



# Victorian Essential Learning Standards

## Sample Unit



## Parts of the Body

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

<b>Introduction.....</b>	<b>2</b>
<b>Establishing the Learning Environment.....</b>	<b>2</b>
<b>Victorian Essential Learning Standards.....</b>	<b>4</b>
<b>Teaching, Learning and Assessment Activities .....</b>	<b>5</b>
<i>Topic 1: Human Bodies .....</i>	<i>6</i>
<i>Topic 2: Animal Bodies.....</i>	<i>8</i>
<i>Topic 3: Extension of meaning and body part words .....</i>	<i>10</i>
<i>Topic 4: Aboriginal Counting Systems Using Parts of the Body .....</i>	<i>12</i>
<b>Unit Resources .....</b>	<b>14</b>
Websites.....	14
Teacher resources .....	14
Student resources .....	14
<b>Assessment .....</b>	<b>15</b>

## 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](#).*

*Parts of the Body* looks at human body parts, animal body parts, the contribution of body part words to naming and meaning extension, and Aboriginal counting systems that use body parts for enumeration. Students are introduced to new Language through studying these aspects of Aboriginal Languages.

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](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.
- 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 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 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

*Parts of the Body* provides opportunities to observe students against elements of the Standards for *Aboriginal Languages, Cultures and Reclamation in Victorian Schools: standards P-10 and protocols* (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	<ul style="list-style-type: none"> <li>• Reproduce and extend Language models</li> <li>• Participate in greetings</li> <li>• Participate in question-answer routines</li> <li>• Respond to instructions and visual clues</li> <li>• Describe and compare features of the structures in languages</li> <li>• Begin to explain the issues for translation between languages</li> <li>• Demonstrate reclamation skills through various strategies including direct learning from the Language team and investigation of dictionaries and wordlists</li> <li>• Research and document the Language being studied through personal interview and other strategies including the use of ICT</li> </ul>
Discipline-based learning	Languages Other Than English	Intercultural knowledge and language awareness	<ul style="list-style-type: none"> <li>• Identify Aboriginal Languages in their region</li> <li>• Appreciate the roles of language in maintaining culture, identity and knowledge</li> <li>• Relate their language learning to other areas of the curriculum</li> <li>• Demonstrate an awareness of Language revival and maintenance efforts and can discuss the importance of this process</li> </ul>

## 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 *Parts of the Body* through human body parts, animal body parts, the contribution of body part words to naming and meaning extension, and Aboriginal counting systems that use body parts for enumeration. It includes the use of appropriate greetings and farewells, and the ability to follow classroom instructions in Language. The sample Language used in this unit is Wergaia, 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 are:

- Topic 1: Human Bodies
- Topic 2: Animal Bodies
- Topic 3: Extension of Meaning and Body Part Words
- Topic 4: Aboriginal Counting Systems Using Parts of the Body

## Topic 1: Human Bodies

Overview	Activities	Sample Language (Wergaia)	Comments
Greetings	Practise greetings: <ul style="list-style-type: none"> <li>• Greet the students in Language</li> <li>• Students return the teacher's greeting</li> <li>• Students greet any guests in Language</li> <li>• Students greet each other in Language</li> </ul>		<ul style="list-style-type: none"> <li>• This greeting routine should be used every day.</li> </ul>
Introduce new words for parts of the body as well as instructional word/s and practise these orally	<ul style="list-style-type: none"> <li>• Fill in the boxes on <a href="#">The Skeleton</a> outline to introduce human body parts in Language and students repeat the words in Language.</li> <li>• Record words for body parts in student's online personal wordlist. Also add them to the class wordlist.</li> <li>• Total Physical Response (TPR). Teacher calls out actions in Language only and students respond with the appropriate action.</li> </ul>	<p><b>Head:</b> <i>burrp</i>  <b>Shoulders:</b> <i>burrburrung</i> or <i>dadyirruk</i>  <b>Knees:</b> <i>badying</i>  <b>Toes:</b> <i>wadyip dyina</i>  <b>Eyes:</b> <i>mirr</i> or <i>murrin</i>  <b>Ears:</b> <i>wirrimbul</i>  <b>Mouth:</b> <i>dyarrp</i>  <b>Nose:</b> <i>garr</i>  <b>Face:</b> <i>mirr ba garr</i>  <b>Lips:</b> <i>wurru</i>  <b>Chin:</b> <i>burrp nganyi</i></p> <p><b>Here:</b> <i>gimba</i> (close by), <i>nyua</i> (a little further)  <b>There:</b> <i>giyu</i> (close), <i>mainyuk</i> (some distance), <i>maluk</i> (out of sight), <i>maiuk</i> (a very long way)  <b>This:</b> <i>ging</i> (close), or <i>gilwa</i>, or <i>nyinya</i> (this one), or <i>nguli</i> (this one)</p> <p><b>Come!</b> : <i>warti</i> (singular), <i>wartiwat</i> (plural)  <b>Sit!</b>: <i>ngangi</i> (singular), <i>ngangiawat</i> (plural) or <i>ngengi</i> (singular), <i>ngengiawat</i> (plural)  <b>Speak!</b> (intransitive): <i>wurreki</i> (singular), <i>wurrekiwat</i> (plural)  <b>Say (something)/tell (someone)!</b> (transitive): <i>giyi</i> (singular), <i>giyiwat</i> (plural)  <b>Throw!</b>: <i>yunggi</i> (singular), <i>yunggiwat</i> (plural)  <b>To shake:</b> <i>wurrenga</i> or <i>murra-murra</i></p> <p><b>I ran:</b> <i>barrapinan</i>  <b>I will run:</b> <i>barrapinyan</i>  <b>I run:</b> <i>barrapan</i>  <b>I am running:</b> <i>barrapangan</i>  <b>I was running:</b> <i>barrapinangan</i>  <b>I will be running:</b> <i>barrapinyangan</i></p>	<ul style="list-style-type: none"> <li>• When saying 'Here is my head', etc. many Languages simply put the two words <i>here</i> and <i>head</i> side by side, eg <i>gimba burrp</i>, or they use the possessive suffix <i>-ek</i> 'my' on the head, eg, <i>gimba burrp-ek</i> 'Here is my head.'</li> <li>• <a href="#">Total Physical Response</a></li> <li>• Choose the instructional words appropriate for your class.</li> <li>• <i>Gimba burrpek</i> This is (here) my head <i>Wurrengak bengin</i> Shake your body</li> </ul>

<ul style="list-style-type: none"> <li>• Language use</li> </ul>	<ul style="list-style-type: none"> <li>• Download the <a href="#">Magic Crayons</a> song <i>Here's my head</i>. Translate this activity into Language and practice in class. Alternatively, translate <i>Heads, Shoulders, Knees and Toes</i>, or create a relevant rap song</li> <li>• Students create a body parts game with Gamemaker and play each other's games</li> <li>• Students use flash cards to revise <i>Here's My Head</i> or <i>Heads and Shoulders</i> in Language, then sing the song in Language with actions. Video the class performance for revision purposes and/or to show others</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Gamemaker</a></li> </ul>
<p>Language names</p>	<ul style="list-style-type: none"> <li>• Many of the Aboriginal Language names in Victoria relate to body parts, eg, <i>wurrung</i> or <i>wurru</i> means 'mouth' or 'lips' in most Kulin Languages, and <i>djali</i>, <i>dyaling</i> or <i>dyalang</i> means 'tongue'. Many others are named after their word for 'no', eg, <i>Wemba Wemba</i>, <i>Wergaia</i>, <i>Yorta Yorta</i>. Students research the meaning of local Language names and record these, along with their meanings, in their wordlist</li> </ul>		<ul style="list-style-type: none"> <li>• See <a href="#">VACL map</a> for Victorian Language names</li> </ul>
<p>Farewells</p>	<p>Practise farewells:</p> <ul style="list-style-type: none"> <li>• Farewell the students in Language</li> <li>• Students return the teacher's farewell</li> <li>• Students farewell any guests in Language</li> <li>• Students farewell each other in Language</li> </ul>		<ul style="list-style-type: none"> <li>• This farewell routine should be used every day.</li> </ul>

## Topic 2: Animal Bodies

Overview	Supporting the activities	Sample Language (Wergaia)	Comments
Greeting routine			See Topic 1
Revision and new words	<ul style="list-style-type: none"> <li>Revise words learned earlier by viewing a video or through games</li> <li>Introduce/revise animal words with flashcards</li> </ul>	<b>Female:</b> <i>gurrk</i> <b>Baby:</b> <i>bubup</i> <b>Tail:</b> <i>berrk</i> <b>Body/flesh:</b> <i>beng</i> <b>Feather:</b> <i>wityan</i> <b>Arm:</b> <i>datyuk</i> <b>Nail or claw:</b> <i>lirri</i> <b>Fingernail:</b> <i>lirri-manya</i> <b>Toenail:</b> <i>lirri-dyina</i>	<ul style="list-style-type: none"> <li>Note that the words for <i>wing</i> and <i>arm</i> are often the same, as are <i>wing</i> and <i>shoulder blade</i>, and <i>claw</i> and <i>fingernail</i></li> </ul>
People and animals	<ul style="list-style-type: none"> <li>Discuss the relationship between human and animal body parts, eg in some Aboriginal Languages animals are seen as having arms and legs, rather than four legs.</li> <li>Students research how many human body part words in the target Language are used for animal body parts, eg, compare <i>nose</i> and <i>beak</i>, <i>wing</i> and <i>arm</i>. Why does this occur?</li> <li>Discuss the similarity of behaviors in animals and humans, e.g. caring for their young, finding shelter from the heat</li> <li>Students research the uses Aboriginal people make of animal products, eg, using possum skins for cloaks, using kidney fat</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Linguistic Explanations</a></li> <li>In some Languages, the word for 'tail' has a second meaning that in some Languages that may be best avoided in the classroom.</li> <li>Most Aboriginal Languages have a causative suffix (ending) that creates new, related words. Eg, 'good' is <i>dalk</i>. Add the causative ending <i>-una</i> and you get <i>dalguna</i>, which means 'to cure', literally <i>cause to be good</i>. This could be useful for creating new words, eg, <i>dyaka</i> 'to eat' and <i>dyakuna</i> 'to feed', literally <i>cause to eat</i>.</li> </ul>
Animal body parts	<ul style="list-style-type: none"> <li>Using a dictionary or the</li> </ul>	<b>To hear:</b> <i>ngarranga</i> or <i>nyerna</i>	<ul style="list-style-type: none"> <li>The words for</li> </ul>



	<p>'Language to English' list on the ALV Portal, search for animal names that relate to salient body parts, eg, <i>gurnwil</i> 'black snake' is literally 'neck-having'. 'Echidna' is another example of this kind of meaning extension, which utilises the 'having' suffix.</p> <ul style="list-style-type: none"> <li>• Sometimes an animal or bird's name can assist in identifying which variety it is, eg, the large, white-chested cormorant is called <i>derri-dyang mert-merrel</i>. <i>Mert-merrel</i> is the name of the large black cormorant, and <i>derri-dyang</i> is literally 'white-chest'. Students search for similar names that differentiate between varieties of one species of animal or bird in the target Language.</li> <li>• Consider how different animals catch their prey, particularly wild animals in the local area. Discuss movements using arms and legs, and learn appropriate verbs, such as 'to run', 'to swim', 'to scratch', using TPR.</li> <li>• Using their wordlist and other resources, students create sentences using body parts, animal words and verbs, reinforcing the use of appropriate suffixes, such as the ergative/instrumental marker and tense.</li> </ul>	<p><b>To listen:</b> <i>nyemila</i>  <b>To catch or grab:</b> <i>garrka</i>  <b>To catch in a net:</b> <i>ngarrilang</i>  <b>To hit:</b> <i>daka</i>  <b>To hit with a weapon or axe:</b> <i>dauwa</i>  <b>To hit or jog:</b> <i>dyilpa</i>  <b>To hit or knock into:</b> <i>dyilpakana</i>  <b>To scratch:</b> <i>banga</i>  <b>To fly, rise up in flight:</b> <i>baika</i></p> <p><b>Ergative / Instrumental marker:</b> <i>-u</i> or <i>-ku</i>  <b>Past tense:</b> <i>-in</i>  <i>eg</i>  <i>Garrkin werrpil<u>u</u> didyi-garrup</i>  Caught eaglehawk mouse  <i>lirru</i>.  with claws  'The eaglehawk caught the mouse with his claws.'</p>	<p><i>mother</i> and <i>father</i> are often used for <i>female</i> and <i>male</i> animals</p> <ul style="list-style-type: none"> <li>• Where English differentiates between 'seeing' and 'looking', this might be indicated in an Aboriginal Language by the use of suffixes, eg, one word for 'to hear' in Wergaia is <i>nyerna-</i> and 'to listen' is <i>nyemila</i>, literally 'to hear' plus the continuative suffix – <i>ila</i>, ie, 'to hear continuously'.</li> <li>• The ergative case marker is used as an ending on nouns that are the subject (do-er to) of an action that affects someone or something else. If we compare the following two examples:  (1) The <b>snake</b> bit the boy.  (2) The <b>snake</b> was</li> </ul>
--	--	--	--

			<p>sleeping. the ergative marker would be used on the 'snake' in (1) because the boy was affected by the biting, but <u>not</u> on 'snake' in (2) as the action of sleeping does not affect anyone or anything else (other than the snake itself!).</p> <p>The instrumental case marker goes on the tool or instrument used to carry out the action of the verb, e.g.:</p> <p>(3) The boy killed the snake with a <b>stick</b>. In (3) the instrumental marker would go on 'stick' because that is what was used to do the killing <u>and</u> the ergative marker would go on 'boy' as the subject (do-er to) of the action <i>killed</i>.</p>
Recording new words	<ul style="list-style-type: none"> <li>Insert new words found in the above tasks into personal word list and class wordlist</li> </ul>		
Farewell routine			<ul style="list-style-type: none"> <li>See Topic 1</li> </ul>

### Topic 3: Extension of meaning and body part words

Overview	Supporting the activities	Sample Language (Wergaia)	Comments
Greeting routine			See Topic 1.
Revision and new words	<ul style="list-style-type: none"> <li>Use TPR to revise body part words, play games created earlier or watch videos of class activities</li> <li>Add new words to individual and class</li> </ul>	<p><b>Brain:</b> <i>mirrk-purp</i>  <b>Stomach:</b> <i>wutyup</i> or <i>bili</i> or <i>badyi-bili</i> or <i>dyarrun</i>  <b>Kidney:</b> <i>wadying</i>  <b>Fat:</b> <i>bebul</i>  <b>Liver:</b> <i>binity</i> or <i>buty</i>  <b>Heart:</b> <i>wutyup</i></p>	

	<p>wordlists</p> <ul style="list-style-type: none"> <li>• Write the names of new body parts on the skeleton diagram</li> <li>• Teacher or a student points to a body part and asks <i>What is this?</i> Others reply in Language.</li> <li>• Like animals, birds can be named after salient body parts also. Students find bird names that incorporate salient body parts.</li> </ul>	<p><b>Bottom/backside:</b> <i>mum</i>  <b>Back:</b> <i>wart or warrem</i>  <b>Beard/whiskers:</b> <i>nganyi</i>  <b>Blood:</b> <i>gurrk</i>  <b>Bone:</b> <i>galk</i>  <b>Metacarpal (hand) bone:</b> <i>galki manya</i>  <b>Metatarsal (foot) bone:</b> <i>galki dyina</i>  <b>Cheek:</b> <i>darruk</i>  <b>Chest:</b> <i>dyang</i>  <b>What:</b> <i>nyanya</i></p>	
Language use	<ul style="list-style-type: none"> <li>• A student uses a puppet to interview other students, asking in Language 'What is the matter with you?' Each student replies in Language with an appropriate gesture 'My [body part] hurts', each using a different body part. Students record correct responses.</li> <li>• Using <a href="#">Cartoon Storymaker</a>, students create cartoons in Language based on the puppet interviews.</li> </ul>	<p><b>What is the matter with you?:</b> <i>Nyanyarr yuma?</i></p> <p><b>My head hurts:</b> <i>Darna burpek.</i>  <b>My back hurts:</b> <i>Darna wartek.</i></p>	
Meaning extension	<ul style="list-style-type: none"> <li>• Discuss how English extends the meaning of body part words to create new words that are analogous to the body part, e.g. <u>head</u> of a school, <u>foot</u> of the mountain, <u>leg</u> of a table, <u>right hand</u> man, <u>eye</u> of a storm, <u>mouth or arm</u> of a river, etc. This is called <i>meaning extension</i>, and it is a way to create new words.</li> <li>• Search Language</li> </ul>		<ul style="list-style-type: none"> <li>• Use the 'site search'</li> </ul>

<sup>1</sup> This sentence was recorded by Rev Hartmann in [Smyth 1878 Vol 2, page 53](#).

	wordlists, documents or the ALV portal to find examples of meaning extension relating to body parts in the target Language, eg, <i>head</i> and <i>hill</i> might be the same. This process is often used in Language reclamation, e.g. in the SA Language Kurna, 'computer' is <i>mukamuka karndo</i> , where <i>mukamuka</i> means 'brain' and <i>karndo</i> means 'thunder and lightning' or 'electricity'. Hence <i>mukamuka karndo</i> is literally 'lightning brain' <sup>2</sup> .		function on the <a href="#">ALV Portal</a> to find some examples. Eg, type <i>head</i> into the site search. Under the entry 'head' you will find the Wergaia word <i>burrp</i> . Now type <i>burrp</i> into the site search and check each of the entries produced. You will find that <i>burrp</i> is used in <i>burrp lia</i> . Go to the Wergaia list and look up <i>burrp lia</i> . It is the word for 'back tooth'. Can you see why it is used?
Farewell routine			<ul style="list-style-type: none"> <li>See Topic 1</li> </ul>

#### Topic 4: Aboriginal Counting Systems Using Parts of the Body

Overview	Supporting the activities	Sample Language (Wergaia)	Comments
Greeting routine			See Topic 1
Revision and new words	<ul style="list-style-type: none"> <li>Revise vocabulary with games such as Concentration, Bingo etc</li> <li>Students add new words to their skeleton diagram</li> </ul>	<b>Foot:</b> <i>dyina</i> or <i>dyinanggi</i> <b>Hand:</b> <i>manya</i> <b>Arm:</b> <i>datyuk</i> <b>Leg:</b> <i>gam</i> <b>Thigh:</b> <i>garrip</i> <b>Calf of Leg:</b> <i>burrp</i> <b>Thumb:</b> <i>Bap manya</i> ( <i>lit. mother of hand</i> ) <b>Finger:</b> <i>yulup-yulup-manya</i> <b>Fingernail:</b> <i>lirri manya</i>	
Language use	<ul style="list-style-type: none"> <li>Students create a simple crossword in Language</li> <li>Record new words in online wordlist and class wordlist</li> <li>Students extend their Gamemaker games using the new words</li> </ul>	<b>Hello:</b> <i>dalkaiangarr</i> ( <i>formal – lit. are you well</i> ), <i>dalk</i> ( <i>informal – hi!</i> ) <b>I am well:</b> <i>dalkaiangan</i> or <i>dalkaian</i> <b>I am not well:</b> <i>werrkan dalkaia</i> <b>I am sick:</b> <i>gadyilan</i> or <i>gadyilangan</i> ( <i>continuously</i> ) <b>Yes:</b> <i>ngai</i> <b>No:</b> <i>werrkaia</i> or <i>ngalanya</i> or <i>maal</i> or <i>ngatpan</i>	

<sup>2</sup> Senior Secondary Assessment Board of South Australia (1996). *Australia's Indigenous Languages* p131. SSABSA: Wayville, SA

	<ul style="list-style-type: none"> <li>• Students practice a simple exchange such as <i>Are you well? Yes I am. No I'm not.</i> etc</li> </ul>		
Research Aboriginal counting systems that use parts of the body	<ul style="list-style-type: none"> <li>• Students research Aboriginal counting systems that use parts of the body and create a presentation on what they have learnt, comparing different Aboriginal body part counting systems.</li> <li>• Students practise body part counting in the target Language</li> <li>• Make a short video about body part counting and use for revision</li> <li>• Research where else in the world body part counting is found</li> </ul>		<ul style="list-style-type: none"> <li>• Victorian <a href="#">Body Part Counting Systems</a> For other Victorian systems, contact <a href="#">VACL</a></li> <li>• <a href="#">Australian Aboriginal and Islander mathematics</a></li> <li>• <a href="#">The Name of the Number</a></li> </ul>
Farewell routine			<ul style="list-style-type: none"> <li>• See Topic 1</li> </ul>

# 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	Standards	Evidence
<a href="#">Aboriginal Languages, Cultures and Reclamation in Victorian Schools</a>	<p><i>Communicating in a language other than English</i></p> <ul style="list-style-type: none"> <li>• Reproduce and extend Language models</li> <li>• Participate in greetings</li> <li>• Participate in question-answer routines</li> <li>• Respond to instructions and visual clues</li> <li>• Describe and compare features of the structures in languages</li> <li>• Begin to explain the issues for translation between languages</li> <li>• Demonstrate reclamation skills through various strategies including direct learning from the Language team and investigation of dictionaries and wordlists</li> <li>• Research and document the Language being studied through personal interview and other strategies including the use of ICT</li> </ul> <p><i>Intercultural knowledge and language</i></p>	<p>Teacher observations and records of students' skills in:</p> <ul style="list-style-type: none"> <li>• Greetings, farewells and other Language use by students, sentence creation (all topics)</li> <li>• Greetings and farewells (all topics)</li> <li>• <i>What is this</i> and <i>What is the matter with you</i> (topic 3), <i>Are you well</i> (topic 4)</li> <li>• TPR (all topics)</li> <li>• Language names (topic 1), comparing body part words, names relating to body parts (topic 2), meaning extension exercise (topic 3)</li> <li>• Comparing body part words (topic 2)</li> <li>• Acquisition of new words (all topics), comparing body part words, animal names relating to body parts, sentence creation (topic 2), meaning extension (topic 3), body part counting (topic 4)</li> <li>• Research tasks (all topics)</li> </ul>

	<p><i>awareness</i></p> <ul style="list-style-type: none"> <li>• Identify Aboriginal Languages in their region</li> <li>• Appreciate the roles of language in maintaining culture, identity and knowledge</li> <li>• Relate their language learning to other areas of the curriculum</li> <li>• Demonstrate an awareness of Language revival and maintenance efforts and can discuss the importance of this process</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Language names (topic 1)</li> <li>• Language names (topic 1), animal names relating to body parts (topic 2), meaning extension (topic 3), body part counting (topic 4)</li> <li>• Body part counting (topic 4)</li> <li>• Meaning extension (topic 3)</li> </ul>
--	--	--