

Tiddalik the Frog

About the lesson

Watch and discuss a Dreaming story, consider the importance of water and build water habitat diorama.

Year level

Year K – Year 1

Learning objectives

Students will:

- Watch and discuss a Dreaming story.
- Understand the importance of stories to Aboriginal people.
- Explore features of different habitats.
- Consider why water is an important part of habitats.
- Construct diorama of a water habitat
- (Optionally) Create a stop motion animation video set in their habitat.
- (Optionally) Measure how long different plants can survive without water.

Curriculum links

English

Literature

- [ACELT1578](#): Identify some features of texts including events and characters and retell events from a text. (PP)
- [ACELT1584](#): Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts. (Year 1)
- [ACELT1586](#): (Optional) Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (Year 1)

Literacy

- [ACELY1655](#): Respond to texts drawn from a range of cultures and experiences (Year 1)

Science

Biological sciences

- [ACSSU002](#): Living things have basic needs, including food and water (PP)
- [ACSSU211](#): Living things live in different places where their needs are met (Year 1)

The Arts

Media Arts

- [ACAMAM056](#): Production of media through the selection and editing of sound, text and images, to communicate an idea or story to an audience (Year 1)

Aboriginal and Torres Strait Islander histories and cultures

- [OI.2](#): Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.
- [OI.3](#): Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

> Lesson Plan

Engage and set the scene

- When is the last time that you were really, really thirsty? How much water did you drink when you finally had a chance to have some?
- What's your favourite drink?
- Were you ever on an outing and only had a little bit of water with you? Did you share it with others, or did you drink ALL of it?

Watch a video about Tiddalik, a very thirsty frog.

Equipment and Links

[Tiddalik the Frog 1](#)

[Tiddalik the Frog 2](#)

Explore

Discuss:

- Can you name the animals in the story?
- What did Tiddalik do that upset the animals?
- Why was not having any water a problem for the animals?
- How did the animals try to solve the problem?
- What happened in the end?
- Do you think the story is trying to teach us something?

Explain

Tiddalik the Frog is a traditional Dreaming story which originated on the east coast of Australia. The 'Dreaming' is a non-Aboriginal word used to refer to the time of creation, with each language group having its own word for it. For example, Noongar people call it the 'Nyjitting'. (The main character in Nyjitting creation stories is the Waugal, a giant snake, not a giant frog like Tiddalik.)

Dreaming stories can describe:

- how the land and heavens, and their features and creatures, were formed
- people's and animals' behaviours
- traditional laws, customs and beliefs
- the skills to survive on the land.

The purpose of these Dreaming stories is to teach young children about their culture, and to listen to lessons learned from their ancestors. Discuss what message Tiddalik the Frog has about sharing water.

This story is believed to describe a water-holding frog (you can show students a video about this species).

These frogs burrow and stay underground during dry periods. They emerge during the rain to absorb large amounts of water, breed and feed. They are used by Aboriginal Australians during times of drought as a water source.

Equipment and Links

[Cylorana platycephala: a water-holding frog](#)

Extend and elaborate

Ask students to think about the different places in which plants and animals live. Show some examples of different environments (you can use photographs or a few short ABC Education videos) and talk about different types of living things living there. Name any water features which form part of the environment (eg. wetland, river, sea, lake) and discuss its importance in each habitat.

Watch the story of Tiddalik the Frog again, and discuss:

- How was the video made?
- What materials were used to make the animals and the setting?

Provide students with a variety of materials and get them to create their own habitat diorama, which includes a water feature.

Optional

Using [Stop Motion Studio](#) or a similar app, get students to create their own stop motion animation story about a thirsty animal, set in the habitat they designed.

Optional

Pick three different plants (eg. a cactus, a native shrub and a tomato plant) and run an experiment to see how long each plant can survive without any water, and discuss how different plants can survive in different environments.

Equipment and Links

A variety of materials which students can use to create their own habitat, eg:

- Sand, mud, clay
- Stones
- Twigs, bark, leaves
- Blue cellophane, crepe paper or fabric for water
- Small plastic animals or animal templates to cut out and colour in

[Stop Motion Studio](#)

> Lesson Plan



Evaluate and reflect

- Why is it important for everyone to share and look after water habitats?
- Can you suggest any ways that we can look after our wetlands, rivers, seas and lakes so that they can be safely used by all living things?
- What can we add to our gardens to encourage more animals such as frogs and birds to visit it?

Useful resources

- Water Corporation. (n.d.). Western Australian Aboriginal language centres contact list.

<https://www.watercorporation.com.au/-/media/files/education/lessons-and-teaching-resources/lesson-plans/activity-sheets-and-fact-sheets/western-australian-aboriginal-language-centres-contact-list.pdf>

- Ducksters. (n.d.). The Environment: Overview.

<https://www.ducksters.com/science/environment/>