Parts of the Body

Victorian Aboriginal Languages Levels Foundation – Year 2

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# Introduction

In *Body Parts* students become acquainted with the Language and culture associated with body parts through a Victorian Aboriginal Language. Reclamation Languages will be at different stages of revival and the availability of particular words will vary from Language to Language.

The topics include:

* Topic 1: Heads, Shoulders, Knees and Feet
* Topic 2: Eyes, Ears, Nose and Mouth
* Topic 3: Hand, Arm and Leg
* Topic 4: Animal Body Parts

# Establishing the Learning Environment

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.

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

**Information for Language Teams**

It is important to understand and be sensitive to the fact that Victorian Aboriginal Languages are revival Languages. This means that, initially at least, there may be gaps in the Language that prevent students and teachers from utilising standard Languages methodology. For example, in a Language classroom, students are routinely taught how to say *I like* or *I don’t like* in the language they are studying, but, in all probability, this may not be possible in most Victorian Aboriginal Languages, particularly those in the early stages of reclamation. This may be due to the amount of Language that was retained in the community and/or recorded in the old sources, or it may be that this was not a concept adopted by Aboriginal people at the time the material was recorded. This is not to say that the concept cannot be expressed. It may be that a construction like *that is good* or *that is not good* will be used to convey the same message.

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

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

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

Should any member of the teaching team or education community fail to respect the agreed protocols, it could have an impact on the program ranging from a reminder that protocols have not been followed to cessation of the program. For information on the protocols relating to the establishment and implementation of Aboriginal Language programs, please see the ‘Getting Started’ section on the [ALCV website](http://www.vcaa.vic.edu.au/alcv/vels.htm).

# Victorian Curriculum F-10: Victorian Aboriginal Languages

For an explanation of the new Victorian Curriculum and the terminology used therein, see the [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology).

The achievement standards for Victorian Aboriginal Languages describe what students should be able to understand and do by the end of Level 2. The content descriptions for Victorian Aboriginal Languages explain what has to be taught to the students between Levels F-2.

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

*Students learn about Country/Place and community by interacting with respected community members…,*

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

*Interact with each other, the teaching team and visiting respected community members…*

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

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

## Victorian Aboriginal Languages Sample Units

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

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

**Community language and cultural input** is an assumed aspect of the development of each topic. It is expected that students will have opportunities for community input into their study of the topic of between 20 - 40 minutes across the unit. This will vary depending on the time allocated to each topic.

Each unit includes **language development** and revision exercises. Language activities may be distributed throughout the course of the unit. Each unit has been designed to involve 30 - 40 minutes of teaching and learning associated with language reinforcement and the acquisition of new language, including grammar, vocabulary and language specifically related to the topic.

Each topic involves **cultural experiences** with many opportunities for student to engage with culture, language and the community. Students may undertake some or all of the activities presented in the topic. Students use appropriate extended language in context, including oral communication and simple written texts. Each unit has been designed to involve cultural experiences of between 30 – 120 minutes, depending on the activity and age and level of language learning of the students.

Each topic provides **practical activities** that encourage students to apply their understanding of language and culture. It is expected that students create a product or performance that can be shared with others and the community and demonstrate the use of language. Student presentations may take between 5 – 10 minutes, but appropriate preparation time should be built into the program.

## Assessment

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

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

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

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

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

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

# 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)*.*

**PARTS OF THE BODY LEVELS F-2**

## Topic 1: Heads, Shoulders, Knees and Feet

|  |  |  |  |
| --- | --- | --- | --- |
| **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 known language using flashcards or puzzles
* Ask students to call out words they know the their translation
 |  |  |
| * Introduce new Language words and practise these orally
 | * Language teacher models Language by using their own body, saying each word as they point to that part of the body.
* Use a large picture or poster to introduce body parts in Language
* Students trace around each other’s body on a large sheet of paper.
* Students could draw hair on the head, and fingernails on the hands of their body poster.
* Trace words for body parts and insert into their folder.
 | Head: Shoulders: Knees: Foot: Extension words:Hair: Fingernails: And: (Use one of the following words)Here is: That is:There is:  | Extend the use of Language by using a phrase such as *Here is,* etc.When saying ‘Here is my head’, etc, some speakers simply put the two words side by side, eg *Mani gawang*. Other speakers will attach an ending meaning ‘my’ to the word for head, eg, *Mani gawang****ik*** ‘Here is my head.’Choose which extension words are appropriate for your class. |
| * Language use
 | * Using pictures, ask students to repeat *Heads, Shoulders, Knees and Feet* in Language, then sing the song with actions.
* Ask students to perform in pairs or groups.
* Record the song on an MP3 recorder or similar.
 | ‘All clap hands together’ could be translated in many ways, including:*Djilp-djirringal marnang*Hit-reciprocal handsor*Djilp-djirringal* Hit-reciprocal*marnang-marnang*hands | Use the tune for *Heads, Shoulders, Knees and Toes*To hear the tune go to[Heads, Shoulders, Knees and Toes](https://www.youtube.com/watch?v=d8FwBSITW-4&feature=related) |
| Sharing: ask the students to teach their family the song in Language. |  |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

##

## Topic 2: Eyes, Ears, Nose and Mouth

|  |  |  |  |
| --- | --- | --- | --- |
| **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 and new words | * Students draw eyes, ears, nose and mouth on their body poster from the previous activity.
* Trace words for body parts and insert into folder
* Record the students performing the song.
* Other activities could include:
* Concentration
* Body Part Bingo
 | Eyes: Ears*:* Mouth: Nose: |  |
| * Language use
 | * Revise the first verse of the song *Heads, Shoulders, Knees and Toes*
* Using pictures, ask students to repeat *eyes, ears, nose* and *mouth* in Language
* Introduce the second verse, ie, *eyes, ears, nose and mouth*, then sing the song with actions
* Ask students to perform in pairs or groups.
* Record the song.
 | Alternative song words: Two: Little: Look: Hear: One: Smell: Sweet: Eat*:*  | Alternative song: Two Little EyesTwo little eyes to look around,Two little ears to hear each sound,One little nose to smell what's sweet,One little mouth that likes to eat!Source: [Body Part Songs](http://creativewithkids.bravepages.com/body_parts_songs.html#BC)To hear the tune for this song and others, go to [Two Little Eyes](https://www.youtube.com/watch?v=UUDkQr3gynQ) |
| Sharing: ask the students to teach their family the second verse of the song in Language. |  |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 3: Hand, Arm and Leg

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | * Create a vocabulary box using a shoebox and small pieces of cardboard.
* After each lesson, write new Language words on a blank card and put them in the box.
* Use the box to review known Language, eg, each student chooses a card and has to give its English translation; or the teacher chooses a word and says it translation and students have to say the corresponding Language word.
 |  |  |
| * Language use
 | * Trace a hand or make a hand print and insert the name of the owner for a class poster or for the student’s folder. Compare hands and discuss how they are different.
* Repeat the song learned earlier to help retention
* Create a new verse using the new words
* Make hand and foot prints and display with the appropriate Language word.
* Invite an Elder to talk about animal tracks and tracking, illustrated by making tracks in the sand
* Photo recognition – children correctly name objects in photos
 | Foot : Hand: Arm: Leg - the calf of the leg: Leg – thigh*:* **Alternative song words:**On shoulders: On knees: Behind: Chin*:*  | Choose which song you will teach your class, and teach them the appropriate words.**Alternative song****:****Hands On Shoulders**Hands on shouldersHands on kneesHands behind youIf you pleaseTouch your shouldersNow your noseNow your chinAnd now your feet!Source: [Hands on Shoulders](http://creativewithkids.bravepages.com/body_parts_songs.html#BC) |
| * Limbs
 | * Discuss what arms and legs are used for.
* Paint designs on the arms and legs of their body posters and/or themselves.
* Learn an appropriate dance
 |  | Ask an appropriate community member to assist with body painting and to teach an appropriate dance |
| * Game
 | * Play *Uncle/Aunt Says* (where is your…) with the body words learned.
 | Uncle John says where is your: Aunty Fay says where is your: | A known person’s name could be used, eg, Uncle John or Aunty Fay says…A puppet could also be used for this game.Be flexible and creative, customising this to suit the Language words available.For more games, see [Traditional Aboriginal Games](http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games.html). |
| Sharing: Ask the students to teach their family to say the new words in Language. |  |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Activity 4: Animal Body Parts

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1. |
| Farewell routine |  |  | See Topic 1. |
| Revision | * Revise kinship terms using animals, eg,
* a picture may include a mother kangaroo and a baby (joey) kangaroo;
* students could draw an animal family; or
* play an online animal game like [Switch Zoo](http://www.switchzoo.com/)
* Record *Heads, Shoulders, Knees and Toes* again and compare with the earlier version to show progress
 | Female animal: Male animal*:*  | Note any similarity to the word for ‘mother’The word for ‘baby’ can be used for animals. |
| * People and animals
 | * Talk about the relationship between human and animal body parts, eg, in some Aboriginal Languages animals have arms and legs rather than four legs, and the same word is used for arm and wing.
* Use pictures of animals to point to the various body parts
 | Tail: Kangaroo:Shark: Dingo: Emu:  | In some Languages, the word for *tail* has a second meaning that may not be appropriate for this age group. |
| * Game
 | * Play Pin the Ears on the Animal (of your choice): Have a picture of an animal, eg, a kangaroo, minus its ears. Each student is given a paper ear, blindfolded, and led towards the picture. They pin the paper ear onto the picture. The student who is closest to the correct position wins.
* Create an animal matching game for the students using one of the gamemaker programs at [Languages Online](http://www.education.vic.gov.au/languagesonline/).
 |  | See [Traditional Aboriginal Games](http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games.html) for other ideas. |
| Sharing: ask the students to teach their family the new words in Language. |  |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**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.