



My Mob

Victorian Aboriginal Languages Levels Foundation – Year 2

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# Introduction

This unit focuses on the identification of family and community members, 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.

It is critically important to recognise that both Aboriginal and non-Aboriginal children often live with people other than their parents. Rosemary Sullivan, author of the book *Tom Tom* (see Activity 4), when asked about why the main character does not live with his parents, points out that:

Tom Tom, like many Aboriginal children, spends time at the houses of various close family members. The story doesn’t make it clear if his parents live with him or not, and this omission is deliberate. He may live in a house with his mother or he may stay with his grandparents. This is a reality for many children, and not just Aboriginal children. I wanted to avoid a picture of an Aboriginal ‘nuclear family’ because I wanted the book to be grounded in the reality of life, not a romanticised ideal. (<http://www.lemonadesprings.com.au/html/faqs.html>)

The topics include:

* Topic 1: Greetings and Farewells
* Topic 2: My name is….
* Topic 3: Mother and Father
* Topic 4: Older Siblings
* Topic 5: Younger Siblings
* Topic 6: Grandmothers
* Topic 7: Grandfathers
* Topic 8: Aunties and Uncles
* Topic 9: Cousins
* Topic 10: Family Day

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/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).

**MY MOB LEVELS F-2**

## **Topic 1: Greetings and Farewells**

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |
| Discuss greetings and farewells – their purpose and how they vary from group to group, utilising languages already known by students.  Introduce greeting in target Language | * In pairs students practice greeting each other in known languages, in person, online, or in a video. * Students practice greeting each other in the target Language. * Use puppets to practise greetings. | Greeting: | Use a mobile device to film the students greeting each other, and play this back to them. |
| 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 | * Revise known Language using resources created by students or a game. | Learned Language | Revision is critical to Language learning.  Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit |
| Introduce one or two instructional words in Language | * Using total physical response, demonstrate the instructional word/s to the class. * Ask the class to follow your action as you say the instructional word/s. * Ask the class to follow your action/s as they say the instructional word/s. | * **Be quiet:** * **Sit down**: * **Stand up:** * **Speak/say X:** * **Come here**: | Choose words that can be used often, eg, tell the class to sit, or to be quiet.  These words should be used in the classroom on a daily basis.  Teach commands using the [imperative](http://www.grammar-monster.com/glossary/imperative_mood.htm) form of the verb.  This utilises [total physical response (TPR).](https://www.teachingenglish.org.uk/article/total-physical-response-tpr)  Verbs in Aboriginal Languages typically have different endings for tense, eg, past, present and future; and for person, eg, I, you, we (including you), we (not including you), two of us, we all. Click the links below for more information on [number](http://www.grammar-monster.com/glossary/number.htm); and/or [clusivity.](http://research.omicsgroup.org/index.php/Clusivity)    Choose the most appropriate forms for the classroom.  Extension: Work with the PE teacher to allow students to practise using these terms in a game situation. |
| Sharing | * Ask the students to teach their family to greet and farewell each other in Language. |  | Send the Language information to the family, eg, via portfolio, email, newsletter, etc. |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## Topic 2: My Name is …….

|  |  |  |  |
| --- | --- | --- | --- |
| **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 known Language using resources created by students or a game. * Create a Language resource on [Quizlet](https://quizlet.com/latest) to allow students to revise Language online anytime. | Learned Language | Revision is critical to Language learning.  Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit |
| Discuss introducing yourself to people, and how this can vary.  Discuss respect in relation to different family or community relationships. | * Introduce yourself to the class in Language. * Ask other adults to introduce themselves to the class. * Ask the class to introduce themselves to each other in Language   . | *[Language for My name is]………..* | There may be other forms of introduction that are more appropriate. |
| Tell a story where greetings, introductions, and the instructional words from Topic 1 are incorporated.  Add another instructional word. | * Incorporate TPR into the activity wherever possible, eg, tell the students to sit before telling them the story. * Where available, use a picture book to support the story. |  | Each group will have their own Creation stories, which may be suitable for this activity.  Click here for some [virtual story books](http://www.slq.qld.gov.au/find/virtualbooks/atsi) to give you some ideas. |
| Introduction practice | * Students introduce themselves to the teacher or a visitor, and ask the other person’s name using culturally appropriate Language. * This could be combined with TPR. |  | There may be a culturally appropriate way of asking someone their name, eg, where are you from, who are your family, who are you? |
| Introduction practice | * Students introduce themselves to other members of the class, and ask their names. * Form students into two concentric circles, with the inner circle rotating after each introduction. * Alternatively, the students could walk around the room introducing themselves to everyone else. |  |  |
| Sharing | * Ask the students to teach their family to introduce themselves in Language. |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## Topic 3: Mother and Father

|  |  |  |  |
| --- | --- | --- | --- |
| **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 known Language using resources created by students or a game. * Create some games for the class on [Languages online](http://www.education.vic.gov.au/languagesonline/). | Learned Language | Revision is critical to Language learning.  Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit |
| Identifying family members | * Discuss who is in the students’ families, and ask them to draw a picture of their family. * Use the family pictures to introduce the words for mother and father. * Add another instructional word/s. | **Mother/Mum**:  **Father/Dad**: | Show pictures of diverse families, eg, nuclear, single-parent, step-family, etc.  If possible, the teacher should establish the range of family types applicable to the class beforehand.  Note that two words were recorded for each kinship term.  You may want to introduce the Aboriginal kinship system.  You could incorporate tracing words into the family picture. | |
| Practising kinship terminology | * Students do a role-play where mothers and fathers greet each other in Language. * Students show photos or drawings of their family, and use the appropriate words to describe who the people are. * Give each child an item to identify them as either a mother or father, eg two types of hat. Students then identify each other. This could be videoed. * Incorporate TPR into the activity. |  |  | |
| Sharing | * Ask the students to teach their family to say mother and father in Language. |  |  | |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | | |

## 

## Topic 4: Older Siblings

|  |  |  |  |
| --- | --- | --- | --- |
| **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 known Language using resources created by students or a game. | Learned Language | Revision is critical to Language learning.  Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit |
| Identifying family members using appropriate Language words | * Use any videos or pictures from earlier lessons to revise known family words, and to introduce new family words. * Add a new instructional word. * Students show a photo or drawing of their family and point to their mother, father, older sister and/or older brother, using the appropriate Language. * Alternatively, introduce a new story involving siblings, such as *Tom Tom* by Rosemary Sullivan & Dee Huxley, Working Title Press: 2008, reprint 2009, which comes with an array of [online teacher resources](http://www.lemonadesprings.com.au). | **Older brother*:***  **Older sister:** | Note that two words were recorded for each kinship term. |
| Activities involving kinship terminology | * Use the family and instructional words to play a game. For example, sit if you are wearing a cap, stand if you have an older brother. * The role-play could involve a familiar family activity, eg, eating dinner at home; or be a re-enactment of a familiar story. * Create a role-play involving family members and instructional words. |  |  |
| Sharing | * Ask the students to teach their family to say older brother and older sister in Language. |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

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## Topic 5: Younger Siblings

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 known Language using resources created by students or a game. | | Learned Language | Revision is critical to Language learning.  Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit | |
| Tell a story involving siblings | * Listen to a story about siblings. * On retelling, students call out appropriate word for each character. | **Younger brother:** *bang-ganu* or *dhidhith*  **Younger sister:** *mulokin* or *liwurr(u)k* | | A creation story would be ideal, or a family story. | |
| Puppet play | * Using puppets, students greet each other and introduce themselves. * Allocate each puppet a family role, and ask the students to give instructions to the puppets using appropriate Language. | For example, hello Mum, my name is …; be quiet older brother; stand up younger sister. | | The students could make the puppets.  Puppets could be allocated names from a familiar story. | |
| Role play | * Role-play the story involving siblings. * Learn or create a song about family, incorporating learned vocabulary. | For example*, Hello Mum, hello Dad, goodbye Mum, goodbye Dad* or, *Stand up Mum, sit down Dad, sit down Mum, stand up Dad* (with actions). | |  | |
| Sharing | * Ask the students to teach their family to say younger brother and younger sister in Language. |  | |  | |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | | |

## Topic 6: Grandmothers

|  |  |  |  |
| --- | --- | --- | --- |
| **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 known Language using resources created by students or a game. | Learned Language | Revision is critical to Language learning.  Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit |
| * Story | * Tell the students a family story using Language, and show them a series of pictures that reflect the story. * Discuss grandparents. * Invite some Elders to talk to the students about grandparents. * Students re-sequence the series of pictures that reflect the story. * Include greetings, farewells and introductions in the story, and, if possible, grandparents. | **Mother’s mother**:  **Father’s mother**: | If reciprocal terms are available in the Language they could be included, eg, in Koorie English ‘grannie’ is used by both a grandmother and her grandchild when addressing each other.  SNAICC has an Activity Kit called [10 Questions for your Elders](http://www.snaicc.asn.au/_uploads/rsfil/02461.pdf). |
| Show and tell in Language  Story creation | * Students do a verbal show and tell using kinship terms. * Students create a story around a family picture that includes grandparents, using appropriate Language, then role-play the family story. | For example, *On Saturday my [Language word] kicked a goal*. |  |
| Sharing | * Ask the students to teach their family to say mother’s mother and father’s mother in Language. |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## Topic 7: Grandfathers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 known Language using resources created by students or a game. * Play a video of an earlier activity and ask students to join in when language is used. | | Learned Language | Revision is critical to Language learning.  Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit |
| Song | * Practise the family song learned earlier, and add a new verse with the new family words. * Incorporate TPR into the activities. | **Mother’s father:**  **Father’s father:** | |  |
| Discussion | * Invite an Elder to talk about their grandfathers. |  | |  |
| Game | * Play a game of family bingo using pictures and Language words. * Role-play a broad range of family members introducing themselves. | For example, *I am Mum.* | |  |
| Sharing | * Ask the students to teach their family to say mother’s father and father’s father in Language. |  | | . |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | | |

## Topic 8: Aunties and Uncles

|  |  |  |  |
| --- | --- | --- | --- |
| **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 known Language using resources created by students or a game. | Learned Language | Revision is critical to Language learning.  Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit |
| Discussion | * Discuss the importance of Aunties and Uncles in all communities, including Aboriginal communities. Does their role vary in relation to their culture? * Show the students a [Claymation](http://library.thinkquest.org/22316/home.html) and use appropriate Language to describe it, for example, Mum sitting on a log, younger sister skipping, Dad running, grandfather walking, older brother raising his hand. * Show pictures of actions, including a new instructional word, and use appropriate Language to describe them. | **Auntie:**  **Uncle:** | Note that *Auntie (Aunt), Uncle (Unc)* and *Cousin (Cuz)* have a broader definition in Koorie English than in general Australian English. |
| Story creation | * Students create a story about family members. Use as much language as possible. * Take the students outside and ask them to do the actions in the pictures shown earlier, calling out the appropriate word for the action. |  |  |
| Sharing | * Ask the students to teach their family to say Auntie and Uncle in Language. |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## Topic 9: Cousins

|  |  |  |  |
| --- | --- | --- | --- |
| **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 known Language using resources created by students or a game. | Learned Language | Revision is critical to Language learning.  Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit |
| Cousins show and tell | * Ask the students about cousins. Do they have any? What do they do when they are together? Do they play games? * Ask them to bring a photo of their cousins for show and tell. Ask them to name the relationship of each person in the photo. | **Cousin:** |  |
| Games | * Teach some Aboriginal games to the students. |  | See the [Traditional Aboriginal Games and Activities](http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games.html) site for some ideas. |
| Sharing | * Ask the students to teach their family to say Cousin in Language. |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## 

## Topic 10: Family Day

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 known Language using resources created by students or a game. | | Learned Language | Revision is critical to Language learning.  Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit |
| Brainstorming session | * Brainstorm ideas for a family day to show off the students’ work and Language skills, eg,   + Role plays   + Songs   + Drawings and/or photos   + Videos from class lessons   + Stories   + TPR games   + Puppets   + Dances |  | | The teacher may want to prepare a class family book using the students’ artwork |
| Prepare resources and practise Language for Family Day. | * Help students to create a Kinship Tree using Language. * Students create games with [Gamemaker](http://www.education.vic.gov.au/languagesonline/games/index.htm) from Languages Online, eg, match the picture and the spoken word * Students prepare chosen activities |  | | Click [here for a great kinship tree](http://www.snaicc.asn.au/_uploads/rsfil/02454.pdf) from SNAICC. |
| Sharing | * Invite family and community to take part in Family Day. |  | |  |
| * **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | | |

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# 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.