



# Victorian Essential Learning Standards

## Sample Unit



## Animals

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

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## 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](#).*

*Animals* looks at Australian animals and their place in Aboriginal culture. Students are introduced to new Language through studying the role of animals in creation stories; local and endangered animals and their traditional uses.

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

*Animals* 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>• Exchange information on prepared topics</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>• Identify, record and/or pass on the key ideas from spoken passages</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> <li>• Demonstrate an understanding of the process by which the sounds of the Language are represented in community spellings</li> <li>• Use the Language to retell a short story significant to the local Aboriginal community</li> </ul>
Discipline-based learning	Languages Other Than English	Intercultural knowledge and language awareness	<ul style="list-style-type: none"> <li>• Appreciate the roles of language in maintaining culture, identity and knowledge</li> <li>• Explain how the Language and culture help promote the sustainable care of the environment</li> <li>• Develop knowledge of protocols and skills of working ethically with each other and with Aboriginal communities</li> <li>• Relate their language learning to other areas of the curriculum</li> <li>• Demonstrate knowledge of the richness of vocabulary concerned with family ties and country in Aboriginal Languages</li> <li>• Understand the importance of maintaining the cultural values, beliefs and knowledge associated with the chosen Language by comparing and contrasting various ways of life including their own</li> <li>• Demonstrate knowledge and understanding of the impact on and involvement of Aboriginal peoples in the history of Australia from the time of colonisation onwards</li> <li>• Discuss the influence of Aboriginal Languages and cultures on Australian life and culture in general</li> <li>• Participate in culturally relevant events and experiences and articulate the meanings of this participation and learning</li> <li>• Demonstrate understanding of local stories contained in oral passages, artworks and literature by Aboriginal and Torres Strait Islander people through the production of responses in oral, artistic and literary forms</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 Australian animals and their place in Aboriginal culture. Students are introduced to new Language through studying the role of animals in creations stories; local and endangered animals and their traditional uses. 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 Woiwurrung/ Boon Wurrung, 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: Australian Native Animals
- Topic 2: Land Animals
- Topic 3: Endangered Animals
- Topic 4: Bird Life
- Topic 5: Aquatic Creatures
- Topic 6: Creation Story Animals

## Topic 1: Australian Native Animals

Overview	Activities	Sample Languages (Boon Wurrung/ Woiwurrung)	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>	<i>Womin je ka or Womin Djeka</i>	<ul style="list-style-type: none"> <li>This greeting routine should be used every day.</li> </ul>
Australian native animals  The unique nature of Australian marsupials	<ul style="list-style-type: none"> <li>Brainstorm Australian native animals, and categorise by type and sub-type such as mammal: marsupial, monotreme, etc</li> <li>Introduce animals in Language using a range of resources such as puppets, models, flash cards, video footage etc and encourage students to repeat and recall terms through asking, for example 'what is this?...This is a ...'</li> <li>Students research marsupials, and produce a report on their findings incorporating as much Language as possible</li> <li>Create a game using images and Language for the different Australian native animals and have the class play the games</li> <li>One student describes an animal in Language and the other students draw it.</li> <li>Students research a local Creation story relating to animals. Students then research key animal words from their story in Language and share their stories with others, incorporating as much Language as possible. This could be</li> </ul>	<b>Wombat:</b> <i>warrin</i> <b>Kangaroo:</b> <i>marram or kuyim</i> <b>Platypus:</b> <i>wadherrung or murrinmuru</i> <b>Echidna:</b> <i>gawa</i> <b>Koala:</b> <i>gurrborra</i> <b>Wallaby:</b> <i>wimbi(rr)</i> <b>Bandicoot:</b> <i>bung</i>  <b>Soft:</b> <i>dugil-dugil</i> <b>Big:</b> <i>buladu</i> <b>Little:</b> <i>wayibu</i> <b>Hard:</b> <i>balert or balit</i> <b>Old:</b> <i>wigabil</i> <b>Young:</b> <i>yan-yan</i>  <b>What is this?:</b> <i>Winha?</i> <b>This (lit. here) is:</b> <i>Djero</i>	<ul style="list-style-type: none"> <li><a href="#">Mammals, marsupials and monotremes</a></li> <li><a href="#">The Marsupial Mole</a></li> <li><a href="#">Bandicoots</a></li> <li><a href="#">Gamemaker</a></li> <li><a href="#">Forest Secrets</a></li> <li>Throughout this unit, Language terms for plants, insects and trees that provide food or shelter for animals and birds could be included where available.</li> <li>Oral presentations</li> </ul>

	done in a variety of ways, such as orally, pictorially, through a play, powerpoint, story book making etc		should be encouraged whenever possible to assist verbal practice and articulation, even as an accompaniment to pictorial or online presentations.
Introduce new verbs relating to animal actions	<ul style="list-style-type: none"> <li>Students learn new verbs using Total Physical Response (TPR)</li> <li>Teacher uses appropriate verbs in an oral game with students, eg, teacher says <i>an emu eating, two emus eating, three kangaroos jumping, dingo sleeping</i>, etc in Language and students respond with a translation, picture or a drawing etc.</li> </ul> <p>Alternatively, the teacher holds up a picture and the students call out the description in Language.</p> <ul style="list-style-type: none"> <li>With the teacher's assistance, students write a rap or other type of song in Language about an animal, incorporating the sentences from the previous oral game.</li> <li>Students play a memory game in Language where the first student says a sentence containing a verb and an animal, eg, <i>The dog was running</i>. The next student repeats this and adds another sentence, eg, <i>The dog was running and the kangaroo was jumping</i>. This continues until all students have had a turn.</li> </ul>	<p><b>Eat!</b>: <i>dhangak (singular), dhangakat (plural)</i>  <b>Jump!</b> <i>yulik (singular), yulikat (plural)</i>  <b>Run!</b>: <i>wurrik(singular), wurrikat (plural)</i>  <b>Sit!</b>: <i>yalambik (singular), yalambikat (plural)</i>  <b>Sleep!</b>: <i>yuminak (singular), yuminakat (plural)</i>  <b>Walk!</b>: <i>yanak (singular), yanakat (plural)</i></p> <p><b>One:</b> <i>gudaban or gudug</i>  <b>Two:</b> <i>bulung or buluman</i>  <b>Three:</b> <i>bulaman badhang or bulaman gudug</i></p> <p><b>Woman, Aboriginal:</b> <i>bagurk or badjurr</i>  <b>Man, Aboriginal:</b> <i>kuliny</i></p>	
Farewells	<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</li> </ul>	<i>Triganin or Twaganin</i>	This farewell routine should be used every day.

	<ul style="list-style-type: none"> <li>• guests in Language</li> <li>• Students farewell each other in Language</li> </ul>		
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## Topic 2: Land Animals

Overview	Activities	Sample Languages (Boon Wurrung/ Woiwurrung)	Comments
Greeting routine			See Topic 1.
<p>Revision</p> <p>Revise verbs from Activity 1 and introduce additional verbs</p>	<ul style="list-style-type: none"> <li>• Oral revision of previous animals and Language with flash cards or a suitable game</li> <li>• TPR with all verbs learned</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">A+FlashCard Pro</a> is an electronic flashcards app</li> <li>• <a href="#">Quizlet</a> is a web 2.0 tool for creating quizzes and flash cards</li> </ul>
Introduce new animal vocabulary and practise orally	<ul style="list-style-type: none"> <li>• Learn new animals orally with the aid of pictures</li> <li>• Students add new animals to their personal wordlist and to the class wordlist</li> <li>• Tell a local Aboriginal story about animals in English, and, on the second telling, ask students to say the animal words in Language.</li> <li>• Students create an online game using the words for animals.</li> <li>• Online - collect animal images and create a book or game. Label the images in Language.</li> <li>• Choose an animal and write five facts about it in Language, eg, size, colour, etc</li> <li>• Students create a story about an animal for presentation to an early years group. Each student</li> </ul>	<p><b>Possum:</b> <i>walert</i>  <b>Snake:</b> <i>kaan</i> or <i>gurnmil</i>  <b>Dog, tame:</b> <i>wirrangan</i>  <b>Horse:</b> <i>galgadanuk</i> or <i>galgadarnuk</i>  <b>Sheep:</b> <i>iyip</i>  <b>Kangaroo:</b> <i>kuyim</i> or <i>marram</i></p> <p><b>Long:</b> <i>burr</i> or <i>yuripot</i>  <b>Short, low:</b> <i>biyona</i> or <i>murt</i>  <b>Brown:</b> <i>yalin</i>  <b>Black:</b> <i>wurradin</i>  <b>White:</b> <i>dhirranyun</i>  <b>Red:</b> <i>dirabadin</i> or <i>gurrk-warrin</i>  <b>Green:</b> <i>wurrwarrin</i>  <b>Yellow:</b> <i>babedirrin</i> or <i>giyalin</i>  <b>Good:</b> <i>manamidh</i>  <b>Bad:</b> <i>bunang</i> or <i>nyilam</i></p>	<p>Use the animal species native to your area</p> <p><a href="#">Gamemaker</a> for online games</p>



	<p>adds an element to the story, using Language where possible. Students should rehearse the presentation and film it for presentation to younger students.</p>		
	<ul style="list-style-type: none"> <li>• The teacher shows the class a range of pictures involving Aboriginal people and animals, eg, people cooking, hunting, tracking, etc and discusses these with the class.</li> <li>• Students do a research task relating to one of the above pictures, eg, hunting methods, tools and weapons used, incorporating as much Language as possible for animals, actions, tools and weapons.</li> <li>• Students discuss and then research the same tasks as those in the previous activity in the present day and compare modern methods to those in the previous task.</li> <li>• Invite a community member to demonstrate cooking a dish like kangaroo or fish stew with damper or similar traditional food. If appropriate, students record the activity and then develop presentations with simple sentences in Language describing the process, including Language words for animals and related actions.</li> </ul>		<ul style="list-style-type: none"> <li>• Presentations can be in a variety of forms, eg, powerpoint, oral, cartoon storymaker etc.</li> </ul>
Zoo or museum excursion	<p>Visit an appropriate zoo or museum to learn more about Australian animals. Take photographs for use at the animal festival and in resources.</p> <p>The teacher should prepare an activity booklet in Language for students to</p>	Both Zoos Victoria and Museum Victoria provide resources	<ul style="list-style-type: none"> <li>• <a href="#">Zoos Victoria</a></li> <li>• <a href="#">Virtual Tour of the Wild Exhibition at Museum Victoria</a></li> <li>• <a href="#">Healesville Sanctuary</a></li> <li>• <a href="#">Jirrahlinga</a></li> </ul>

	complete during the excursion.		<ul style="list-style-type: none"> <li>• <a href="#">Serendip Wetlands Education Facility</a></li> </ul>
Animal Festival at school	<ul style="list-style-type: none"> <li>• Organise an Animal Festival for younger students. Ideas include: <ul style="list-style-type: none"> <li>○ Making animal masks</li> <li>○ Dressing up with a mask and a costume to perform an animal song</li> <li>○ Teaching the younger students some Language via TPR</li> <li>○ Playing a game of <i>Who am I</i>.</li> <li>○ Act out a Creation story</li> <li>○ Use resources students have developed</li> <li>○ Create posters advertising the event</li> <li>○ Create puzzles</li> </ul> </li> </ul> <p>Video and/or photograph the event for use as a resource</p>	<b>Who am I?: Winharrup wan?</b>	
Farewell routine			See Topic 1.

### Topic 3: Endangered Animals

Overview	Activities	Sample Languages (Boon Wurrung/ Woiwurrung)	Comments
Greeting routine			See Topic 1
Revision and introduction of new Language	<ul style="list-style-type: none"> <li>• Use resources developed earlier for Language revision</li> <li>• Introduce new words orally then reinforce through flash cards or similar</li> </ul>	<b>Man, white:</b> <i>ngamudji</i> <b>Woman, white:</b> <i>ngamudji-gurrk</i>	
Introduce the Aboriginal concept of caring for animals and their environment	<ul style="list-style-type: none"> <li>• Invite a community member to talk about Aboriginal conservation methods. Students take notes for later use.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Zoos Victoria's 20 Priority Native Threatened Species</a></li> <li>• <a href="#">Cultural History</a></li> </ul>
Research local endangered animals	<ul style="list-style-type: none"> <li>• Students research endangered or</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Indigenous Australians Caring for Country</a></li> </ul>

	<p>threatened Australian animals, including why they are endangered, and produce a report.</p> <ul style="list-style-type: none"> <li>Class discusses how you could improve the situation for endangered animals, including the use of Aboriginal animal conservation practices.</li> </ul> <p>In small groups, students create presentations on how you could improve the situation for endangered Australian animals. Share the presentations with others.</p>		<ul style="list-style-type: none"> <li><a href="#">Wild – Victorian Environments</a> (Museum Victoria)</li> <li><a href="#">DSE Plants and Animals</a></li> <li>Use <a href="#">Glogster</a> to create digital posters</li> <li>Students could use a <a href="#">graphic organizer</a>, such as a fish bone diagram, to illustrate cause and effect.</li> </ul>
Farewell routine			See topic 1

#### Topic 4: Bird Life

Overview	Activities	Sample Languages (Boon Wurrung/ Woiwurrung)	Comments
Greeting routine			See Topic 1.
Revision and introduction of new words	<ul style="list-style-type: none"> <li>Revise animal words and Language with flash cards or a suitable game</li> <li>Learn local bird names orally with the aid of pictures, photos or bird watching</li> <li>Students add birds to their personal wordlist and to the class wordlist</li> <li>Using a variety of media, students design bird posters or charts labeled in Language for display in the classroom.</li> <li>Using bird and animal flashcards, practise Language by playing a question game in groups or</li> </ul>	<p><b>Blue mountain parrot:</b> <i>larrguk</i>  <b>Native Turkey / bustard:</b> <i>warrmun</i> or <i>wunmabil</i>  <b>Emu:</b> <i>barraimal</i>  <b>Duck:</b> <i>tulum</i>  <b>Hawk:</b> <i>bulok-bulok</i>  <b>King parrot</b> <i>wugup</i>  <b>Kookaburra:</b> <i>gurrng-gurrng</i> or <i>dururu</i>  <b>Boobook or Mopoke Owl:</b> <i>gugum</i>  <b>Magpie:</b> <i>barrawurrung</i> or <i>barrawarn</i>  <b>Parrakeet:</b> <i>yubup</i>  <b>Pelican:</b> <i>wadjil</i>  <b>King Parrot:</b> <i>yugup</i>  <b>Swan:</b> <i>gunuwarra</i>  <b>Willie Wagtail:</b> <i>djirri-djirri</i></p> <p><b>What do you see?:</b> <i>Winha ngangunharr</i></p>	For images of birds, free for non-commercial use, see <a href="#">Images of Australian Native Birds</a>

	<p>pairs, asking questions like 'what do you see?...I see...'. Vary the questioning, eg, 'What is this? This is a...'</p>	<p><b>I see:</b> <i>Ngangunhan</i></p>	
<p>Birds and their habitats</p>	<ul style="list-style-type: none"> <li>• Discussion of bird habitats, e.g. where do emus, owls, ducks and pelicans live?</li> <li>• Students produce posters showing various birds and their habitats labelled in Language and display them on the wall.</li> <li>• Many bird names are derived from the sound they make eg names for the willy wagtail and crow. Investigate local bird names in the target language and discuss the sounds the bird makes and similarity to its name where relevant. Students could explore words in other Victorian languages for the same bird to see patterns evolving for comparison.</li> <li>• What could students do in their own school yard to encourage birdlife? Develop a project with the class to encourage native bird life around the school yard, eg, plant native plants.</li> <li>• Song – Learn a song about birds in their habitat, preferably in Language, eg, <i>Kookaburra sits in the old gum tree</i>. The song could be accompanied by actions.</li> <li>• Invite a senior community member to tell a Creation story that involves birds.</li> <li>• Students create a song or play about the Creation story they heard and perform this in class. Video the performance for revision later.</li> </ul>	<p><b>Egg:</b> <i>dirrandirr</i>  <b>Bird's nest:</b> <i>guyup guyup wilam</i>  <b>Beak:</b> <i>bagimbun</i>  <b>Feather:</b> <i>gangan</i>  <b>Wing:</b> <i>tarago</i></p> <p>For example:  Yalambunh gurrng-gurrng  Sits kookaburra  '<i>Kookaburra sits</i>'</p> <p>wurruna wigabila  gum tree-in old-in  '<i>in the old gum tree</i>'</p>	<ul style="list-style-type: none"> <li>• <a href="#">Birds in Backyards</a></li> <li>• <a href="#">Habitat Network</a></li> <li>• <a href="#">Birdlife Australia</a></li> <li>• <a href="#">Native Animal Fact Sheets</a></li> <li>• <a href="#">Australian Centre for Biodiversity</a></li> <li>• The <a href="#">ALV portal</a> has bird names from several Victorian Languages</li> </ul>
<p>Linking birds and events</p>	<ul style="list-style-type: none"> <li>• Particular birds can have special significance, such as messengers, rain bringers,</li> </ul>		

	<p>death bird, etc. If known, discuss these in class or invite a knowledgeable community member to talk about these birds.</p>		
Totems	<ul style="list-style-type: none"> <li>For many Aboriginal people, particular birds and animals have special significance. Invite a knowledgeable community member to discuss totemism with the class, eg, how you might get a totem.</li> <li>Students research local Australian Aboriginal totems, ie, the significance of birds, animals and plants etc to Aboriginal people and produce a report on their findings. Share the reports with the class.</li> <li>Research totems in other part of Australia and compare them to local totems.</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Aboriginal Totemism</a></li> <li><a href="#">Religion and Ceremony</a></li> <li><a href="#">Australian Aboriginal Belief Totems</a></li> <li>The reports can be in varied formats, eg, oral, powerpoint, essay, etc.</li> </ul>
Emus	<ul style="list-style-type: none"> <li>Discuss the importance and uses of emu eggs. Students take notes.</li> <li>Research the roles of male and female emus in relation to their young? Create an illustration of what you have discovered, labeling it in Language. Extend students' Language use with descriptive sentences like 'Father emu sits on the eggs.' and 'Mother emu looks for food.'</li> <li>Where do emus breed, and when?</li> <li>If appropriate, learn to perform an emu dance with clapsticks.</li> <li>Where else in the universe would you discover emus?</li> <li>For many Aboriginal people emu egg season is a significant time of the year,</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Animal Facts - Emu</a></li> <li>See Yorta Yorta Elder Uncle Wally Cooper talk about carving emu eggs at <a href="#">Baranjuk: Emu egg carving</a></li> <li><a href="#">Painted and Carved Emu Eggs</a></li> <li><a href="#">Aboriginal Emu Dance</a></li> </ul> <p>Contrast with</p> <ul style="list-style-type: none"> <li><a href="#">Aboriginal Emu Dance</a></li> <li><a href="#">Indigenous Dance: Traditional and Contemporary</a></li> <li><a href="#">Emus in the sky and eggs on the ground</a></li> </ul>

	marked by stellar constellations at a particular time of the year. Research local Aboriginal knowledge around egg collecting seasons and signs, such as the emu in the sky or local birds.		
Suggestions about caring for birds	<ul style="list-style-type: none"> <li>Students adopt a species of bird (e.g. in the playground or at home) and protect its habitat</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Trefor Barnes's Aboriginal Dreaming Stories, Birds and the Local Environment</a></li> </ul>
Farewell routine			See Topic 1.

### Topic 5: Aquatic Creatures

Overview	Activities	Sample Languages (Boon Wurrung/ Woiwurrung)	Comments
Greeting routine			See Topic 1.
Introduction of aquatic creature vocabulary	<ul style="list-style-type: none"> <li>Revise animal and bird vocabulary</li> <li>Introduce aquatic creatures orally and learn with the aid of flashcards or similar</li> <li>Introduce words relating to aquatic habitats in Language, as well as phrases describing creatures in their habitat, eg, 'Murray cod lives in the river'.</li> </ul>	<b>Blackfish:</b> <i>duat</i> <b>Eel:</b> <i>yuk</i> <b>Freshwater crayfish (yabbie) :</b> <i>dalakburung</i> <b>Frog:</b> <i>ngarrert</i> <b>Murray cod:</b> <i>malun</i> <b>Mussel:</b> <i>yuguny</i> <b>Shark:</b> <i>darrak</i>  <b>To Swim:</b> <i>yawa</i> <b>To Dive:</b> <i>gorron gown</i>	
Discussion of aquatic habitats	<ul style="list-style-type: none"> <li>What sort of aquatic habitats can be found in Victoria?</li> <li>Invite a community member to talk about their relationship with the sea and/or rivers and lakes. Students take notes then write a report.</li> <li>What are Sea Country Indigenous Protected Areas?</li> <li>What sorts of things threaten our aquatic habitats?</li> <li>What are middens, and</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Marine Habitats</a></li> <li><a href="#">Riverine ecology</a></li> <li><a href="#">Sea Country: An Indigenous Perspective</a></li> <li><a href="#">Aquatic vegetation</a></li> <li><a href="#">Protected Marine Species Identification Guide</a></li> <li><a href="#">Our Natural</a></li> </ul>

	<p>where do you find them?</p> <ul style="list-style-type: none"> <li>• Students design aquatic or aquatic posters using multimedia and incorporating as much Language as possible for display electronically and/or physically.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Environment</a></li> <li>• <a href="#">Marine Pests</a></li> <li>• <a href="#">Shell middens</a></li> <li>• <a href="#">Seahorses</a></li> <li>• <a href="#">Seahorses, Seadragons and Pipefish</a></li> <li>• <a href="#">Environmental weeds of aquatic habitats</a></li> </ul>
The Aquatic Larder	<ul style="list-style-type: none"> <li>• Students investigate the types of food Aboriginal people gathered from aquatic habitats pre-colonisation and compare these to the foods currently found there. Students produce a presentation of their findings to show others.</li> <li>• Invite a community member to tell a simple story about an aquatic creature. Students then retell the story and record it using ICT, using as many words in Language as possible, and email it to their teacher.</li> <li>• What is nardoo and how is it prepared and used? Who famously died despite eating lots of nardoo?</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Aboriginal Food Preparation</a></li> <li>• <a href="#">Marine Parks Cultural Heritage - Sea Country</a></li> <li>• <a href="#">Nardoo</a></li> </ul>
Farewell routine			See Topic 1.

## Topic 6: Creation Story Animals

Overview	Activities	Sample Languages (Boon Wurrung/ Woiwurrung)	Comments
Greeting routine			See Topic 1.
Consolidation of learning and introduction of new words	<ul style="list-style-type: none"> <li>• Revise all vocabulary to date</li> <li>• Introduce new words orally then reinforce through flash cards or similar</li> </ul>	<b>Eaglehawk:</b> <i>bundjil</i> <b>Crow:</b> <i>waang</i> <b>Rainbow serpent:</b> <i>buladu mamingadha</i> <b>Long time ago:</b> <i>nambu</i>	

Animals in Creation Stories	<ul style="list-style-type: none"> <li>• Ask a senior community member to talk about the importance of Creation stories, in particular Bundjil and Waa/Waang.</li> <li>• Each student researches Creation stories and chooses one story involving an animal. They then create a resource in Language featuring the animal and its story, eg, a cartoon, a movie, a song, a play, a book etc.</li> <li>• Students share their animal Creation stories with other students, parents etc.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Baranjuk Creation Stories</a></li> <li>• <a href="#">Monash Country Lines Archive</a></li> <li>• <a href="#">The Dreaming</a></li> </ul>
Farewell routine			See Activity 1.



# 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>	<ul style="list-style-type: none"> <li>• Reproduce and extend Language models</li> <li>• Exchange information on prepared topics</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>• Identify, record and/or pass on the key ideas from spoken passages</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> <li>• Demonstrate an understanding of</li> </ul>	<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 (all topics)</li> <li>• Students' Presentations (all topics)</li> <li>• Greetings (all topics)</li> <li>• <i>Who Am I?</i> (topic 2) and use of interrogative sentences (topic 3)</li> <li>• TPR, oral revision (all topics)</li> <li>• Singular and plural imperative (topic 1), interrogatives (topics 1, 3)</li> <li>• Collaborative story (topic 2), animal festival (topic 2), interpretation of Creation story (topic 3), report, retelling of story (topic 4)</li> <li>• All topics</li> <li>• Various tasks (all topics)</li> <li>• Reading and writing in Language</li> </ul>

	<p>the process by which the sounds of the Language are represented in community spellings</p> <ul style="list-style-type: none"> <li>• Use the Language to retell a short story significant to the local Aboriginal community</li> <li>• Appreciate the roles of language in maintaining culture, identity and knowledge</li> <li>• Explain how the Language and culture help promote the sustainable care of the environment</li> <li>• Develop knowledge of protocols and skills of working ethically with each other and with Aboriginal communities</li> <li>• Relate their language learning to other areas of the curriculum</li> <li>• Demonstrate knowledge of the richness of vocabulary concerned with family ties and country in Aboriginal Languages</li> <li>• Understand the importance of maintaining the cultural values, beliefs and knowledge associated with the chosen Language by comparing and contrasting various ways of life including their own</li> <li>• Demonstrate knowledge and understanding of the impact on and involvement of Aboriginal peoples in the history of Australia from the time of colonisation onwards</li> <li>• Discuss the influence of Aboriginal Languages and cultures on Australian life and culture in general</li> <li>• Participate in culturally relevant events and experiences and articulate the meanings of this participation and learning</li> <li>• Demonstrate understanding of local stories contained in oral passages, artworks and literature by Aboriginal and Torres Strait Islander people through the production of responses in oral, artistic and literary forms</li> </ul>	<p>(all topics)</p> <ul style="list-style-type: none"> <li>• All topics</li> <li>• All topics</li> <li>• Caring for endangered animals (topic 2), adoption of birds (topic 3), threats to the aquatic environment (topic 4)</li> <li>• Interactions with community members and others (all topics)</li> <li>• Relates to science (biology) (topics 1-4)</li> <li>• Names for specific species (topics 1-4)</li> <li>• Comparison of aquatic foods pre-colonisation and present</li> <li>• Caring for animals, birds and the aquatic environment, nardoo research (topics 2, 3, 4)</li> <li>• Food (topic 4)</li> <li>• Aboriginal stories and their role in sustaining Aboriginal culture (all topics)</li> <li>• Retelling and interpreting local stories and cultural practices (all topics)</li> </ul>
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