tone
- Structure of a short story – Graphic organiser
- Year 9 short story writing task
- Post-it notes

Suggested activity sequence

Part A: Exploring ethical principles

Solo and pair thinking

- 1 Display the quotes on kindness and giving on the *Quotes visualiser* and invite students to think about what they mean.
- 2 Students share their thinking with a partner and decide on a real-life example, or an example from literature that exemplifies the meaning of each quote. Students write their example on a post-it note to display on the classroom wall.
- 3 Students read the examples of other students.

Exploring folktales

Explain the following:

All cultures have stories that are shared. A story from one culture may be similar to the story of another culture. These stories are known as folktales which include fables.

In folktales the characters are not well developed, nor the location clearly described. What is more important to the story is that there is usually conflict between good and evil with good usually being rewarded and evil being punished. Often, the purpose of these stories is to teach a lesson or to describe characteristics of one's culture. The stories are also entertaining.

Discussing ethical concepts

- 1 Read the fable *The North Wind and the Sun* aloud to students.



- 2 Ask:
 - What human qualities does the North Wind have?
 - What human qualities does the Sun have?
 - Why is kindness more powerful than force?
 - Can you give an example of the power of kindness?

Part B: Deconstructing stories

Modelling deconstruction

- 1 Read the fable *The North Wind and the Sun* using the *Deconstruction visualiser*. As you read the story, give students time to answer the questions on each page and share their answers.
- 2 Discuss the moral and how it relates to students' own experiences. Possible prompts include:
 - the difference in your behaviour when you are treated kindly compared with when you are treated harshly
 - the difference an act of kindness has made to your behaviour
 - how you have felt when you have carried out an act of kindness.

Deconstructing a story in groups

- 1 Use a *grouping strategy* to organise students into pairs.
- 2 Explain that the story they are about to read is an African American (Suriname) Tale.
- 3 Ask students to search for 'trouble with helping out tale' in their browsers or display the story *The trouble with helping out* on a screen for students to read.
- 4 Students use the *Graphic organiser* to identify the structural elements of the story.
- 5 Pairs of students connect with another pair to compare their responses on how the story is structured.

- 6 Display the trouble with helping out slide on the *Focus questions visualiser*.

Go to learningtogive.org and search for 'the trouble with helping out'.

- 7 Groups discuss responses to the questions on the *Visualiser*.
- 8 Discuss group responses.
- 9 Brainstorm stories (such as fairy tales) from other cultures with a similar message.

Part D: Exploring modern stories

Solo and pair thinking

- 1 Display the quotes on the meaning of wealth from the *Quotes visualiser* and invite students to think about what they mean.
- 2 Students share their thinking with a partner, decide on a real-life example and write it on a post-it note to display on the classroom wall.
- 3 Students read the examples of other students.

Responding to an audio story

- 1 Play: This is a story of life in a mining camp.

It's all in the tone

Go to education.abc.net.au/ and search for 'David Martyr'





- 2 Display the it's all in the tone slide on the *Focus questions visualiser*.
- 3 Use a *grouping strategy* to organise students into groups of 4.
- 4 Groups replay the story as many times as they need to discuss responses to questions on the visualiser.
- 5 Display the final slide on the *Focus questions visualiser*.
- 6 Groups discuss each statement.

Choose a *discussion strategy* to promote collaboration and participation, such as *talking cards*.

- 7 As a class, discuss group responses.

Part C: Independent writing

Writing a narrative

Students complete the *Short story writing task*. They should be given at least 2 lessons to write their stories and one lesson to publish their stories using information and communication technology (ICT) or record them as audio stories.