



## The Spotted Cat

A Dreaming Narrative belonging to  
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An evil monster is terrorising the land and the people are afraid . The Spotted Cat cat knows he must act quickly to end this reign of fear . But how will he do it, when he is so small and the monster is so big?

ISBN 9781876288365 \$14.99

### Aboriginal Dreaming Stories

#### Learning Areas:

English, Society and Culture

#### Essential learnings

Identity, Interdependence, communication, thinking

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This particular narrative is a classic David and Goliath- type saga, illustrating how the small, relatively weak and powerless Spotted Cat (or Native Quoll) is able to vanquish a much larger, stronger foe, an evil monster that is rampaging around the country, killing and terrorising everyone in its path. Unable to match his enemy in terms of strength, the spotted cat uses his intelligence to devise an inventive plan for defeating the murderous monster. He changes himself into that smallest of creatures-an ant.

## Teaching Notes

Accessing and consulting with a local Aboriginal person:

- Can provide you with an excellent source of ideas and knowledge to ensure that your experiences are appropriate, purposeful and relevant for the children.
- Will ensure that your curriculum has an Indigenous Australian perspective. Contact your District based Aboriginal Education personnel or [www.dreamtime.net.au/teachers/links.cfm#education](http://www.dreamtime.net.au/teachers/links.cfm#education)

“.....Dreaming Stories are not fairytales; they are not fictions made up to entertain children. One original purpose for Aboriginal and Torres Strait Islander traditional stories was to lay down rules for living. Dreaming Stories also carry knowledge from one generation to another about the world, the Law, society, and the life and death of people. They are serious pieces of communication, with a serious purpose.

Accordingly, educators have a responsibility to treat the stories with the same respect that they receive in Indigenous communities.”

Connor, J 2007, Dreaming Stories: A springboard for learning, Early Childhood Australia, ACT

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## Engaging with language and Literacy

When reading stories to young children it is important to remember:

- You can tell the story without having to read all the words
- You can simplify the words to suit the child's needs.
- You can tell the story by talking about what is happening in the pictures
- It is ok to read books with a small group of interested children, it does not always have to be the whole group.
- The entire story does not have to be finished in one sitting.

### Book Introduction

You may want to introduce the story in the following way:

- Tell the children the title of the book and talk about the cover illustration.
- Make puppet characters with the children. Let the children draw the characters or provide them with a picture, cut it out and stick it to a straw or pop stick. You may want to add wings by either sticking on craft feathers or folding paper into a fan.

### Enjoying Dramatic Play

Retelling the story through play will not only increase the children's understanding of the story but also their understanding of how stories work.

Involve the children in the fun of revisiting and retelling the story through play with masks, puppets or toys.

Recreate the setting of the story with a group of interested children. Discuss with the children where the story took place and what it looked like.

### Paint a mural with the children

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- Help the children draw an outline for each of the scenes and then let the children paint them.
- The paintings can be hung in sequence to make a backdrop for the children to re-enact the story.

## Being Creative Through Play

### Playing with Natural Materials

- Take the children outside for a treasure hunt of natural objects, eg, leaves, gumnuts, pine cones, small twigs, petals, seed pods etc...
- Use the materials to make individual or group collages.
- You may want to extend this activity by encouraging the children to bring in natural objects from around their home.
- Natural materials can also be used for sorting and counting activities and additions to sand, block and imaginative play.
- Present an assortment of natural materials to the children and see what interesting ways they play with them.

### Clay Characters

- Provide the children with clay and encourage them to use create characters from the story.
- Add some natural materials, craft feathers, pop sticks etc... for the children to use with their creations

## Exploring Our World

- Look at the book with the children.  
Talk to the children about who wrote the book and explain that this author is an Aboriginal person.
- Ask the children what they know about Aboriginal people.

## Having Fun with Music and Movement

Listen to traditional Aboriginal Music.

Provide the children with instruments to play along with. You may want to investigate Aboriginal instruments and make some of your own.

- Encourage the children to move and sound .