



Animals

Victorian Aboriginal Languages Levels 7-10

Contents

[Introduction 2](#_Toc464461204)

[Establishing the Learning Environment 3](#_Toc464461205)

[Victorian Curriculum F-10: Victorian Aboriginal Languages 4](#_Toc464461206)

[Victorian Aboriginal Languages Sample Units 4](#_Toc464461207)

[Assessment 5](#_Toc464461208)

[Teaching, Learning and Assessment Activities 6](#_Toc464461209)

[Topic 1: Australian Native Animals 6](#_Toc464461210)

[Topic 2: Land Animals 8](#_Toc464461211)

[Topic 3: Endangered Animals 11](#_Toc464461212)

[Topic 4: Bird Life 12](#_Toc464461213)

[Topic 5: Aquatic Creatures 15](#_Toc464461214)

[Topic 6: Creation Story Animals 16](#_Toc464461215)

[Unit Resources 18](#_Toc464461216)

[Websites 18](#_Toc464461217)

[Teacher resources 18](#_Toc464461218)

[Student resources 18](#_Toc464461219)

# Introduction

This unit focuses on Australian animals and their place in Aboriginal culture. Students are introduced to new Language through studying the role of animals in creations stories; local and endangered animals and their traditional uses.

It includes 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 are:

* Topic 1: Australian Native Animals
* Topic 2: Land Animals
* Topic 3: Endangered Animals
* Topic 4: Bird Life
* Topic 5: Aquatic Creatures
* Topic 6: Creation Story Animals

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 at the time 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 advise on appropriate Language 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 approved by the community as their representatives and, as such, should be able to ascertain whether or not there is Language sanctioned by the community; or, should the community decide that there is a need to develop such an alternative, 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 jeopardising the future of the program. For information on the protocols relating to the establishment and implementation of Aboriginal Language programs, please see the ‘Getting Started’ tab 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 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).

# 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)

**Animals Levels 7-10**

## Topic 1: Australian Native Animals

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | * Using known Language, write some partial words on the board and ask the students to complete them, eg, Kul\_\_\_ (kuliny)
 |  |  |
| Australian native animals The unique nature of Australian marsupials | * Brainstorm Australian native animals, and categorise by type and sub-type such as mammal: marsupial, monotreme, etc
* Introduce animals in Language using a range of resources such as models, flash cards, video footage etc and encourage students to repeat and recall terms through asking, for example ‘what is this?....This is a …’
* Students research marsupials, and produce a report on their findings incorporating as much Language as possible
* Create a game using images and Language for the different Australian native animals and have the class play the games, eg, [Languages Online](http://www.education.vic.gov.au/languagesonline/)
* One student describes an animal in Language and the other students draw it.
* Ask a community person to tell a local Creation story relating to animals. Students then research key words from the story in Language and then write the story using as much Language as possible. Students share their stories with others. This could be done in a variety of ways, such as orally, pictorially, through a play, powerpoint, story book making etc.
 | **Wombat:** **Kangaroo:** **Platypus:****Echidna:****Koala:** **Wallaby:****Bandicoot:****Soft:** **Big:** **Little:** **Hard:** **Old:** **Young:** **What is this?:** **This (lit. here) is:** | * [Mammals, marsupials and monotremes](https://www.reference.com/science/differences-between-monotremes-marsupials-placentals-ea6594f4a286e43a)
* [The Marsupial Mole](http://www.australiangeographic.com.au/journal/the-marsupial-mole-an-enduring-enigma.htm?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:+ag-journal-all+(Australian+Geographic+-+All+Journal+Articles))
* [Bandicoots](http://www.enchantedlearning.com/subjects/mammals/marsupial/Bandicootprintout.shtml)
* [Gamemaker](http://www.education.vic.gov.au/languagesonline/)
* [Forest Secrets](http://museumvictoria.com.au/forest/index.html)
* Throughout this unit, Language terms for plants, insects and trees that provide food or shelter for animals and birds could be included where available.
* Oral presentations should be encouraged whenever possible to assist verbal practice and articulation, even as an accompaniment to pictorial or online presentations.
 |
| Introduce new verbs relating to animal actions | * Students learn new verbs using Total Physical Response (TPR)
* Teacher uses appropriate verbs in an oral game with students, eg, teacher says *an emu eating, two emus eating, three kangaroos jumping, dingo sleeping,* etc in Language and students respond with a translation, picture or a drawing etc.

Alternatively, the teacher holds up a picture and the students call out the description in Language. * With the teacher’s assistance, students write a rap or other type of song in Language about an animal, incorporating the sentences from the previous oral game.
* Students play a memory game in Language where the first student says a sentence containing a verb and an animal, eg, *The dog was running*. The next student repeats this and adds another sentence, eg, *The dog was running and the kangaroo was jumping*. This continues until all students have had a turn.
 | **Eat!***:* **Jump!** **Run!**: **Sit!:** **Sleep!:** **Walk!**: **One:** **Two:** **Three:** **Woman, Aboriginal:** **Man, Aboriginal:**  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 2: Land Animals

|  |  |  |  |
| --- | --- | --- | --- |
| **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  | * Oral revision of previous animals and Language with flash cards or a suitable game
* TPR with all verbs learned
 |  | * [A+FlashCard Pro](http://itbabble.com/2012/01/23/iphone-app-of-the-week-a-pro-flash-cards/) is an electronic flashcards app
* [Quizlet](http://quizlet.com/) is an online program that teachers can create and manage and students can access anytime for study purposes.
 |
| Introduce new animal vocabulary and practise orally  | * Learn new animals orally with the aid of pictures
* Students add new animals to their personal wordlist and to the class wordlist
* Ask a local community member to tell an Aboriginal story about animals in English, and, on the second telling, ask students to say the animal words in Language.
* Students create an online game using the words for animals.
* Online - collect animal images and create a book or game. Label the images in Language.
* Choose an animal and write five facts about it in Language, eg, size, colour, etc
* Students create a story about an animal for presentation to an early years group. Each student adds an element to the story*,* using Language where possible. Students should rehearse the presentation and film it for presentation to younger students.
 | **Possum:** **Snake:** **Dog, tame**: **Horse:** **Sheep:** **Kangaroo:** **Long:****Short, low:****Brown:** **Black:** **White:****Red:****Green:****Yellow:****Good:****Bad:**  | Use the animal species native to your area[Gamemaker](http://www.education.vic.gov.au/languagesonline/) for online games |
| Animals as food | * The teacher or a community member shows the class a range of pictures involving Aboriginal people and animals, eg, people cooking, hunting, tracking, etc and discusses these with the class.
* Students do a research task relating to one of the above pictures, eg, hunting methods, tools and weapons used, incorporating as much Language as possible for animals, actions, tools and weapons.
* Students discuss and then research the same tasks as those in the previous activity in the present day and compare modern methods to those in the previous task.
* Invite a community member to demonstrate cooking a dish like kangaroo or fish stew with damper or similar traditional food. If appropriate, students record the activity and then develop presentations with simple sentences in Language describing the process, including Language words for animals and related actions.
 |  | * Presentations can be in a variety of forms, eg, powerpoint, oral, cartoon storymaker etc.
 |
| Zoo or museum excursion | Visit an appropriate zoo or museum to learn more about Australian animals. Take photographs for use at the animal festival and in resources.The teacher should prepare an activity booklet in Language for students to complete during the excursion. | Both Zoos Victoria and Museum Victoria provide resources | * [Zoos Victoria](http://www.zoo.org.au/)
* [Virtual Tour of the Wild Exhibition at Museum Victoria](http://museumvictoria.com.au/melbournemuseum/discoverycentre/wild/virtual-exhibition/)
* [Healesville Sanctuary](http://www.zoo.org.au/HealesvilleSanctuary)
* [Jirrahlinga](http://www.jirrahlinga.com.au/visit_us.html)
* [Serendip Wetlands Education Facility](http://parkweb.vic.gov.au/explore/parks/serendip-wetlands-education-facility)
 |
| Animal Festival at school | * Organise an Animal Festival for younger students. Ideas include:
	+ Making animal masks
	+ Dressing up with a mask and a costume to perform an animal song
	+ Teaching the younger students some Language via TPR
	+ Playing a game of *Who am I*.
	+ Act out a Creation story
	+ Use resources students have developed
	+ Create posters advertising the event
	+ Create puzzles

Video and/or photograph the event for use as a resource | **Who am I?:**  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 3: Endangered Animals

|  |  |  |  |
| --- | --- | --- | --- |
| **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  | * Use resources developed earlier for Language revision
 |  |  |
| Introduce the Aboriginal concept of caring for animals and their environmentResearch local endangered animals | * Invite a community member to talk about Aboriginal conservation methods. Students take notes for later use.
* Students research endangered or threatened Australian animals, including why they are endangered, and produce a report.
* Class discusses how you could improve the situation for endangered animals, including the use of Aboriginal animal conservation practices.

In small groups, students create presentations on how you could improve the situation for endangered Australian animals. Share the presentations with others. | **Man, white:** **Woman, white:**  | * Introduce new words orally then reinforce through flash cards or similar
* [Zoos Victoria's 20 Priority Native Threatened Species](http://www.zoo.org.au/threatened-species)
* [Indigenous Australians Caring for Country](http://www.environment.gov.au/indigenous/index.html)
* [Wild – Victorian Environments](http://museumvictoria.com.au/melbournemuseum/discoverycentre/wild/victorian-environments/) (Museum Victoria)
* [DSE Plants and Animals](http://www.delwp.vic.gov.au/fire-and-emergencies/plants-and-animals)
* Use [Glogster](http://www.glogster.com/) to create digital posters
* Students could use a [graphic organizer](http://www.eduplace.com/graphicorganizer/), such as a fish bone diagram, to illustrate cause and effect.
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 4: Bird Life

|  |  |  |  |
| --- | --- | --- | --- |
| **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 animal words and other Language with a lip reading game. Tell the students the topic and ask them to read your lips. Students have to repeat what you said out loud.
 |  |  |
| Local birdlife | * Learn local bird names orally with the aid of pictures, photos or bird watching
* Students add birds to their personal wordlist and to the class wordlist
* Using a variety of media, students design bird posters or charts labeled in Language for display in the classroom.
* Using bird and animal flashcards, practise Language by playing a question game in groups or pairs, asking questions like ‘what do you see?...I see…’. Vary the questioning, eg, ‘What is this? This is a…’
 | **Blue mountain parrot:** **Native Turkey / bustard:** **Emu:** **Duck:** **Hawk:****King parrot:** **Kookaburra:****Boobook or Mopoke Owl:** **Magpie:** **Parrakeet:** **Pelican:** **King Parrot:** **Swan:** **Willie Wagtail:** **What do you see?:** **I see:**  | For images of birds, free for non-commercial use, see[Images of Australian Native Birds](http://www.waratahsoftware.com.au/wp_birds_birds.html%22%20%5Cl%20%22row-12) |
| Birds and their habitats  | * Discussion of bird habitats, e.g. where do emus, owls, ducks and pelicans live?
* Students produce posters showing various birds and their habitats labelled in Language and display them on the wall.

Many bird names are derived from the sound they make eg names for the magpie (kurruk) and crow (waa, waang). Investigate local bird names in the target language and discuss the sound the bird makes and the similarity of the sound to the bird’s name where relevant. Students could explore words in other Victorian languages for the same bird to see patterns evolving for comparison.* What could students do in their own school yard to encourage birdlife? Develop a project with the class to encourage native bird life around the school yard, eg, plant native plants.
* Song – Learn or write a song about birds in their habitat, preferably in Language, eg, *Kookaburra sits in the old gum tree*. The song could be accompanied by actions.
* Invite a senior community member to tell a Creation story that involves birds.
* With the community person, students create a song or play about the Creation story they heard and perform this in class. Video the performance for revision later.
* Particular birds can have special significance, such as messengers, rain bringers, death bird, etc. If known, discuss these in class or invite a knowledgeable community member to talk about these birds.
 | **Egg:** **Bird’s nest:****Beak:****Feather:****Wing:**  | * [Birds in Backyards](http://www.birdsinbackyards.net/)
* [Habitat Network](http://www.habitatnetwork.org/)
* [Birdlife Australia](http://birdlife.org.au/)
* [Native Animal Fact Sheets](http://www.environment.nsw.gov.au/animals/NativeAnimalFactsheetsByTitle.htm)
* [Australia’s human and environmental history](http://media.uow.edu.au/releases/UOW221211.html)
* [Aboriginal flora and fauna names of Victoria](http://www.vaclang.org.au/projects/flora-and-fauna-names-of-victoria.html)
 |
| Totems | * For Aboriginal people, particular birds and animals have special significance. Invite a knowledgeable community member to discuss totemism with the class.
* Students research local Australian Aboriginal totems, ie, the significance of birds, animals and plants etc to Aboriginal people and produce a report on their findings. Share the reports with the class.
* Research totems in other parts of Australia and compare them to local totems.
 |  | * [Aboriginal Totemism](http://austhrutime.com/aboriginal_totemism.htm)
* [Religion and Ceremony](http://www.aboriginalculture.com.au/religion.shtml)
* [Indigenous spirituality](http://www.australianstogether.org.au/stories/detail/indigenous-spirituality)
* [Birth ceremonies, totems and rites in Aboriginal society](https://www.qcaa.qld.edu.au/downloads/approach2/indigenous_res012_0804.pdf)
* The reports can be in varied formats, eg, oral, powerpoint, essay, etc.
 |
| Emus  | * Discuss the importance and uses of emu eggs. Students take notes.
* Research the roles of male and female emus in relation to their young? Create an illustration of what you have discovered, labelling it in Language. Extend students’ Language use with descriptive sentences like ‘Father emu sits on the eggs.’ and ‘Mother emu looks for food.’
* Where do emus breed, and when?
* If appropriate, and in consultation with a community member, learn to perform an emu dance with clapsticks.
* Where else in the universe would you discover emus?
* For many Aboriginal people emu egg season is a significant time of the year, marked by stellar constellations at a particular time of the year. Research local Aboriginal knowledge around egg collecting seasons and signs, such as the emu in the sky or local birds.
 |  | * [Animal Facts - Emu](http://www.planetozkids.com/oban/animals/facts-emu.htm)
* [Emu – Parks Victoria](http://parkweb.vic.gov.au/__data/assets/pdf_file/0003/322194/emu4.pdf)
* See Yorta Yorta Elder Uncle Wally Cooper talk about carving emu eggs at [Baranjuk: Emu egg carving](http://www.cv.vic.gov.au/stories/aboriginal-culture/koorie-art-and-artefacts/baranjuk-emu-egg-carving/)
* [Painted and Carved Emu Eggs](http://www.tjuringa.com.au/pages/Eggs-%252d-Carved-%26-Painted.html)
* [Aboriginal Emu Dance](http://www.youtube.com/watch?v=9qrWnyJmmBY)

Contrast with* [Aboriginal Emu Dance](http://vimeo.com/864274)
* [Indigenous Dance: Traditional and Contemporary](http://www.abc.net.au/local/stories/2014/10/02/4099234.htm)
* [Aboriginal astronomy (emu in the sky)](https://maas.museum/observations/2011/09/27/aboriginal-astronomy-part-one-of-the-visions-of-space-seminar-in-melbourne-on-thursday-22-september-2012/)
* [Kamilaroi Emu in the Sky](http://aboriginalastronomy.blogspot.com.au/2014/03/the-kamilaroi-and-euahlayi-emu-in-sky.html)
 |
| Suggestions about caring for birds | * Students adopt a species of bird (e.g. in the school ground or at home) and protect its habitat
 |  | * [Caring for native birds](http://www.narg.asn.au/sites/default/files/Bird%20Manual_0.pdf)
* [Wildcare Australia](http://wildcare.org.au/species-information/birds/)
* [Helping injured birds](http://birdlife.org.au/images/uploads/education_sheets/INFO-Helping-injured-birds.pdf)
* [What to do if you find an injured/sick bird](http://www.birdsinbackyards.net/forum/Bird-rescuerehabilitation/What-do-if-you-find-injuredsick-bird-check-here-first)
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 5: Aquatic Creatures

|  |  |  |  |
| --- | --- | --- | --- |
| **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 animal and bird vocabulary through a game of true or false, where the teacher holds up a picture and then says a Language word. If the word matches the picture it is true and, if not, it is false.
 |  |  |
| Introduction to aquatic creature vocabulary | * Introduce local aquatic creatures orally and learn with the aid of flashcards or similar
* Introduce words relating to aquatic habitats in Language, as well as phrases describing creatures in their habitat, eg, ‘Murray cod lives in the river’. Students practice creating sentences in Language.

  | **Blackfish:** **Eel:****Freshwater crayfish (yabbie):****Frog:** **Murray cod:****Mussel:** **Shark:****To Swim***:* **To Dive***:*  |  |
| Discussion of aquatic habitats | * What sort of aquatic habitats can be found in Victoria?
* Invite a community member to talk about their relationship with the sea and/or rivers and lakes. Students take notes then write a report.

 * What are Sea Country Indigenous Protected Areas?
* What sorts of things threaten our aquatic habitats?
* What are middens, and where do you find them?
* Students design aquatic posters using multimedia and incorporating as much Language as possible for display electronically and/or physically.
 |  | * [Marine Habitats](http://www.depi.vic.gov.au/forestry-and-land-use/coasts/marine/marine-environment/marine-habitats)
* [Riverine and estuarine ecology (VIC)](http://delwp.vic.gov.au/environment-and-wildlife/arthur-rylah-institute/riverine-and-estuarine-ecology)
* [Riverine ecology](http://wetlandinfo.ehp.qld.gov.au/wetlands/ecology/aquatic-ecosystems-natural/riverine/) (QLD)
* [Sea Country: An Indigenous Perspective](http://www.environment.gov.au/coasts/mbp/publications/south-east/indigenous.html)
* [Noxious aquatic weeds](http://agriculture.vic.gov.au/agriculture/pests-diseases-and-weeds/weeds/invasive-plant-classifications)
* [Victorian flora – aquatic plants](http://www.victorianflora.com/VictorianFlora/Wetland-Plants/Aquatic-Plants/)
* [Protected Marine Species Identification Guide](http://www.environment.gov.au/coasts/publications/identification-guide/index.html)
* [Our Natural Environment](http://australia.gov.au/about-australia/our-country/our-natural-environment)
* [Marine Pests](http://www.depi.vic.gov.au/forestry-and-land-use/coasts/marine/marine-pests)
* [Shell middens](http://www.environment.nsw.gov.au/nswcultureheritage/ShellMiddens.htm)
* [Seahorses, Seadragons and Pipefish](https://museumvictoria.com.au/discoverycentre/infosheets/seahorses-seadragons-pipehorses-and-pipefish/)
 |
| The Aquatic Larder | * Students investigate the types of food Aboriginal people gathered from aquatic habitats pre-colonisation and compare these to the foods currently found there. Students produce a presentation of their findings to show others.
* Invite a community member to tell a simple story about an aquatic creature. With permission, students then retell the story, using as many words in Language as possible.
* What is nardoo and how is it prepared and used? Who famously died despite eating lots of nardoo?
 |  | * [Aboriginal Food Preparation](http://www.indigenousaustralia.info/food/food-preparation.html)
* [Marine Parks Cultural Heritage - Sea Country](http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&ved=0CC4QFjAB&url=http%3A%2F%2Fwww.mpa.nsw.gov.au%2Fdocs%2Ffinal_simp_mod4.pdf&ei=NgtQUKa3PK6fmQW5p4G4Cw&usg=AFQjCNEiogD8TTBX9TrWs-T_o-8em8QKcA&sig2=DYduuUXY5bIRUskIl2VQKQ)
* [Nardoo](http://www.abc.net.au/science/articles/2007/03/08/2041341.htm)
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**)  |

## Topic 6: Creation Story Animals

|  |  |  |  |
| --- | --- | --- | --- |
| **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 some Language words related to a topic on the board. Spell some of the words incorrectly. Students have to determine which words are incorrect. |  |  |
| Introduction of new words | * Introduce new words orally then reinforce through a game.
 | **Eaglehawk:****Crow:** **Long time ago:** |  |
| Animals in Creation Stories | * Ask a senior community member to talk about the importance of Creation stories, in particular Bundjil and Waa/Waang.
* Each student researches Creation stories and chooses one story involving an animal. They then create a resource in Language featuring the animal and its story, eg, a cartoon, a movie, a song, a play, a book etc.
* Students share their animal Creation stories with other students, community, parents etc.
 |  | * [Baranjuk Creation Stories](http://www.cv.vic.gov.au/stories/aboriginal-culture/land-and-spirit/baranjuk-creation-stories/)
* [Monash Country Lines Archive](http://www.infotech.monash.edu.au/non-cms/research/projects/independent/countrylines-archive/animations.html)
* [The Dreaming](http://australia.gov.au/about-australia/australian-story/dreaming)
 |
| **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.