

Animals

Victorian Aboriginal Languages Levels Foundation – Year 2

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# Introduction

This unit focuses on the identification of body parts and animals. 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 topics include:

* Topic 1: Animal Babies
* Topic 2: Kookaburras, Koalas and Kangaroos
* Topic 3: Emus, Brush Turkeys, Goannas and Wombats
* Topic 4: Fish, Eels and Sharks
* Topic 5: Ducks, Parrots and Pelicans

# Establishing the Learning Environment

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.

* 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/school/teachers/support/pages/lmerc.aspx). 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 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 who is involved in these areas of study when delivering this unit, to ensure a whole school approach, eg, choosing topics relevant to an inquiry unit.

**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 may 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 at the time the material was recorded. 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. 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 2. The content descriptions for Victorian Aboriginal Languages explain what has to be taught to the students between Levels F-2.

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

*Students learn about Country/Place and community by interacting with respected community members…,*

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

*Interact with each other, the teaching team and visiting respected community members…*

(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 20 - 40 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 30 - 40 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 **cultural experiences** with many opportunities for student to engage with culture, language and the community. Students may undertake some or all of the activities presented in the topic. Students use appropriate extended language in context, including oral communication and simple written texts. Each unit has been designed to involve cultural experiences of between 30 – 120 minutes, depending on the activity and age and level of language learning of the students.

Each topic provides **practical activities** that encourage students to apply their understanding of language and culture. 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. Student presentations may take between 5 – 10 minutes, but appropriate preparation time should be built into the program.

## 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 [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology) page. The [achievement standards for Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/scope-and-sequence) 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).

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# Teaching, Learning and Assessment Activities

*Note: This unit has been developed specifically for students learning a Victorian Aboriginal Language, and should be taught in line with 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).

**ANIMALS LEVELS F-2**

## Topic 1: Animal Babies

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting: | * Greet the students in Language * Students return the teacher’s greeting * Students greet any guests in Language * Students greet each other in Language | Greeting (formal):  Greeting (informal): | * This greeting routine should be used every day. * Continue the use of instructional words from previous units. |
| Farewell: | * Farewell the students in Language * Students return the teacher’s farewell * Students farewell any guests in Language * Students farewell each other in Language |  | * This farewell routine should be used every day. |
| Revision | * Game –teacher calls out old and new instructional word, e.g. eat, sleep, stand, and children mime. |  |  |
| Language learning | * Flash card game in Language starting with a human baby and learning about animal babies. * Pictures - colour in animal and join in dots to name the animal in Language. Collect animal pictures in student folders. * Using a photocopied animal, students colour in, cut out the animal to make a class poster * Students create a simple story about a cheeky baby animal, each child adding an element to the story. Repeat regularly. * Make up a song about an animal. | Dingo pup:  Emu chick:  Kangaroo joey:  Eat*:*  Jump:  Sleep:  Stand: | * The word for ‘baby’ can be used for both humans and animals. * Use the species native to your area |
|  | * Read or tell a local Aboriginal story and talk about the animal words in the story |  | * Invite an Elder to tell the story |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## Topic 2: Kookaburras, Koalas and Kangaroos

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | * Ask students to mime known instructional words * Oral revision of previous animals with flash cards. |  |  |
| Introduction of new animal words | * Learn new animals orally with mime and pictures. * Make puppets, colour in the animal and name it in Language. * Colouring and tracing names | Kookaburra:  Koala:  Kangaroo: (use kangaroo typical in your country)  Laugh*:*  Sit: | * Where two names are given for an animal, they may be different species. |
| Class activity | * Game with commands in Language: *jump like a kangaroo or*   *eat like a koala*  *laugh like a kookaburra*  *sit in a tree like a koala* etc   * Add new animal pictures to the class poster, allowing space for still more animals. * Song – sing an animal song, using Language wherever possible, eg, *Kookaburra sits in the old gum tree* or similar |  | * For more game ideas, see [Traditional Aboriginal Games](http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games.html). |
| Sharing: Students tell  their families about the new animal words learned. |  |  | * Teaching others reinforces learning for students. Play a game of being teacher asking the parents or siblings to name animals. |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## Topic 3: Emus, Brush Turkeys, Goannas and Wombats

|  |  |  |  |
| --- | --- | --- | --- |
| **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 animals and add in new animal words * Revise instructional words by playing *Simon (or Uncle/Aunt) Says* | Emu:  Goanna:  Brush Turkey:  Wombat:  Young wombat:  Run:  Walk: | * The brush turkey is also called a bush turkey, or a bustard. |
| Emu eggs | * Talk about the importance and uses of emu eggs and learn to perform an emu dance with clapsticks. |  | Before commencing this activity, check with the local Community to ensure this is relevant to the group. There may be someone willing to talk to the class.  See Uncle Wally Cooper, a YortaYorta Elder, talking about [carving emu eggs.](http://www.cv.vic.gov.au/stories/aboriginal-culture/koorie-art-and-artefacts/baranjuk-emu-egg-carving/)  The [Koorie Heritage Trust](http://www.koorieheritagetrust.com/?CategoryID=166) has an artefact collection that includes emu eggs. |
| Discuss animal habitats | * Ask questions about where each animal lives, eg *where does the emu live*? * Song – revise the song in the previous activity, adding a new verse about a new animal, in Language where possible * Students create their own song about animals and where they live |  |  |
| Moral about life | * Tell a local story that teaches the students about an aspect of life. | Language associated with the story | * Ask an appropriate community member for a story, for example, why the emu can’t fly. * [Jaleesa the Emu](http://trove.nla.gov.au/work/27985851?q=kerr+charles&c=music), a DjaDjaWurrung story, is available in bookshops. |
| Students continue sharing the animal words and stories with their families to show what they have learned. |  |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## Topic 4: Fish, Eels and Sharks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | * Revision can be done in a number of ways – through flash cards, song, puppets, mime etc |  | |  |
| Introduction of new animal words | * Language teacher models new Language words using pictures, puppets, soft toys, models etc * Repeat new animal words orally and sing or repeat to reinforce learning * Students join dot points to complete a fish, frog, eel etc, colour in and cut out and use to make a marine poster. Include the Language name for each creature. | Eel:  Freshwater crayfish (yabbie):  Blackfish:  Frog:  Mussel:  Shark:  Swim*:* |  | | |
| Eels (or another water creature) | * Discuss eel trapping or fishing; or the life cycle of the eel * Listen to a story about fish or eels |  | | * Before commencing this activity, consult with the Community to find a local story.   There is a Boon Wurrung story about the journey of the eel on p34 of [Nyernila: Listen Continuously](http://www.vaclang.org.au/projects/aboriginal-creation-stories-of-victoria.html)  Information on [fishing and catching eels](http://www.wimmera.com.au/wimmera/2_brambuk_kooris_gariwerd.htm)  The book [*Journey Cycles of the Boonwurrung*](http://www.vaclang.org.au/item/the-journey-cycles-of-the-boonwurrung.html) by Carolyn Briggs is suitable for adults and secondary students |
| Class activity | * Game – make laminated small marine creatures, each with a small magnet. Give students a small fishing rod with a magnet as a hook to fish in the sea (= a box with coloured seascapes on the four outer sides, to prevent students from seeing into the box). In turns they fish –what is the name of the animal or fish that they caught? * Students make marine creatures with Velcro on the back to stick on a cloth surface to make a seascape. * Song – revise the song in the previous activities, adding a new verse about a new animal |  | |  |
| Ask the students to continue sharing the animal words and stories with their families. |  |  | |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | | |

## Topic 5: Parrots, Ducks and Pelicans

|  |  |  |  |
| --- | --- | --- | --- |
| **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 all the names of animals learned to date and learn new words. |  |  |
| Introduction of new animal words | * Language teacher models new words and students repeat * Consolidate learning through choral repetition, games or a song. | Magpie:  Duck:  *Wood duck:*  Very small parrot:  Blue mountain parrot:  King parrot:  Magella parrot:  Parrot:  Pelican: | * For games, see [Traditional Aboriginal Games](http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games.html) |
| Bird story | * Listen to stories about local birds. * Create a dance with flapping wings. |  | * Ask an appropriate community member to tell the students a story and teach them a dance or song |
| Class activities | * Caring for birds: Children 'adopt' an animal by protecting the habitat of a particular bird, but do not feed it. Each child chooses their own bird. * If possible, visit local animal and/or bird habitats with an Elder * Perform the animal song students have been learning in front of an audience, eg, at assembly |  |  |
| Students to continue sharing the words and discussions with their families. |  |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**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.