Parts of the body, Levels F–2

Victorian Aboriginal Languages F–10

Sample unit of work

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Parts of the body, Levels F–2

**Overview:** Students learn and practise external body part words. They name, draw, and label external body parts and learn a related song in language.

**Time allocation:** Approximately 4 hours (guide only).

**Curriculum area:** Victorian Aboriginal Languages

**Levels:** Foundation–2

**Content descriptions covered:**

* Interact with each other, the teaching team and visiting respected community members, using language and gestures to greet and talk about self and family [(VCLVC130)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC130)
* Participate in guided group activities, such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning [(VCLVC131)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC131)

**Relevant achievement standard extracts:**

* Students interact with the teaching team, respected community members to talk about themselves and family, using familiar modelled language and gestures.
* They use appropriate protocols when interacting with respected community members and community speakers, such as appropriate forms of address, terms of respect and behaviour.
* They use movement, gestures and modelled questions and responses to participate in guided group activities, for example, collaborating to adapt and perform action songs.

| **Activities** | **Fill in language/words used** | **Advice for teachers/language teams** |
| --- | --- | --- |
| **Daily greeting activity**   * Greet the students in language * Students return the teacher’s greeting * Students greet any guests in language * Students greet each other in language |  | * The greeting routine should be used at the beginning of every class.   **Extension**   * Where the language is available, students converse briefly in language, enquiring after each other’s health, describing activities, etc. |
| **Daily revision activity**   * Revise known language using flashcards or puzzles * Ask students to call out words they know and their translation | Language to be revised: | Revision is critical to language learning.   * Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit. |
| **Introducing *head, shoulder, knee and toe***   * 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, labelling each part. * Trace words for body parts and insert into their folder. | Head:  Shoulders:  Knees:  Foot or toes:  Extension words:  Hair:  Fingernails:  And:  (Use one of the following words)  Here is:  That is:  There is: | Note that there is no plural inflection in Victorian Aboriginal languages.  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, e.g., *Mani gawang****ik*** ‘Here is my head.’  Choose which extension words are appropriate for your class. |
| **Using body part words**   * Using pictures, ask students to repeat *Heads, Shoulders, Knees and Feet* or *Toes* in Language * 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 hands  or  *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) |
| **Introducing *eye, ear, mouth, nose***   * Revise the first verse of the song *Heads, Shoulders, Knees and Toes* * Language teacher models Language by using their own body, saying each new word as they point to that part of the body. * Using pictures, ask students to repeat *eyes, ears, mouth* and *nose* in Language * Students draw eyes, ears, nose and mouth on their body poster from the previous activity, labelling each part * Trace words for body parts and insert into their folder | Eyes:  Ears:  Mouth:  Nose: |  |
| **Using new body part words**   * Introduce the second verse, ie, *eyes, ears, mouth and nose*, then sing the song with actions * Ask students to perform in pairs or groups * Record the students performing the song |  |  |
| **Other activities**   * Sing an alternative body part song * Concentration * Body part bingo | Alternative song words:  Two:  Little:  Look:  Hear:  One:  Smell:  Sweet:  Eat*:*  There is: | Alternative song:  ***Two Little Eyes***  Two 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!  To hear the tune for this song and others, go to [Two Little Eyes](https://www.youtube.com/watch?v=ohhYrgyemdo) |
| **Daily farewell activity**   * Farewell the students in language * Students return the teacher’s farewell * Students farewell any guests in language * Students farewell each other in language |  | * The farewell routine should be used at the end of every class. |

Assessment opportunities

* Observe and record students’ use of body part language throughout this unit.
* Correct and encourage practice where necessary.

Sharing

* Ask the students to teach their family the song in Language.
* Ask students to teach their family to greet and farewell each other in language.
* Send the language information home to the family.