



Eels

Victorian Aboriginal Languages Levels 7-10

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# Introduction

This unit focuses on Australian eels and their uses in Aboriginal culture. Students are introduced to new Language through a comprehensive study of eels and their uses in Aboriginal Victoria, including the life cycle of eels, eel fishing, eels as food and as a commodity for trade, eel festivals and the history of eel farming in Victoria.

It includes the use of appropriate greetings and farewells, and the ability to follow classroom instructions in Language. Communities will have their own spelling system for their Language, and this should be used in the Language program. Available words will vary from Language to Language. The activities below are suggestions only. Teachers should choose those activities that are suitable for their students.

The topics are:

* Topic 1: Australian Eel Life Cycle
* Topic 2: Eel Fishing
* Topic 3: Eels for Food and Trade
* Topic 4: Eel Festivals
* Topic 5: Sustainability of Aboriginal Fishing

Appropriate consultations with relevant Aboriginal communities are always central to the development of curricula and the provision of learning programs in schools. Victorian government schools are required to act in accordance with the*[Koorie Cross-Curricular Protocols for Victorian Government Schools.](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx)* The[*Victorian Aboriginal Education Association Inc*](http://www.vaeai.org.au/)(VAEAI) has produced a guide,[*Protocols for Koorie Education in Victorian Primary and Secondary Schools*](http://www.vaeai.org.au/support/dsp-default.cfm?loadref=126)*,* to assist schools to provide a welcoming environment for Aboriginal community members and how to work respectfully with the Koorie community to enrich schools' teaching and learning programs.

For assistance in identifying the appropriate people to consult, please contact [*VAEAI*](http://www.vaeai.org.au/)*.* Government schools can also seek assistance from the Department of Education and Training’s[*Koorie Education Workforce*](http://www.education.vic.gov.au/about/contact/Pages/wannikregional.aspx)*,* and Catholic schools can contact the Education Officer for Aboriginal and Torres Strait Islanders in their relevant diocese. The[*Victorian Aboriginal Corporation for Languages*](http://www.vaclang.org.au)(VACL) can also provide assistance.

# Establishing the Learning Environment

* The Language being reclaimed, rather than English, should be used wherever and whenever possible.
* A Welcome to Country or Acknowledgement of Country, whichever is appropriate, should be made at the beginning of class.
* Cards/posters with Language words can be put around the room, with an appropriate picture/drawing. Laminated cards, both small and large, can be utilised in many activities.
* Free teaching resources can be borrowed from the [Languages and Multicultural Education Resource Centre (LMERC)](http://www.education.vic.gov.au/studentlearning/programs/lmerc/catalogue.htm). Pictures could be sourced from the [Koori Mail](http://www.koorimail.com/) or similar Aboriginal publications.
* Victorian Aboriginal Language materials can be obtained by contacting the Victorian Aboriginal Corporation for Languages, or by going to [www.vaclang.org.au](http://www.vaclang.org.au).
* Parents and community members should be encouraged to participate in the lesson, and students could take their portfolio of work home to share with others, to aid the reclamation process in the community.
* Each student could take home a sheet of paper with the new words from each lesson to share. Alternatively, a sound file containing the new words could be emailed to parents and community members, or given to each student on an MP3 player/recorder to take home.
* Sharing information and resources with other schools teaching the same Language is encouraged. In cases where this involves a primary school and a secondary school, a mentoring program could be undertaken.
* Information about Victorian Aboriginal Languages in school programs can be found on the [Aboriginal Languages, Cultures and Reclamation in Schools website](http://www.vcaa.vic.edu.au/alcv/about.htm).
* Aboriginal and Torres Strait Islander cultural events should be celebrated throughout the year. It would be valuable for the entire school to be involved in these celebrations.
* It is suggested that the Language team liaise with any teacher involved in these areas of study when delivering this unit, to ensure a whole school approach.

**Information for Language Teams**

It is important to understand and be sensitive to the fact that Victorian Aboriginal Languages are revival Languages. This means that, initially at least, there may be gaps in the Language that prevent students and teachers from utilising standard languages methodology. For example, in a Language classroom, students are routinely taught how to say *I like* or *I don’t like* in the language they are studying, but, in all probability, this will not be possible in most Victorian Aboriginal Languages, particularly those in the early stages of reclamation. This may be due to the amount of Language that was retained in the community and/or recorded in the old sources, or it may be that this was not a concept adopted by Aboriginal people 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 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 10. The **content descriptions** for Victorian Aboriginal Languages explain what has to be taught to the students between Levels 7-10.

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

*students use the language to initiate, sustain and extend interactions, and to exchange information about interests, experiences and aspirations*

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

*engage with peers, the teaching team and visiting Elders/community members to exchange information about interests, experiences, plans and aspirations* (ACLFWC174)

(what you need to teach the students to do).

The [Curriculum Mapping Template](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/languages.aspx) has been designed to support language teams to identify, and keep track of, the content descriptions and achievement standards addressed by the content of your lessons. It is recommended that you read the Curriculum Mapping Instructions provided on the site.

## Victorian Aboriginal Languages Sample Units

There is no set order for the sample units on this website. Schools should order the units to suit their needs, students and other school programs.

Each sample unit presents a wide range of possible topics and activities that teachers may use in short or extended learning programs, depending on the age and interests of the students and language availability for particular topics.

**Community language and cultural input** is an assumed aspect of the development of each topic. It is expected that students will have opportunities for community input into their study of the topic of between 40 – 60 minutes across the unit. This will vary depending on the time allocated to each topic.

Each unit includes **language development** and revision exercises. Language activities may be distributed throughout the course of the unit. Each unit has been designed to involve 40 – 60 minutes of teaching and learning associated with language reinforcement and the acquisition of new language, including grammar, vocabulary and language specifically related to the topic.

Each topic involves a **cultural investigation**. There are many opportunities for student to engage with culture, language and the community through the investigations. Students may undertake some or all of the activities presented in the topic. Students use appropriate extended language to describe their findings, with emphasis on the development of extended text production (oral or written) in the language. Each unit has been designed to involve cultural investigation of between 30 – 120 minutes, depending on the age and level of language learning of the students.

Each topic provides **activities** that encourage students to apply their understanding of language, knowledge, culture and identity. Activities may be chosen as class activities or students may be encouraged to pursue their own interests from the range of activities provided. It is expected that students create a product or performance that can be shared with others and the community and demonstrate the use of language to describe their product or performance. Each activity has been designed to take 50- 60 minutes, but this will vary depending on the complexity of the activity and the extent of student engagement. Activities are generally linked to one or more aspects of the cultural investigation.

## Assessment

Before beginning an activity, assess the existing level of students’ knowledge. A range of strategies can be used for assessment, for example, if you greet the students in Language, the responses may range from familiarity with the greeting to no understanding at all. Alternatively, you could examine previous assessments.

Each unit includes activities that can be adapted for a range of student abilities. For example, with new students modelling would be appropriate; but for students with an existing knowledge, it may be more appropriate to ask them to lead the activity or to support beginners.

Each unit includes both language and culture. The language activities can be modified to cater for different student abilities. It is also possible to extend the cultural activities.

Additional information is provided on the [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology) page. The [achievement standards for Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/scope-and-sequence) can be found on the Victorian Curriculum website.

When assessing student achievement, assessment criteria can be developed from relevant achievement standards and associated tasks or activities, including teacher observations and records of students’ skills. Possible assessment methods are given in the last row of each topic.

Further information on these can be found in the [Revised curriculum planning and reporting guidelines](http://www.vcaa.vic.edu.au/documents/auscurric/f-10curriculumplanningreporting.pdf).

# Teaching, Learning and Assessment Activities

*Note: This unit has been developed specifically for students learning an Aboriginal Language, and should be taught in line with the protocols in the* [Victorian Curriculum F-10– Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims) and the[*Koorie Cross-Curricular Protocols for Victorian Government Schools*](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx)

**Eels Levels 7-10**

## Topic 1: Australian Eel Life Cycle

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greetings | * Greet the students in Language * Students return the teacher’s greeting * Students greet any guests in Language * Students greet each other in Language | Greeting: | Use this greeting activity at the beginning of every session and elsewhere if possible. |
| Farewells | * Farewell the students in Language * Students return the teacher’s farewell * Students greet any guests in Language * Students greet each other in Language | Farewell: | Use this farewell activity at the end of each session and elsewhere if possible. |
| Revision | * Revise instructional words orally using TPR * Revise other vocabulary using electronic games created for earlier topics | **Eat!***:*  **Jump!**  **Run!**:  **Sit!:**  **Sleep!:**  **Walk!**: |  |
| Eel talk | * Invite a senior or other knowledgeable Aboriginal community member to talk about eels and their value to Aboriginal people as food and for trade. * Excursion to Bunjilaka, an Aboriginal Cultural Centre or other museums, to Lake Condah or another suitable locality to see eels first hand. Students draw diagrams and name the two species of Australian eels. | **Eel:**  **Swim, to:**  **River:**  **Sea, ocean:** | Boon Wurrung [Journey of the Eel](http://www.bayside.vic.gov.au/things_to_see_and_do/walksandtrails_indigenoustrail_journeyoftheeel.htm)  [Gunditjmara eel season](http://www.theage.com.au/victoria/taste-of-summer-its-eel-season-for-the-gunditjmara-people-in-southwest-victoria-20150115-12ques.html) |
| Eel project: topic and parameters to be set by the teacher | * Discuss the importance of careful project planning in pairs/ groups, e.g. who is undertaking what in each section by allocating jobs with an agreed time line. Students decide on and write down their plans. * Students prepare a project using a medium chosen by the teacher. Divide into sections, eg, Vocabulary, Life Cycle, Breeding, Eel Farming, an area for interesting notes, e.g. seeing a live eel migrating over land. | **Smoke:**  **Tree, blackwood:**  **Tree, red gum:**  **To chase:**  **To catch:**  **To catch or stop***:*  **To kill***:* |  |
| Australian eels | * Students study the characteristics, size and weight of the longfinned and the shortfinned eel. They collect images of the two types for use in their project. | **River:**  **Lake, swamp:** | * [The Long finned Eel](http://www.ozanimals.com/Fish/Longfinned-Eel/Anguilla/reinhardtii.html)      * The [Short finned Eel](http://www.nativefish.asn.au/sfeel.html) * [Anguilla Australis](http://fishesofaustralia.net.au/home/species/1423) |
| Eel Habitats | * Visit the Melbourne Botanical Gardens, or Bunjilaka to see some eels. Then, on an eel diagram, students fill in the words for *head, eyes, fins, tail* etc. and pronounce in Language. * If possible, watch an eel being caught and record its size and weight. * Students fill in habitat words for coastal lagoons, rivers, streams, lakes, swamps on a map and practise saying the words. * Together the class writes an eel story using as much Language as possible. After several readings a cloze exercise could be given out with blanks for students to complete. | **Here:**  **There:**  **Head:**  **Eyes:**  **Fish spawn:**  **Tail:** | * [Short finned eel](http://agriculture.vic.gov.au/fisheries/education/fish-species/short-finned-eel) * [Long finned eel](http://agriculture.vic.gov.au/fisheries/education/fish-species/long-finned-eel) * [Budj Bim](https://www.environment.gov.au/heritage/places/national/budj-bim) |
| What eels eat | * Students research what eels eat and when they feed, and then record their findings in a project. * Using learned words, students create pairs of sentences in Language about eels that illustrate the use of the ergative case, eg, what an eel eats and what predators eat eels. | **Crayfish, fresh water:**  **Crayfish, salt water:**  **Insect:**  **Bird, water fowl:**  **At night:**  **By day:** | * [Elwood the Long Finned Eel](http://calamvalecreek.awardspace.com/elwood.html) (Brisbane) |
| Breeding and migration | * Students watch the interview about migrating eels from the ABC’s Catalyst program and make notes for use in their project. * Students research elvers. What are they? Students draw one for their project. How do elvers move away from their spawning ground to distant places? Draw a map of your area showing where eels can be found. * Students research the use of eels as predators to preserve native species * On a map, students draw the route/s taken by mature Australian eels when they spawn. Students research which other creatures also migrate great distances? |  | * [ABC Catalyst: Eel Migration](http://www.abc.net.au/catalyst/stories/3291553.htm) * [Kuyang: the Lake Bolac eel festival](http://www.abc.net.au/radionational/programs/booksandarts/kuyang:-the-lake-bolac-eel-festival/7560812) * [Eels: aquaculture prospects](http://www.dpi.nsw.gov.au/fishing/aquaculture/publications/species-freshwater/eels-aquaculture-prospects) * [Extreme Eels](http://www.abc.net.au/science/articles/2004/05/06/2044390.htm) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**) | | | |

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## Topic 2: Eel Fishing

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| --- | --- | --- | --- |
| **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 | * Vocabulary revision with a quick game of Bingo or similar. |  |  |
| Catching eels  Eel traps | * Students research methods used by Aboriginal people to catch eels. See images on the DPI map *Archaeological Examples of Fishing by Aboriginal Victorians* from the *Aboriginal Fishing* site. Students make notes on eel traps for later use. * Students search the Internet as to how people make an eel trap and draw one. If possible see one at an Aboriginal cultural centre or a museum. Students insert the drawings into their projects. |  | * [Aboriginal Village](http://www.abc.net.au/catalyst/stories/s805459.htm) * [Fishers and farmers](http://latrobejournal.slv.vic.gov.au/latrobejournal/issue/latrobe-85/t1-g-t8.html) * [Eel farming](http://austhrutime.com/eel_harvesting.htm) * [Aboriginal fish and eel traps](https://www.youtube.com/watch?v=DUbj-PGzmyU) |
| Trapping eels | * Eels live at Lake Condah, and Heywood. How are they caught? Add notes to project information, including notes on the eel farming at Mt Eccles. * *Austral Indigo* is a plant Aboriginal people used for fishing. Describe the process used. Where is this plant found? * Based on their research, students set up an eel trap in a small stream in their locality, having gained any necessary approval or permission. Video the exercise for later use. Don’t forget to remove the trap when finished. |  | * [Eel Farming at Mt Eccles](http://www.heritageaustralia.com.au/downloads/pdfs/Heritage%200906_Eels%20of%20Mt%20Eccles.pdf) * [Mt Eccles Lava Flow](https://www.researchgate.net/publication/281444699_Mt_Eccles_Lava_Flow_and_the_Gunditjmara_Connection_A_Landform_for_all_Seasons) * [Aboriginal Plant Use in South Eastern Australia](http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CB8QFjAA&url=http%3A%2F%2Fwww.anbg.gov.au%2Fgardens%2Feducation%2Fprograms%2FAboriginal-plantuse.pdf&ei=tTqgUKfiCYaBiQfPyoCABw&usg=AFQjCNGoUwFn2_WQFZCzEoZgNPwa33Kz9A&sig2=f8DCI4M682Dtu5tPOjBN-w) * [Amazing Flora](http://www.victoria.org.au/Amazing%20Plants.htm) |
| Spearing, weaving nets and baskets | * Students research the plants used to produce the string for making various nets, e.g. bottle tree, spiny headed mat rush. Take notes. * Invite a knowledgeable person to lead a workshop on basket weaving with reeds from your area. What might be carried in baskets, e.g. fish, tools, food, or might it serve as an eel trap? * Students make a string fishing net as a class project and make a small one for themselves. * Students investigate the connection between eels and Melbourne’s Webb Bridge. |  | * [Eel Farming](http://austhrutime.com/eel_harvesting.htm) * [Secrets of the Stones](http://www.smh.com.au/articles/2003/03/12/1047431096364.html) * [Catalyst: Aboriginal Village](http://www.abc.net.au/catalyst/stories/s805459.htm) * [Webb Bridge](http://www.walkingmelbourne.com/forum/viewtopic.php?t=310) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**) | | | |

## Topic 3: Eels for Food and Trade

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision | * Ask students to write down all of the Language words and sentences they can recall about a previous topic. |  |  |
| Fishing seasons | * Knowledge of the seasons enables Aboriginal people to predict seasonal resources. Students research the indicators used for when to fish, eg the Boon Wurrung people knew that the first wattle flowers signaled the arrival of particular fish species, enabling them to get to the rivers and prepare the fish nets, traps etc. * How many seasons do Victorian Aboriginal people recognise? Discuss this number. | **Tree, wattle:** | * [Seven Seasons of the Kulin people](https://museumvictoria.com.au/forest/climate/kulin.html) * [Seasonal calendars for the Melbourne area](http://www.herringisland.org/seasons.htm) * [Gariwerd seasonal calendar](http://www.bom.gov.au/iwk/gariwerd/index.shtml) * [Brambuk calendar](http://www.bom.gov.au/iwk/brambuk/brambuk_homelands.shtml) * [Indigenous weather knowledge](http://www.bom.gov.au/iwk/brambuk/brambuk_homelands.shtml) * [The Lost Seasons](http://www.abc.net.au/science/features/indigenous/) |
| Eating eels | * Why are eels popular with Aboriginal people? What is the nutritional value of eels? * Invite a knowledgeable community member to demonstrate how eels are skinned, prepared, cooked and served? * Eel patties – students might watch such a delicacy being prepared, online if not in real life. * What is a smoking tree? Research the preservation of eels for trade and food preservation, using smoking trees. Download a photo of a smoking tree or photograph a real one! |  | * [Aboriginal fishing strategy](http://agriculture.vic.gov.au/fisheries/aboriginal-fishing) * [Health Benefits of Eel](http://lifestyle.iloveindia.com/lounge/health-benefits-of-eel-7423.html) * [Smoked Eel Patties recipe](http://www.abc.net.au/indigenous/stories/s2216390.htm) * [Smoking trees](http://www.abc.net.au/catalyst/stories/s805459.htm) |
| Eel skins | * Can eel skins be made into leather? Students research the topic of tanning online. |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**) | | | |

## Topic 4: Eel Festivals

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Activities** | **Sample Language**  **(Woiwurrung**  **Boon Wurrung)** | **Comments** |
| Greeting routine |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision | * Ask students to summarise in five sentences, preferably in language, what they know about a previous topic. |  |  |
| Celebrating eels | * Students research eel festivals in Victoria. Where do eel festivals occur in Victoria today? Why are these places chosen for eel festivals? What time of year are they held? Students write a short article to inform others about these gatherings. * Eels are prized and savoured by other nationalities. Students research which other countries have eel festivals? Students create a presentation comparing the various eel festivals around the world. * Organise an eel festival of your own |  | * [Lake Bolac Eel Festival](http://www.eelfestival.org.au/) * [International Eelpout festival](http://www.eelpoutfestival.com/) USA * [Surin Province Thailand](http://www.sawadee.com/thailand/festivals/festival12.html) * [Ely Eel Festival UK](http://www.elyeelfestival.co.uk/eelday/eel-day) * [Portugal](http://en.lifecooler.com/lifecooleren/eel-festival-markets-and-fairs-421172-1.html) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**) | | | |

## Topic 5: Sustainability of Aboriginal Fishing

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Activities** | **Sample Language**  **(Woiwurrung**  **Boon Wurrung)** | **Comments** |
| Greetings |  |  | See Topic 1 |
| Farewells |  |  | See Topic 1 |
| Revision | * Ask students to create a wordfinder using Language from a given topic/s. Swap and complete each other’s wordfinder. |  |  |
| Survival | * How did Aboriginal people ensure that they did not deplete fish stocks? * Students research the traditional diet of Aboriginal people, and compare it to their own diet. What do middens and mounds reveal? * Students create sentences about food and survival. |  | * Extension: In conjunction with the Health teacher, this exercise could be extended to include the nutritional value of traditional foods versus the nutritional value of foods students eat today. |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**) | | | |

# Unit Resources

## Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

For information on the [Department of Education and Training’s Principles of Learning and Teaching (PoLT)](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm) follow this link.

## Teacher resources

A comprehensive list of teacher resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.

[Victorian Curriculum F-10 – Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims)

[Victorian Aboriginal Languages Resources](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/resources)

## Student resources

A comprehensive list of student resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.