



Victorian Essential Learning Standards

Sample Unit



Aboriginal People and the Environment

Pathway 2 Level 5 - Languages Other Than English: Aboriginal Languages, Cultures and Reclamation in Victorian Schools

Introduction.....	2
Establishing the Learning Environment.....	2
Victorian Essential Learning Standards.....	4
Teaching, Learning and Assessment Activities	5
<i>Topic 1: Total Dependence on the Land</i>	6
<i>Topic 2: Flora and Fauna</i>	8
<i>Topic 3: Seasons and Time</i>	11
<i>Topic 4: Present and Past Tense Verbs</i>	12
<i>Topic 5: The Stars</i>	13
<i>Topic 6: Fire</i>	15
<i>Topic 7: Environmental Concerns</i>	15
Unit Resources	17
Websites	17
Teacher resources	17
Student resources	17
Assessment	18

Introduction

Note: This unit has been developed specifically for students learning an Aboriginal Language, and should be taught in line with the protocols in the [VELS Aboriginal Languages, Cultures and Reclamation in Victorian Schools: Standards P-10 and Protocols](#).

Aboriginal People and the Environment presents an overview of significant environmental factors associated with Aboriginal life. Students learn about Aboriginal people's dependence on the land for sustenance and survival. Allied to this dependence is the wisdom and forethought about future needs, respect and care for the land. The Unit considers similarities between the reclamation of land and language.

Reclamation Languages will be at different stages of revival and the availability of particular words will vary from Language to Language.

Assessment

This unit provides opportunities for students to demonstrate achievement of elements of Level 5 standards in *Aboriginal Languages, Cultures and Reclamation in Victorian Schools*. LOTE standards for assessment were introduced at Level 4 but it is suggested that the teacher conducting the class also maintains a journal of observations of student understandings and the efficacy of the activities after each class, with a view to using these for student assessment and lesson plan evaluation at Language Team meetings.

Students are assessed on their ability to work with Languages Other Than English. For further information see the Assessment section.

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.
- It is strongly recommended that each student have their own portfolio and online file for this subject.
- 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 \(LMERC\)](#). Pictures could be sourced from the [Koori Mail](#) 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.
- 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.
- Where available, an interactive whiteboard can store lessons for revision purposes.
- 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](#).
- 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 utilizing standard LOTE methodology. For example, in a Language classroom, students are routinely taught how to say *I like* or *I don't like* in the language they are studying, but, in all probability, this will not be possible in most Victorian Aboriginal Languages, particularly those in the early stages of reclamation. This may be due to the amount of Language that was retained in the community and/or recorded in the old sources, or it may be that this was not a concept adopted by Aboriginal people in the days of colonisation. This is not to say that the concept cannot be expressed. It may be that a construction like *that is good* or *that is not good* will be used to convey the same message.

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

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

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

Should any member of the teaching team or education community fail to respect the agreed protocols, it could have an impact on the program ranging from a reminder that protocols have not been followed to cessation of the program. For information on the protocols relating to the establishment and implementation of Aboriginal Language programs, please see page 14 of the VELs [Aboriginal Languages, cultures and reclamation in Victorian Schools: Standards P-10 and protocols](#) and/or the protocols section on the [ALCV website](#).

FUSE

FUSE stands for Find, Use and Share Education. FUSE is a DEECD website that delivers a range of teaching and learning content and Web 2.0 tools to support the work of all educators. These new digital resources will allow you to use Web 2.0 technologies in authentic and collaborative ways; think differently about where and how learning can take place; and create, collaborate, experiment, contribute and communicate for understanding.

If you find a good resource, you can upload it to FUSE so that other language teams can access it also.

Victorian Essential Learning Standards

Aboriginal people and the Environment provides opportunities to observe students against the Standards (p55) as detailed below:

Strand	Domain	Dimension	Standards at Pathway 2 Level 5
Discipline-based learning	Languages Other Than English	Communicating in a language other than English	<p>At Pathway 2 Level 5, students:</p> <ul style="list-style-type: none"> • Participate in greetings • Respond to instructions and visual clues • Begin to explain the issues for translation between languages • Demonstrate reclamation skills through various strategies including direct learning from the Language team • Identify, record and/ or pass on the key ideas from spoken languages. • Research and document the Language being studied through personal interview and other strategies including use of ICT • Identify Aboriginal Languages in their region • Appreciate the roles of language in maintaining culture, identity and knowledge
Discipline-based learning	Languages Other Than English	Intercultural knowledge and language awareness	<ul style="list-style-type: none"> • Explain how the Language and culture help promote the sustainable care of the environment • Develop knowledge of protocols and skills of working ethically with each other and with Aboriginal communities • Demonstrate knowledge of the richness of vocabulary concerned with family ties and country in Aboriginal Languages • Understand the importance of maintaining the cultural values, beliefs and knowledge associated with the chosen Language by comparing and contrasting various ways of life • Demonstrate knowledge and understanding of the impact on and involvement of Aboriginal peoples in the history of Australia from the time of colonisation onwards • Demonstrate an awareness of Language revival and maintenance efforts and discuss the importance of this process • Demonstrate understanding of local stories contained in oral passages ... by Aboriginal and Torres Strait Islander people through the production of responses in oral, artistic and literary forms

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 [VELS document](#).

This unit focuses on the longevity of Aboriginal Culture and life, the use of appropriate greetings and farewells, and the ability to follow classroom instructions in Language. The sample Language used in this unit is Yorta Yorta/Bangerang, with words in standardised spelling from the [Aboriginal Languages of Victoria Resource Portal](#). Communities will have their own spelling system for their Language, and this should be used in the Language program. Available words will vary from Language to Language. The activities below are suggestions only. Teachers should choose those activities that are suitable for their students.

The topics include:

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

Topic 1: Total Dependence on the Land

Overview	Activities	Sample Language (Yorta Yorta / Bangerang)	Comments
Greetings	<ul style="list-style-type: none"> Greet the students in Language Students return the teacher's greeting Students greet any guests in Language Students greet each other in Language 	Greeting: <i>Galyan ngina</i>	
Aboriginal people – Caring for Country	<ul style="list-style-type: none"> Speak to members of the community or research the internet for examples of local or regional Aboriginal perceptions and environmental wisdom. Make notes on the findings. Visit a Heritage Centre or a Heritage Trail, and write an article for your school newsletter entitled, "The day I went to.. ". Tell of your experience and its effect on you. Create an electronic presentation for young students to show how Aboriginal people kept the land and food supplies safe, contrasting this with today's methods. Discuss Aboriginal kinship as a sustainable social system. 	Red gum tree: <i>biyala</i> Native cherry tree: <i>bartja</i> Twig used in possum hunting: <i>djikura</i> Meat food: <i>mulan</i> Vegetable food: <i>mandiga</i> Fire: <i>bitja</i> To hunt on the ground: <i>mumulwa</i> To hunt in trees: <i>wawalu</i> To eat: <i>dhatji</i> Egg: <i>butjanga</i>	<ul style="list-style-type: none"> It is important to motivate students to see the link with the past and the oral Language tradition Aboriginal environmentalism Healthy Country Healthy People is a short film about the links between Indigenous health and wellbeing and working on Country. This YouTube video can be downloaded by the teacher. See Aboriginal Cultural Heritage The Koorie Heritage Trust Brambuk Bunjilaka Ballarat and District Co-op Cultural and Education Centre Caring for Country: Aboriginal culture offers environmental wisdom Indigenous kinship with the natural world report for teacher research

Spiritual and Physical Survival	<ul style="list-style-type: none"> • How does a spiritual belief draw the community together and promote life? Find an example in your area. • Research how water is found in this often hot, dry climate. Make notes. • Discuss the use of fire to regenerate growth. How was it done traditionally, and how is it done today? 	<p>Water: <i>wala</i> or <i>dhethogana</i></p> <p>Waterhole: <i>gulpaga</i></p> <p>Yam: <i>mayila</i></p> <p>Honey: <i>balmi</i></p> <p>To gather: <i>nitel</i></p>	<ul style="list-style-type: none"> • Spiritual Song of the Aborigine by Hyllus Maris, two versions, one in Yorta Yorta and one in English
The bush and what it provides for survival	<ul style="list-style-type: none"> • Discuss the food cycles that the ancestors would have followed, and list the food still eaten today. For example, what was used to make a traditional damper? • Make posters in groups to show how foods were cultivated and harvested, e.g. yams, honey etc. 		<ul style="list-style-type: none"> • See Volume 1 of Smyth, R. Brough for an historical account of Aboriginal life • See Aboriginal uses of Native Plants from the Australian National Botanic Garden, Canberra
Farewells			<ul style="list-style-type: none"> • This farewell routine should be used every day.

	<ul style="list-style-type: none"> • What is resin? How is resin used by Aboriginal people? Which resin is used locally? Where would you find it? How is it collected, and when? 		<ul style="list-style-type: none"> • Ancient Resin – Resin is the natural glue for tool making. http://www.abc.net.au/quantum/s188496.htm • Melbourne Museum has an excellent set of tasks on these plants in the Bunjilaka Centre.
Bush Medicines	<ul style="list-style-type: none"> • Tea tree oil comes from melaleuca plants. What is the common name for melaleuca plants? Research the uses of this oil. • Check remedies - wild herbs, steam baths, clay pits, charcoal /mud, and massages are all used to cure people. Survey Community members to find out more about local remedies. Make a list and discuss in the class wiki. • Download the Table of Remedies and say which would be important for your family, since this depends on your lifestyle. 		<ul style="list-style-type: none"> • Table of Remedies
A unique fauna	<ul style="list-style-type: none"> • The class brainstorms what they know about local Indigenous fauna, and takes photographs of animals in the local area for use in the classroom. • Australian fauna are particular to Australia, but some do resemble animals found elsewhere. Students compare Australian animals to similar animals found elsewhere, eg, a possum is similar to a squirrel, but how do they differ. • Aboriginal Languages have many words for each species of animal, including specific terms for young animals, as well as for males and females. Use a wordlist for your Language to see the many words you can find for the different 	<p>Possum: <i>wileya</i> or <i>bana</i> or <i>batja</i> Ringtail possum: <i>bintjarama</i></p> <p>Kangaroo: <i>dantjutkupna</i> or <i>wotogoa</i> or <i>gaiyimar</i> Red kangaroo: <i>bara</i> Kangaroo with young one in pouch: <i>nharebula</i> <i>gaiyimar</i></p>	<ul style="list-style-type: none"> • Museum Victoria's Field Guide to Victorian Fauna <p>Teachers could encourage the use of local Aboriginal names for local flora and fauna.</p>

	<p>species of, e.g. kangaroo. What does this tell us? Hint: Think of totems, seasons and survival.</p> <ul style="list-style-type: none"> • Native animals and birds feature in Creation stories about the way the landscape was formed. These stories reinforce social norms and the consequences for anti-social conduct. Each animal /bird has a story. Create a Claymation of a local Creation story. • In small groups create a cartoon story of bush animals and label in Language, using Cartoon story maker. • Create a card game using bush animals with their local Aboriginal names and source images online. • “Which animal am I?” In Language say what the animal does, e.g. Clues: I hop, I eat grass, etc, and the first person to say the animal name in Language takes the next turn. 		<ul style="list-style-type: none"> • Claymation • Cartoon Story Maker
Indigenous foods	<ul style="list-style-type: none"> • In pairs read Aboriginal Plant Use in South Eastern Australia and discuss findings in the class wiki. • Discuss the foods that Aboriginal people would have consumed before the introduction of European foods. How many of these have you tried? List those still eaten today, eg, wattle gum, kangaroo, possum, quandong. • Learn or compose a song relating to food. • Ask a willing community member to take the class on a bushwalk to point out local foods and medicines. 	<p>Food: <i>mandiga</i> Meat food: <i>mulan</i> To eat: <i>dhatji-</i> or <i>dhuna-</i> To drink: <i>bogiya-</i> or <i>dhangu</i> To cook: <i>dhura</i></p>	<ul style="list-style-type: none"> • See also pp183-252 of Volume 1 of Smyth, R. Brough for an historical account of Aboriginal food

	<ul style="list-style-type: none"> The class prepares some traditional food to share. Document this on a video camera and upload to the class website or IWB. Create presentations to show how foods are cultivated and harvested, eg yams, honey etc. Upload them to the class website. Sea or river fish, eels, small mammals or kangaroos enrich the diet. How were these caught in the past? Are they still caught this way locally? 		Eel farming at Tyrendarra
Farewell routine			

Topic 3: Seasons and Time

Overview	Activities	Sample Language (Yorta Yorta / Bangerang)	Comments
Greeting routine			
The influence of time and the seasons	<ul style="list-style-type: none"> The class discusses time and seasons. Survey community and family members about their views, then research Aboriginal local yearly calendar. See Melbourne's six seasons then create your own Aboriginal local seasonal calendar. Use natural elements in pictures or words, e.g. local community events, school year, sports, your family's garden produce, etc. Students investigate the significance of phases of the moon to Aboriginal people. Read From Ochres to Eel Traps and see if you can find any parallel Aboriginal and scientific ideas. Discuss Dreamtime and the time of the Ancestor 		<p>Aboriginal people often see events in a 'circular' pattern. An individual is in the centre of 'time-circles' and events are placed in time according to their relative importance to the person and their respective community (i.e. the more important events are perceived as being 'closer in time'). See Seasons, Calendars and Constellations.</p> <p>Indigenous Astronomy</p> <p>Didj u know</p> <p>Moit information is available from Josephine Flood's book The Moth Hunters or Pettina Love's research on Bogong Moths.</p>

	<p>beings. Find examples of local Dreamtime stories that illustrate time.</p> <ul style="list-style-type: none"> • Research Challenge: What are the seasons for the bogong moth? Where are they found? Why are they important to Aboriginal people? Which clans? • How do Aboriginal seasonal cycles and European yearly calendars differ? Discuss the different ideas on which such calendars are based. 		See also Bogongs Migrate South
Time in Language use	<ul style="list-style-type: none"> • Present or Past? Distinguish actions in present and past time in English, eg, <i>I eat</i> shows present time or what is going on now, whereas <i>I ate</i> (yesterday) shows what has happened in past time. Note that the word <i>yesterday</i> can be used with past tense verbs, but not with present tense verbs. 	<p>Today: <i>gananggur</i> or <i>imilang</i></p> <p>Yesterday: <i>bigauga</i> or <i>iruk-biruk</i></p>	<ul style="list-style-type: none"> • For some good explanations and examples from English, see Grammarpedia. • Discuss verbs in Aboriginal Languages which generally (but not always) have different endings for past, present and future tenses.
Farewell activity			This farewell routine should be used every day.

Topic 4: Present and Past Tense Verbs

Overview	Activities	Sample Language (Yorta Yorta / Bangerang)	Comments
Greeting routine as in Activity 1.			
Then and now	<ul style="list-style-type: none"> • In Aboriginal Languages verbs have different endings for tense (ie, time), e.g. present and past time. Learn how to say <i>I</i> with some common verbs using both the present and past tense. Practise using flashcards with red lettering for verbs (actions) in the present tense and blue lettering for past actions. • Revise verbs known and then practise, eg, <i>today I</i> 	<p>Today I go: <i>Nga yanna gananggur/imilang</i></p> <p>Yesterday I went: <i>Nga yan banga bigauga/iruk-biruk</i></p> <p>I see: <i>Nga nhan</i></p> <p>I saw: <i>Nga nhan</i></p> <p>I speak: <i>Nga lotjpa</i></p> <p>I spoke: <i>Nga lotjpatj banga</i></p>	<ul style="list-style-type: none"> • Use verbs that are available in the Language being studied, preferably those that can be used every day, like <i>to go</i>, <i>to be good</i>, <i>to swim</i>, <i>to hunt</i>. • Exercises need to be tailored according to the students' understandings and the Language available.

	<p><i>eat, yesterday I ate.</i> Create a wall chart for the classroom, using kinship terms, e.g. <i>Dad sleeps, Grandma slept.</i></p>		<ul style="list-style-type: none"> Some students have difficulty with tenses, hence the steps in learning are gradual with the complete omission of future time at this point. <p>Note for LOTE teachers: With other languages, plural number would also be introduced at this stage. However, Aboriginal Languages have considerably more pronouns than non-Aboriginal languages eg, I, you, we two (including you), we two (not including you), we all (including you), we all (not including you), and sometimes we three (including you) and we three (not including you). Click the links below for more information on number; and/or inclusivity in Aboriginal Languages.</p>
Farewell activity			This farewell routine should be used every day.

Topic 5: The Stars

Overview	Activities	Sample Language (Yorta Yorta / Bangerang)	Comments
Greeting routine as in Activity 1.			
Aboriginal astronomy	<ul style="list-style-type: none"> Invite an Aboriginal person to speak about the traditional Aboriginal astronomy of your area, and its relationship to their seasons. Explore aspects related to weather, plants, and/or animals. Find creation stories associated with the stars 	<p>Star: <i>duta</i> Comet: <i>duta</i> Moon: <i>yuri</i> or <i>yuringadja</i> Moonlight: <i>yuringuk</i></p>	<ul style="list-style-type: none"> Revisit From Ochres to Eel Traps for information. See the CSIRO's Australian Aboriginal Astronomy site See Aboriginal Astronomy Mysteries by David R. Griffiths See

			<p>The Astronomy of the Boorong by John Morieson</p> <ul style="list-style-type: none"> • See also www.johnmorieson.com
Clusters of stars	<ul style="list-style-type: none"> • Investigate constellations and stars that feature in stories and visit a science museum or a Victorian astronomical society to see what they look like. • Aboriginal people use the stars in a different way – investigate the Emu in the Sky. • Research Challenge: The arrival of Arcturus, in the person of Marpeankurrk, showed the Boorong when to find the pupa of the wood ant, (Aug./Sept. part of diet). Which Dreaming Story tells of this? • In SE Australia, when the Boorong clan saw the giant fish against the setting sun (Otchocut), they knew the cod had spawned in the big river to the north and it was time to visit family and feast on the cod. Find other similar local stories and compile a set on the class website. 	Constellation: <i>duta</i>	<ul style="list-style-type: none"> • Victorian Astronomical Societies • The Emu in the Sky • Scienceworks • See also the references in the previous activities • See Stories in the Stars for Marpeankurrk • See John Morieson's site for more on Aboriginal astronomy • Local stories can be substituted for those in the activities. • The suffix <i>kurrk</i> or <i>gurrk</i> in Kulin Languages means 'female'. In Woiwurrung, stories relating to stars, firesticks, the moon and the emu sisters are feminine, and stories relating to the sun are masculine.
Farewell activity			This farewell routine should be used every day.

Topic 6: Fire

Overview	Activities	Sample Language (Yorta Yorta / Bangerang)	Comments
Greeting routine as in Activity 1.			
Fire as a tool	<ul style="list-style-type: none"> • Students survey Community members about Aboriginal “controlled burning” to maintain the fertility of the land, and make notes. • A community member demonstrates how to start a fire by different traditional methods. • Imagine you could look into the past and see an Aboriginal person making a fire to cook goanna. Write about the process taken to make the fire and to cook the goanna. • Make notes on the functions of fire sticks for land clearing, hunting and signaling messages. 	Fire: <i>bitja</i> Large communal fire: <i>wulumbara</i> Firewood: <i>bitjau</i>	<ul style="list-style-type: none"> • For methods of starting a fire see also pp393-407 of Volume 1 of Smyth, R. Brough • Controlled burning • Firestick Farmers
Farewell activity			This farewell routine should be used every day.

Topic 7: Environmental Concerns

Overview	Activities	Sample Language (Yorta Yorta / Bangerang)	Comments
Greeting routine as in Activity 1.			
	<ul style="list-style-type: none"> • Consult with a community member to learn or write a simple song about the natural world in Language. • Create a poster or leaflet for a class competition to publicise the many ways in which Aboriginal people conserved food supplies and protect the land. 	To sing: <i>bayiya</i> or <i>ganya</i> Country, land: <i>woka</i>	

	<ul style="list-style-type: none"> • Work out a short puppet role-play for younger students, illustrating how Aboriginal people cared for country. If you know enough language, do this in Language; if not, get the message across with some significant words in Language and gestures. • What were the effects of colonisation on the land in your local area? Prepare a talk for the class. 		<ul style="list-style-type: none"> • See <i>The Possum Hunt</i> by Auntie Iris Lovett-Gardener
<p>Land Reclamation and Language Reclamation</p> <p>Change is a global phenomenon</p>	<ul style="list-style-type: none"> • Discuss the parallels of land and Language reclamation. How many Victorian Aboriginal Languages are being reclaimed? Where are they located? • Students research language reclamation and revitalisation in other parts of Australia. • How many languages are being reclaimed world-wide? 		<ul style="list-style-type: none"> • See the Hans Rausing Endangered Languages Project • See the VACL website • See the Aboriginal Languages of Victoria resource portal • See also the Aboriginal Languages of Victoria Resources website
Farewell activity			This farewell routine should be used every day.

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 Early Childhood Development's Principles of Learning and Teaching \(PoLT\)](#) follow this link.

Teacher resources

A comprehensive list of teacher resources is available under the resources tab on the [Aboriginal Languages, Cultures and Reclamation in Victorian Schools](#) website. This site provides links to other states' Language programs, and to a wide range of resources.

Student resources

A comprehensive list of student resources is available under the resources tab on the [Aboriginal Languages, Cultures and Reclamation in Victorian Schools](#) website. This site provides links to other states' Language programs, and to a wide range of resources.

Assessment

The Victorian Essential Learning Standards support a combination of assessment practices:

- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (ongoing)

Further information on these can be found at:

<http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/>

Additional information is provided on the [Languages Other Than English domain page](#). Although Aboriginal Languages are included in the Roman alphabetical languages category, the standards specific to Aboriginal Languages can be found in the VELS [Aboriginal Languages, Cultures and Reclamation in Victorian Schools: standards P-10 and protocols](#).

When assessing student achievement, assessment criteria can be developed from relevant standards and associated tasks or activities. The table below shows a range of assessment criteria, tools and strategies applicable to this unit. Teachers could choose to use some or all of these or use the unit to assess other standards.

Standards - Aboriginal Languages, Cultures and Reclamation in Victorian Schools	Evidence
<p>At Pathway 2 Level 5, students:</p> <ul style="list-style-type: none"> • Participate in greetings • Respond to instructions and visual clues • Begin to explain the issues for translation between languages • Demonstrate reclamation skills through various strategies including direct learning from the Language team • Identify, record and/ or pass on the key ideas from spoken languages. • Research and document the Language being studied through personal interview and other strategies including use of ICT • Identify Aboriginal Languages in their region • Appreciate the roles of language in maintaining culture, identity and knowledge • Explain how the Language and culture help promote the sustainable care of the environment • Develop knowledge of protocols and skills of working ethically with each other and with Aboriginal communities 	<p>Teacher observations and records of students' skills in:</p> <ul style="list-style-type: none"> • Using greetings and farewells (all activities) • Instructional words (activity 2) • Cultural differences (activity 3) • Reclamation ideas (activity 4) • Discovery and annotation of ideas about stars and fire. (activities 5,6) • Aboriginal kinship (activity 1), survival (activity 2), recording words learned (activity 2) • History of the area (activity 1), Kinship (activity 2) • Kinship (activity 2), Aboriginal community leaders (activity 2), Language and culture (activity 3) • Survival techniques (activity 1) Puppet show (activity 7) • Protocols for Language reclamation (activity 4)

<ul style="list-style-type: none"> • Demonstrate knowledge of the richness of vocabulary concerned with family ties and country in Aboriginal Languages • Understand the importance of maintaining the cultural values, beliefs and knowledge associated with the chosen Language by comparing and contrasting various ways of life • Demonstrate knowledge and understanding of the impact on and involvement of Aboriginal people in the history of Australia from the time of colonisation onwards • Demonstrate an awareness of Language revival and maintenance efforts and discuss the importance of this process • Demonstrate understanding of local stories contained in oral passages ... by Aboriginal and Torres Strait Islander people through the production of responses in oral, artistic and literary forms 	<ul style="list-style-type: none"> • Aboriginal kinship as an enduring social system (activity 2) • Survival techniques (activity 1), Aboriginal kinship (activity 2), Language and culture (activity 3), Contact between Aboriginal and European people (activity 3) • Aboriginal community leaders (activity 2), Contact between Aboriginal and European people (activity 3) • Language reclamation (activity 4) • Aboriginal stories and their role in sustaining Aboriginal culture (activity 2)
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Total Physical Response (TPR): In second language teaching, total physical response is based on listening and linking a word or phrase to a particular physical action. This reinforces comprehension of basic items.