



Aboriginal People and the Environment

Victorian Aboriginal Languages Levels 7-10

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# Introduction

This unit focuses on the longevity of Aboriginal Culture and life, the use of appropriate greetings and farewells, and the ability to follow classroom instructions in Language.

Communities will have their own spelling system for their Language, and this should be used in the Language program. Available words will vary from Language to Language. The activities below are suggestions only. Teachers should choose those activities that are suitable for their students.

The topics include:

* Topic 1 Total Dependence on the Land
* Topic 2 Flora and Fauna
* Topic 3 Seasons and Time
* Topic 4 Present and Past Tense Verbs
* Topic 5 The Stars
* Topic 6 Fire
* Topic 7 Environmental concerns

Appropriate consultations with relevant Aboriginal communities are always central to the development of curricula and the provision of learning programs in schools. Victorian government schools are required to act in accordance with the*[Koorie Cross-Curricular Protocols for Victorian Government Schools.](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx)* The[*Victorian Aboriginal Education Association Inc*](http://www.vaeai.org.au/)(VAEAI) has produced a guide,[*Protocols for Koorie Education in Victorian Primary and Secondary Schools*](http://www.vaeai.org.au/support/dsp-default.cfm?loadref=126)*,* to assist schools to provide a welcoming environment for Aboriginal community members and how to work respectfully with the Koorie community to enrich schools' teaching and learning programs.

For assistance in identifying the appropriate people to consult, please contact [*VAEAI*](http://www.vaeai.org.au/)*.* Government schools can also seek assistance from the Department of Education and Training’s[*Koorie Education Workforce*](http://www.education.vic.gov.au/about/contact/Pages/wannikregional.aspx)*,* and Catholic schools can contact the Education Officer for Aboriginal and Torres Strait Islanders in their relevant diocese. The[*Victorian Aboriginal Corporation for Languages*](http://www.vaclang.org.au)(VACL) can also provide assistance.

# Establishing the Learning Environment

* The Language being reclaimed, rather than English, should be used wherever and whenever possible.
* A Welcome to Country or Acknowledgement of Country, whichever is appropriate, should be made at the beginning of class.
* Cards/posters with Language words can be put around the room, with an appropriate picture/drawing. Laminated cards, both small and large, can be utilised in many activities.
* Free teaching resources can be borrowed from the [Languages and Multicultural Education Resource Centre (LMERC)](http://www.education.vic.gov.au/studentlearning/programs/lmerc/catalogue.htm). Pictures could be sourced from the [Koori Mail](http://www.koorimail.com/) or similar Aboriginal publications.
* Victorian Aboriginal Language materials can be obtained by contacting the Victorian Aboriginal Corporation for Languages, or by going to [www.vaclang.org.au](http://www.vaclang.org.au).
* Parents and community members should be encouraged to participate in the lesson, and students could take their portfolio of work home to share with others, to aid the reclamation process in the community.
* Each student could take home a sheet of paper with the new words from each lesson to share. Alternatively, a sound file containing the new words could be emailed to parents and community members, or given to each student on an MP3 player/recorder to take home.
* Sharing information and resources with other schools teaching the same Language is encouraged. In cases where this involves a primary school and a secondary school, a mentoring program could be undertaken.
* Information about Victorian Aboriginal Languages in school programs can be found on the [Aboriginal Languages, Cultures and Reclamation in Schools website](http://www.vcaa.vic.edu.au/alcv/about.htm).
* Aboriginal and Torres Strait Islander cultural events should be celebrated throughout the year. It would be valuable for the entire school to be involved in these celebrations.
* It is suggested that the Language team liaise with any teacher involved in these areas of study when delivering this unit, to ensure a whole school approach.

**Information for Language Teams**

It is important to understand and be sensitive to the fact that Victorian Aboriginal Languages are revival Languages. This means that, initially at least, there may be gaps in the Language that prevent students and teachers from utilising standard languages methodology. For example, in a Language classroom, students are routinely taught how to say *I like* or *I don’t like* in the language they are studying, but, in all probability, this will not be possible in most Victorian Aboriginal Languages, particularly those in the early stages of reclamation. This may be due to the amount of Language that was retained in the community and/or recorded in the old sources, or it may be that this was not a concept adopted by Aboriginal people in the days of colonisation. This is not to say that the concept cannot be expressed. It may be that a construction like *that is good* or *that is not good* will be used to convey the same message.

However, it is critical that Language team members and school staff ask the local Aboriginal community to provide a suitable construction via the accepted protocols. An early discussion on this topic is recommended, inclusive of some realistic examples that are likely to be needed in the classroom.

An agreement about the most appropriate source dictionary or wordlist to use is essential to a full understanding of the range and variety of Language already documented. Any words or constructions required for the purpose of teaching in the reclamation classroom **must** come from the local Aboriginal Community.

Language reclamation is an important endeavour, and all concerned, including teachers, school principals and other education community partners, need to respect the agreed protocols and conventions at all times. The recommended channel for seeking information about Language is through the Aboriginal community members on the school’s Language team. They will have been chosen by the community as their representatives and, as such, should be able to ascertain whether or not there is a Language construction sanctioned by the community; or, should the community decide that there is a need to develop such a construction, they will work with the community to develop it.

Should any member of the teaching team or education community fail to respect the agreed protocols, it could have an impact on the program ranging from a reminder that protocols have not been followed to cessation of the program. For information on the protocols relating to the establishment and implementation of Aboriginal Language programs, please see the ‘Getting Started’ section on the [ALCV website](http://www.vcaa.vic.edu.au/alcv/vels.htm).

# Victorian Curriculum F-10: Victorian Aboriginal Languages

For an explanation of the new Victorian Curriculum and the terminology used therein, see the [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology).

The **achievement standards** for Victorian Aboriginal Languages describe what students should be able to understand and do by the end of Level 10. The **content descriptions** for Victorian Aboriginal Languages explain what has to be taught to the students between Levels 7-10.

Each achievement standard relates to at least one content description, for example, the achievement standard

*students use the language to initiate, sustain and extend interactions, and to exchange information about interests, experiences and aspirations*

(what they must be able to do) relates to the content description

*engage with peers, the teaching team and visiting Elders/community members to exchange information about interests, experiences, plans and aspirations* (ACLFWC174)

(what you need to teach the students to do).

The [Curriculum Mapping Template](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/languages.aspx) has been designed to support language teams to identify, and keep track of, the content descriptions and achievement standards addressed by the content of your lessons. It is recommended that you read the Curriculum Mapping Instructions provided on the site.

## Victorian Aboriginal Languages Sample Units

There is no set order for the sample units on this website. Schools should order the units to suit their needs, students and other school programs.

Each sample unit presents a wide range of possible topics and activities that teachers may use in short or extended learning programs, depending on the age and interests of the students and language availability for particular topics.

**Community language and cultural input** is an assumed aspect of the development of each topic. It is expected that students will have opportunities for community input into their study of the topic of between 40 – 60 minutes across the unit. This will vary depending on the time allocated to each topic.

Each unit includes **language development** and revision exercises. Language activities may be distributed throughout the course of the unit. Each unit has been designed to involve 40 – 60 minutes of teaching and learning associated with language reinforcement and the acquisition of new language, including grammar, vocabulary and language specifically related to the topic.

Each topic involves a **cultural investigation**. There are many opportunities for student to engage with culture, language and the community through the investigations. Students may undertake some or all of the activities presented in the topic. Students use appropriate extended language to describe their findings, with emphasis on the development of extended text production (oral or written) in the language. Each unit has been designed to involve cultural investigation of between 30 – 120 minutes, depending on the age and level of language learning of the students.

Each topic provides **activities** that encourage students to apply their understanding of language, knowledge, culture and identity. Activities may be chosen as class activities or students may be encouraged to pursue their own interests from the range of activities provided. It is expected that students create a product or performance that can be shared with others and the community and demonstrate the use of language to describe their product or performance. Each activity has been designed to take 50- 60 minutes, but this will vary depending on the complexity of the activity and the extent of student engagement. Activities are generally linked to one or more aspects of the cultural investigation.

## Assessment

Before beginning an activity, assess the existing level of students’ knowledge. A range of strategies can be used for assessment, for example, if you greet the students in Language, the responses may range from familiarity with the greeting to no understanding at all. Alternatively, you could examine previous assessments.

Each unit includes activities that can be adapted for a range of student abilities. For example, with new students modelling would be appropriate; but for students with an existing knowledge, it may be more appropriate to ask them to lead the activity or to support beginners.

Each unit includes both language and culture. The language activities can be modified to cater for different student abilities. It is also possible to extend the cultural activities.

Additional information is provided on the [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology) page. The achievement standards specific to [Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims) can be found on the Victorian Curriculum website.

When assessing student achievement, assessment criteria can be developed from relevant achievement standards and associated tasks or activities, including teacher observations and records of students’ skills. Possible assessment methods are given in the last row of each topic.

Further information on these can be found in the [Revised curriculum planning and reporting guidelines](http://www.vcaa.vic.edu.au/documents/auscurric/f-10curriculumplanningreporting.pdf).

# Teaching, Learning and Assessment Activities

*Note: This unit has been developed specifically for students learning an Aboriginal Language, and should be taught in line with the protocols in the* [Victorian Curriculum F-10– Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims) and the[*Koorie Cross-Curricular Protocols for Victorian Government Schools*](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx)

**Aboriginal People and the Environment Levels 7-10**

## Topic 1: Total Dependence on the Land

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greetings | * Greet the students in Language
* Students return the teacher’s greeting
* Students greet any guests in Language
* Students greet each other in Language
 | Greeting:  | Use this greeting activity at the beginning of every session and elsewhere if possible. |
| Farewells | * Farewell the students in Language
* Students return the teacher’s farewell
* Students greet any guests in Language
* Students greet each other in Language
 | Farewell:  | Use this farewell activity at the end of each session and elsewhere if possible. |
| Revision | * Write key word/s in Language on the board and ask students to write a sentence using that word.
* Sentences should be written in Language wherever possible.
 |  |  |
| Aboriginal people – Caring for Country | * Speak to members of the community or research the internet for examples of local or regional Aboriginal perceptions and environmental wisdom. Make notes on the findings.
* Visit a Heritage Centre or a Heritage Trail, and write an article for your school newsletter entitled, “The day I went to.. “. Tell of your experience and its affect on you.
* Create a presentation for other students to show how Aboriginal people kept the land and food supplies safe, contrasting this with today’s methods.
* Discuss Aboriginal kinship as a sustainable social system.
 | **Red gum tree**: **Native cherry tree**: **Twig used in possum hunting**: **Meat food**: **Vegetable food**: **Fire**: **To hunt on the ground**: **To hunt in trees**: **To eat:****Egg**:  | * It is important to motivate students to see the link with the past and the oral Language tradition
* [Connection to Country](http://www.environment.nsw.gov.au/nswcultureheritage/Biodiversity.htm)
* [*Healthy Country Healthy People*](https://www.youtube.com/watch?v=bWdNvj4fjOY) is a short film about the links between Indigenous health and wellbeing and working on Country.
* See [Heritage Victoria](http://www.dtpli.vic.gov.au/heritage) http://www.dtpli.vic.gov.au/heritage
* The [Koorie Heritage Trust](http://www.koorieheritagetrust.com/)
* [Brambuk](http://www.brambuk.com.au/)
* [Bunjilaka](http://museumvictoria.com.au/bunjilaka/)
* [Caring for Country: Aboriginal culture offers environmental wisdom](http://novaholisticjournal.com/stories/caring-for-country-aboriginal-culture-offers-environmental-wisdom)
* [Indigenous kinship with the natural world](http://www.environment.nsw.gov.au/nswcultureheritage/IndigenousKinshipNaturalWorld.htm) report for teacher research
 |
| Spiritual and Physical Survival  | * How does a spiritual belief draw the community together and promote life? Find an example in your area.
* Research how water is found in this often hot, dry climate. Make notes.
* Discuss the use of fire to regenerate growth. How was it done traditionally, and how is it done today?
 | **Water:** **Waterhole***:* **Yam:** **Honey:** **To gather:**  | * [Spiritual Song of the Aborigine](http://www.focalpoint.org.au/archive-worawaabout.php) by Hyllus Maris, two versions, one in Yorta Yorta and one in English
 |
| The bush and what it provides for survival  | * Discuss the food cycles that the ancestors would have followed, and list the food still eaten today. For example, what was used to make a traditional damper?
* Make posters in groups to show how foods were cultivated and harvested, e.g. yams, honey etc.
 |  | * See Volume 1 of [Smyth, R. Brough](http://archive.org/details/aboriginesofvict01smyt) for an historical account of Aboriginal life
* See [Aboriginal Plant Use Trail](http://www.anbg.gov.au/gardens/visiting/exploring/aboriginal-trail/) from the Australian National Botanic Garden, Canberra
* [Aboriginal Plant Use](https://www.anbg.gov.au/aboriginal-resources/index.html)
* [Australian National Botanic Gardens](http://www.anbg.gov.au/gardens/visiting/exploring/aboriginal-trail/)
* [Aboriginal Plant Use in South Eastern Australia](https://www.anbg.gov.au/gardens/education/programs/Aboriginal-plantuse.pdf)
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 2: Flora and Fauna

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine  |  |  | See topic 1 |
| Farewell routine |  |  | See topic 1 |
| Revision  | * Write four words on the board, all key words related a recent topic. Three of the words relate in some way, while the fourth word is not related in the same way. Ask students which word is not related in the same way and why it is so. For example, three words might relate to food while the fourth word relates to a non-edible plant.
 |  |  |
| A unique Flora | * Class brainstorms what they know about local Indigenous flora. They take photos of local plants for use in the classroom.
* Research the banksia tree (or another local native plant).What did the nectar of the banksia flower spikes offer people, birds, bats and possums? What other purpose do the cones serve? Create an image to show the banksia flower’s uses to display in the classroom.
* Australian flora - in pairs, read the information on the website below and any other information provided by local authorities to identify plants of significance in your local area and their uses. Discuss your findings in a class wiki. [Aboriginal Plant Use in the Greater Melbourne area](http://www.latrobe.edu.au/wildlife/downloads/Aboriginal-plant-use-list.pdf)
* **Reeds and Grass Trees** Visit websites to learn about reeds and grass trees. Make notes, then contribute to a class blog about them. What do Aboriginal people use these for?
* When you are out identify a local wattle tree and make a drawing of it. Find out what the uses of that particular wattle are from an Aboriginal person or from local information.
* What is resin? How is resin used by Aboriginal people? Which resin is used locally? Where would you find it? How is it collected, and when?
 | **Banksia tree**: **Reed:** **Reed necklace**: **Reed spear:** | * [Aboriginal Plant Use in South Eastern Australia](https://www.anbg.gov.au/gardens/education/programs/Aboriginal-plantuse.pdf)

* See [Koorie Plants Koorie People](http://catalogue.nla.gov.au/Record/1066615)
* [Plants of Significance to the Ganai Community](http://www.vaclang.org.au/item/plants-of-significance-to-the-ganai-community.html)
* [Aboriginal People, Land and Food](http://guides.slv.vic.gov.au/food/indigenous)
* **Reeds**
* [Aboriginal Plant Use in South Eastern Australia](http://www.anbg.gov.au/gardens/education/programs/Aboriginal-plantuse.pdf)
* **Grass tree** [Grass Trees](http://parkweb.vic.gov.au/__data/assets/pdf_file/0006/322197/Grass-Trees4.pdf)
* [The Grass Tree: Its Uses and Abuses](http://anpsa.org.au/APOL33/mar04-5.html)
* **Wattle** <http://anpsa.org.au/acacia3.html>
* **Ancient Resin** Resin is the natural glue for tool making.
* [Spinifex resin](https://www.youtube.com/watch?v=CoMKQww5pq8)
* [Melbourne Museum](http://museumvictoria.com.au/education/) has an excellent set of tasks on these plants in the Bunjilaka Centre.
 |
| Bush Medicines  | * Tea tree oil comes from melaleuca plants. What is the common name for melaleuca plants? Research the uses of this oil.
* Check remedies - wild herbs, steam baths, clay pits, charcoal /mud, and massages are all used to cure people. Survey Community members to find out more about local remedies. Make a list and discuss in the class wiki.
* Download the Table of Remedies and say which would be important for your family, since this depends on your lifestyle.
 |  | * [Table of Remedies](http://www.bri.net.au/medicine.html)
 |
| A unique fauna | * The class brainstorms what they know about local Indigenous fauna, and takes photographs of animals in the local area for use in the classroom.
* Australian fauna are particular to Australia, but some do resemble animals found elsewhere. Students compare Australian animals to similar animals found elsewhere, eg, a possum is similar to a squirrel, but how do they differ.
* Aboriginal Languages have many words for each species of animal, sometimes including specific terms for young animals, as well as for males and females. Use a wordlist for your Language to see the many words you can find for the different species of, e.g. kangaroo. What does this tell us? Hint: Think of totems, seasons and survival.
* Native animals and birds feature in Creation stories about the way the landscape was formed. These stories reinforce social norms and the consequences for anti-social conduct. Each animal /bird has a story. Create a Claymation of a local Creation story.
* In small groups create a cartoon story of bush animals and label in Language, using Cartoon story maker.
* Create a card game using bush animals with their local Aboriginal names and source images online*.*
* “Which animal am I?” In Language say what the animal does, e.g. Clues: I hop, I eat grass, etc, and the first person to say the animal name in Language takes the next turn.
 | **Possum:** **Ringtail possum**: **Kangaroo**: **Red kangaroo**: **Kangaroo with young one in pouch**:  | * [Museum Victoria’s Field Guide to Victorian Fauna](http://museumvictoria.com.au/discoverycentre/mv-field-guide-app/)
* Teachers could encourage the use of local Aboriginal names for local flora and fauna.
* [Claymation](http://library.thinkquest.org/22316/home.html)
* [Cartoon Story Maker](http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm)
 |
| Indigenous foods | * In pairs read [Aboriginal Plant Use in South Eastern Australia](http://www.anbg.gov.au/aborig.s.e.aust/index.html) and discuss findings in the class wiki.
* Discuss the foods that Aboriginal people would have consumed before the introduction of European foods. How many of these have you tried? List those still eaten today, eg, wattle gum, kangaroo, possum, quandong.
* Learn or compose a song relating to food.
* Ask a willing community member to take the class on a bushwalk to point out local foods and medicines.
* The class prepares some traditional food to share. Document this on a video camera and upload to the class website.
* Create presentations to show how foods are cultivated and harvested, eg yams, honey etc. Upload them to the class website.
* Sea or river fish, eels, small mammals or kangaroos enrich the diet. How were these caught in the past? Are they still caught this way locally?
 | **Food:** **Meat food:** **To eat:** **To drink:** **To cook:**  | * See also pp183-252 of Volume 1 of [Smyth, R. Brough](http://archive.org/details/aboriginesofvict01smyt) for an historical account of Aboriginal food

[Eel farming at Tyrendarra](http://www.environment.gov.au/indigenous/ipa/declared/tyrendarra.html) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 3: Seasons and Time

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision | * Choose a student and ask them to speak on a previous topic for one minute. You could ask more than one student and then score them on content, clarity and keeping their audience’s interest.

This is a great way to revise topics. |  |  |
| The influence of time and the seasons | * The class discusses time and seasons. Survey community and family members about their views, then research Aboriginal local yearly calendar.
* See [Melbourne’s six seasons](http://www.herringisland.org/seasons1.htm) or [Seven seasons of the Kulin people](https://museumvictoria.com.au/forest/climate/kulin.html) then create your own Aboriginal local seasonal calendar. Use natural elements in pictures or words, e.g. local community events, school year, sports, your family’s garden produce, etc.
* Students investigate the significance of phases of the moon to Aboriginal people.
* Read [*From Ochres to Eel Traps*](http://trove.nla.gov.au/work/5875503?q&versionId=44662512) and see if you can find any parallel Aboriginal and scientific ideas.
* Discuss Dreamtime and the time of the Ancestor beings. Find examples of local Dreamtime stories that illustrate time.
* Research Challenge: What are the seasons for the bogong moth? Where are they found? Why are they important to Aboriginal people? Which clans?
* How do Aboriginal seasonal cycles and European yearly calendars differ? Discuss the different ideas on which such calendars are based.
 |  | * [Indigenous Seasons Calendars](http://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars)
* [Indigenous Astronomy](http://members.ozemail.com.au/~mmichie/astronomy.htm)
* Moth information is available from Josephine Flood’s book [The Moth Hunters](http://books.google.com.au/books/about/The_moth_hunters.html?id=cVevAAAAIAAJ)
* [Bogong moth gets the all clear](https://www.latrobe.edu.au/news/articles/2011/article/bogong-moth-gets-the-all-clear)
* [Bogong moths](http://www.abc.net.au/radionational/programs/scienceshow/bogong-moths/3052578) (audio)
* See also [Bogongs Migrate South](http://www.abc.net.au/science/articles/2002/11/14/2583232.htm)
 |
| Time in Language use | * Present or Past? Distinguish actions in present and past time in English, eg, *I eat* shows **present** time or what is going on now, whereas *I ate* (yesterday) shows what has happened in **past** time. Note that the word *yesterday* can be used with past tense verbs, but not with present tense verbs.
 | **Today:** **Yesterday:**  | * For some good explanations and examples from English, see [Grammarpedia](http://languagetools.info/grammarpedia/index.htm).
* Discuss verbs in Aboriginal Languages which generally (but not always) have different endings for past, present and future tenses.
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 4: Present and Past Tense Verbs

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine  |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision | * Revise the present and past tenses in English
 |  |  |
| Then and now | * In Aboriginal Languages verbs have different endings for tense (ie, time), e.g. present and past time. Learn how to say *I* with some common verbs using both the present and past tense. Practise using flashcards with red lettering for verbs (actions) in the present tense and blue lettering for past actions.
* Revise verbs known and then practise, eg, *today I eat, yesterday I ate*. Create a wall chart for the classroom, using kinship terms, e.g. *Dad sleeps, Grandma slept*.
 | **Today I go:** **Yesterday I went:** **I see**: **I saw**: **I speak**: **I spoke**:  | * Use verbs that are available in the Language being studied, preferably those that can be used every day, like *to go*, to *be good, to swim, to hunt.*
* Exercises need to be tailored according to the students’ understandings and the Language available.
* Some students have difficulty with tenses, hence the steps in learning are gradual with the complete omission of future time at this point.

Note for LOTE teachers: With other languages, plural number would also be introduced at this stage. However, Aboriginal Languages have considerably more pronouns than non-Aboriginal languages eg, I, you, we two (including you), we two (not including you), we all (including you), we all (not including you), and sometimes we three (including you) and we three (not including you). Click the links below for more information on [number](http://en.wikipedia.org/wiki/Grammatical_number); and/or [inclusivity](http://en.wikipedia.org/wiki/Clusivity) in Aboriginal Languages. |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 5: The Stars

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine  |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision | * Write a series of questions relating to a previous topic on the board in Language. Ask students to answer the questions in Language. Eg, What is your name? Student replies with ‘My name is…’

Adjust the level of difficulty to suit known Language. |  |  |
| Aboriginal astronomy | * Watch the video *When Giant Fish Leaves the Sky It’s Time to Travel*

for an overview of Aboriginal astronomy.* Invite an Aboriginal person to speak about the traditional Aboriginal astronomy of your area, and its relationship to their seasons. Explore aspects related to weather, plants, and/or animals.
* Find creation stories associated with the stars
 | **Star**: **Comet***:***Moon***:* **Moonlight***:*  | * [When Giant Fish Leaves the Sky it is Time to Travel](https://vimeo.com/28620183)
* See the [CSIRO’s Australian Aboriginal Astronomy site](http://www.atnf.csiro.au/research/AboriginalAstronomy/index.html)
* [Aboriginal Astronomy Mysteries](http://www.mmnet.com.au/australian_landscape_photos/writer/Aboriginal_astronomy.html/) by David R. Griffiths
* [Stories in the stars](https://museumvictoria.com.au/media/1860/stories-in-the-stars.pdf)
* See

[The Astronomy of the Boorong](http://bdas.50webs.com/astronomers/JohnMorieson/Documents/World%20Archaeological%20Congress.pdf) by John Morieson* See also [Astronomy and the Dreaming](http://www.emudreaming.com/literature/Haynes2000.pdf)
* [Astronomy of the First People of Australia](https://www.uws.edu.au/__data/assets/pdf_file/0009/773721/WEB_PAGE_ABORIGINAL_ASTRONOMY_REVISED_RB_NM_1_AB_ELDERS_FINAL.pdf)
 |
| Clusters of stars | * Investigate constellations and stars that feature in stories and visit a science museum or a Victorian astronomical society to see what they look like.
* Aboriginal people use the stars in a different way – investigate the Emu in the Sky.
* Research Challenge: The arrival of Arcturus, in the person of Marpeankurrk, showed the Boorong when to find the pupa of the wood ant, (Aug./Sept. part of diet). Which Dreaming Story tells of this?
* In SE Australia, when the Boorong clan saw the giant fish against the setting sun (Otchocut), they knew the cod had spawned in the big river to the north and it was time to visit family and feast on the cod. Find other similar local stories and compile a set on the class website.
 | **Constellation***:*  | * [Victorian Astronomical Societies](http://museumvictoria.com.au/discoverycentre/infosheets/planets/victorian-astronomical-societies/)
* [The Emu in the Sky](http://www.atnf.csiro.au/research/AboriginalAstronomy/Examples/emu.htm)
* [Scienceworks](http://museumvictoria.com.au/scienceworks/education/resources/?epslanguage=en&subject=astronomy&searchtype=prog&topic=Astronomy&rs=15)
* See also the references in the previous activities
* See [Stories in the Stars](http://museumvictoria.com.au/scienceworks/education/education-programs/stories-in-the-stars/) for Marpeankurrk
* [Victorian Maleefowl](http://www.malleefowlvictoria.org.au/aboriginalAstronomy.html)
* [When Giant Fish Leaves the Sky](http://aboriginalastronomy.blogspot.com.au/2012/06/when-giant-fish-leaves-sky.html)
* See also other research by John Morieson
* Local stories can be substituted for those in the activities.
* The suffix *kurrk* or *gurrk* in Kulin Languages means ‘female’. In Woiwurrung, stories relating to stars, firesticks, the moon and the emu sisters are feminine, and stories relating to the sun are masculine.
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 6: Fire

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine  |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision | * Students create a wordfinder using known words from the target Language. The clues are the definition of the Language word in English. Students swap and complete each other’s puzzle.
 |  |  |
| Fire as a tool | * Students survey Community members about Aboriginal “controlled burning” to maintain the fertility of the land, and make notes.
* A community member demonstrates how to start a fire by different traditional methods.
* Imagine you could look into the past and see an Aboriginal person making a fire to cook goanna. Write about the process taken to make the fire and to cook the goanna.
* Make notes on the functions of fire sticks for land clearing, hunting and signalling messages.
 | **Fire**: **Large communal fire**: **Firewood**:  | * For methods of starting a fire see also pp393-407 of Volume 1 of [Smyth, R. Brough](http://archive.org/details/aboriginesofvict01smyt)
* [Controlled burning](http://www.abc.net.au/science/future/theses/theses3.htm)
* [How Man Found Fire](http://artsonline.monash.edu.au/countrylines-archive/yagun-gulinj-wiinj-how-man-found-fire-2016/) (Taungurung animation)
* [Firestick Farmers](http://austhrutime.com/fire-stick_farmers.htm)
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 7: Environmental Concerns

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine  |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision | * Hold up photos/illustrations of objects or actions and students must give the appropriate answer in Language, eg, a photo of an animal or an illustration showing a person spearing a kangaroo.
 |  |  |
| Aboriginal land care – consolidating knowledge | * Using the knowledge gained in the previous topics, create a poster or leaflet for a class competition to publicise the many ways in which Aboriginal people conserved food supplies and protect the land.
* Work out a short puppet role-play for younger students, illustrating how Aboriginal people cared for country. If you know enough Language, do this in Language; if not, get the message across with some significant words in Language and gestures.
* What were the effects of colonisation on the land in your local area? Prepare a talk for the class.
 | **To sing**: **Country, land**:  |  |
| Land Reclamation and Language Reclamation Change is a global phenomenon  | * Discuss the parallels of land and Language reclamation. How many Victorian Aboriginal Languages are being reclaimed? Where are they located?
* Students research language reclamation and revitalisation in other parts of Australia.
* How many languages are being reclaimed world-wide?

  |  | * See the Hans Rausing [Endangered Languages Project](http://www.hrelp.org/languages/)
* See the [VACL website](http://www.vaclang.org.au)
* See also the [Aboriginal Languages of Victoria Resources](http://www.vcaa.vic.edu.au/alcv/references.htm) website
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

# Unit Resources

## Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

For information on the [Department of Education and Training’s Principles of Learning and Teaching (PoLT)](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm) follow this link.

## Teacher resources

A comprehensive list of teacher resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.

[Victorian Curriculum F-10 – Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims)

[Victorian Aboriginal Languages Resources](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/resources)

## Student resources

A comprehensive list of student resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.