Getting started –   
3. Sounds and spelling

Foundation to Level 2,   
Victorian Aboriginal Languages,   
sample unit of work



Victorian Curriculum and Assessment Authority  
Level 7, 2 Lonsdale Street  
Melbourne VIC 3000

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Introduction

Overview of the unit of work

This sample unit of work is the third of three in the ‘Getting started’ series. The units of work are designed to support teachers implementing the Victorian Aboriginal Languages curriculum and to demonstrate how the Foundation to Level 2 content descriptions and achievement standard may be addressed. Ensure you have read Getting started – 1. Community, Country and Languages and Getting started – 2. Greetings and routines before reviewing this sample unit of work.

Teachers of Victorian Aboriginal Languages may wish to use this sample unit of work as a model from which they can develop their own unit of work.

Further advice on implementing the Victorian Aboriginal Languages curriculum in schools is available in the [Help me plan](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/victorian-aboriginal-languages/help-me-plan/Pages/default.aspx) section of the Victorian Aboriginal Languages pages on the VCAA website.

Links to the Victorian Curriculum F–10

This unit of work is linked to the Victorian Aboriginal Languages curriculum Foundation to Level 2. A list of all relevant content descriptions plus relevant extracts from the achievement standard is included at the start of each learning activity in this document.

Cross-curriculum links

**Curriculum area and level:** English, Foundation

**Content description:** Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community [(VCELA164)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA164)

**Curriculum area and level:** English, Level 1

**Content description:** Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others [(VCELA198)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA198)

**Curriculum area and levels:** Geography, Foundation to Level 2

Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place [(VCGGK066)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK066)

**Curriculum area and level:** Health and Physical Education, Foundation

**Content description (extract):** Participate in play that promotes engagement with outdoor settings including … the natural environment [(VCHPEP063)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP063)

**Curriculum area and levels:** Intercultural Capability, Foundation to Level 2

**Content description:** Identify and discuss cultural diversity in the school and/or community [(VCICCD003)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD003)

Other cross-curriculum opportunities

This unit of work can also be linked to the cross-curriculum priority of [learning about Aboriginal and Torres Strait Islander histories and cultures](https://victoriancurriculum.vcaa.vic.edu.au/overview/cross-curriculum-priorities). Students begin to understand the uniqueness of these cultures and the wisdom and knowledge embedded in them.

Teaching Victorian Aboriginal Languages F–10

Protocols

**Victorian Aboriginal Languages can only be taught after permission has been granted by the language’s Traditional Owners.**

Read [Victorian Curriculum F–10 – Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims) carefully, and ensure that you follow the protocols on the Department of Education and Training’s  [Koorie Cross-Curricular Protocols](http://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieculture.aspx)  for Victorian government schools. These are complemented by the Victorian Aboriginal Education Association Inc.’s (VAEAI) [Protocols for Koorie Education in Victorian Primary and Secondary Schools [PDF – 0.99MB]](http://www.vaeai.org.au/wp-content/uploads/delightful-downloads/2020/01/Protocols-for-Koorie-Education-in-Victorian-Primary-and-Secondary-Schools-2019.pdf). The protocols encourage respect and trust between Aboriginal communities and schools. A school should not commence Aboriginal language classes without agreement and support from appropriate local Aboriginal people, the Local Aboriginal Education Consultative Group (LAECG) and/or the appropriate Traditional Owners. It is important that everyone involved shows respect for the intellectual property rights of First Nations Peoples pertaining to Aboriginal languages and cultural knowledge, and follows the Community protocols and school guidelines.

Key information

Learning in Victorian Aboriginal Languages

Before the arrival of Europeans, Koorie people often learnt multiple languages, including the language of the Country where their family was located and the languages of neighbouring Countries. Each language contained sacred, cultural and scientific information, which was passed orally from generation to generation.

There are at least 44 Victorian Aboriginal Languages. All Victorian Aboriginal Languages are revival languages.

The F–10 [Victorian Aboriginal Languages curriculum](https://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/learning-in-victorian-aboriginal-languages) provides opportunities for students to study Victorian Aboriginal Languages that are being revived by their owners, and to become more richly connected to the Countries of the First Peoples. The amount of vocabulary and variety of language structures available for teaching and learning will be influenced by the current progress of language revival for a particular language.

Consultation with the appropriate Traditional Owners is always essential. This is relevant when providing language learning programs in schools based on the Victorian Aboriginal Languages curriculum. Respectful engagement also extends to visits, excursions to the Country or Place, and use of cultural material as part of the teaching and learning program. In order to establish a program, approval must be sought and received from the school council or similar, the local Aboriginal Community (ideally through the [Local Aboriginal Education Consultative Group](http://www.vaeai.org.au/local-aboriginal-education-consultative-groups/); for more information, contact [VAEAI](https://www.vaeai.org.au/templates/contact/)) and the [Traditional Owners](https://achris.vic.gov.au/weave/wca.html) of the land on which the school stands.

Language Team

It is very important that students understand the relationship between Language, Country and Community. Victorian Aboriginal Language programs have different needs to other language programs. Currently, Victorian Aboriginal Languages are not often used on a daily basis, and each is at a different stage of revival. There are very few books or teaching materials available for most Victorian Aboriginal Languages.

To ensure appropriate resources are sourced, developed and taught, schools are advised to establish a Language Team. Where possible this team should include an Aboriginal Language authority or custodian from the Community, an Aboriginal Language teacher or assistant, a linguist and possibly a qualified language teacher. The Language Team can be further supported by a [Koorie Education Coordinator (KEC) and/or a Koorie Engagement Support Officer (KESO)](https://www.education.vic.gov.au/about/contact/Pages/marrungregional.aspx), and a [Local Aboriginal Education Consultative Group (LAECG)](https://www.vaeai.org.au/local-aboriginal-education-consultative-groups/)representative.

The Aboriginal members on the school’s Language Team will assist staff and students in learning about Aboriginal ways of ‘knowing, being, doing, valuing and learning’ (Yunkaporta, 2010). This Aboriginal language pedagogy will strengthen and complement common language teaching methodology such as repetition and systematic building of vocabulary and language structures.

Welcome to Country and Acknowledgement of Country

Conducting a Welcome to Country or an Acknowledgement of Country demonstrates respect for the Traditional Owners of the land on which the event or class is taking place and acknowledges their spiritual, physical and cultural connection to Country as the First Peoples.

An official Welcome to Country can only be provided by a member of the Traditional Owner group from the Country where the event or class is taking place.

An Acknowledgement of Country can be given by both Indigenous and non-Indigenous people who wish to acknowledge the Traditional Owners of the land on which they stand. An Aboriginal specialist in the local language may help write an Acknowledgement of Country in the local language that students can learn. Teachers may also encourage more advanced students of Victorian Aboriginal Languages to write their own individual or group Acknowledgement of Country, following appropriate local Community protocols and with the guidance of the Language Team.

For further advice, see [Acknowledgement of Traditional Owners and Welcome to Country in Schools](https://www2.education.vic.gov.au/pal/acknowledgement-traditional-owners-and-welcome-country-schools/policy) on the Department of Education and Training website.

Dictionaries, databases and applications

Traditional language custodians, often in conjunction with a linguist, can provide an understanding of the range and variety of language already documented. An agreement with Traditional Owners about the most appropriate source dictionary and/or word lists to use is essential. For some languages, simple databases and word-learning applications exist. Permission must be sought prior to using such tools and materials. Any words or constructions required for the purpose of teaching a Victorian Aboriginal Language must come from the local Aboriginal Community. Further resources for Victorian Aboriginal Languages are available from the [Victorian Aboriginal Corporation for Languages](https://www.vaclang.org.au/).

Word creation and spelling

All Victorian Aboriginal Languages are revival languages and certain words and grammatical structures may have been lost or did not exist at the time language information was being documented. Teachers and students need to be guided by the Language Team when creating new words and phrases. Strategies can include using known word-formation processes for the local and neighbouring Aboriginal languages, and borrowing words from other related Aboriginal languages with permission. Aboriginal languages were not traditionally written, and colonists who recorded Aboriginal languages were often unable to hear or distinguish unfamiliar sounds and used inconsistent and varying spelling systems influenced by their own languages. The Victorian Aboriginal Language specialist should be consulted for Community’s preferred spelling conventions.

Pronunciation

All teachers are encouraged to become familiar with the local language sounds that do not occur in English prior to commencing teaching a Victorian Aboriginal Language. Stress patterns are also different from those in English. Teachers should do this in consultation with their Language Team and/or the designated language custodian. If teachers have not previously spoken or taught this language, they will need to practise these sounds until they are comfortable both pronouncing them as individual sounds, and in words and phrases, with the correct stress patterns. Teachers are strongly encouraged to program regular visits from knowledgeable Community members who can model pronunciation. Where possible programs should also include audio and/or video recordings of Community speakers pronouncing the local language sounds and speaking in the local language.

Sign language and gestures

Sign language is a common characteristic of many Australian Aboriginal languages. These ‘alternate sign languages’ (Kendon, 1988) are not related to deafness and are not a primary means of communication. They appear to have been developed to be used when spoken communication was not practical (for example, to communicate over distances, such as when hunting), not permitted (for example, during rituals related to mourning, initiation, kinship relationships) or during ceremonies, dancing and children’s play. In some parts of Australia, hand signs are still commonly used. In many parts of Australia, including Victoria, body, face and eye movements also have specific meanings, and are used to communicate instead of speaking.

Before using any sign language or gestures, it is essential to talk to your local Language Team about whether there is existing sign language from the local language in use. If not, they may approve using borrowed sign language from another Aboriginal language or adapted from Australian Sign Language (Auslan), following appropriate protocols.

Key resources

Background resources for teachers

* Queensland Curriculum and Assessment Authority (2018) ‘Yarning circles’, [www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles](http://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles)
* Research Unit for Indigenous Language (n.d.) ‘The sounds of Australian Aboriginal Languages’ video series, Faculty of Arts, University of Melbourne, <https://arts.unimelb.edu.au/research-unit-for-indigenous-language/training/australian-indigenous-languages/sounds-of-aboriginal-languages>
* Yunkaporta T (2010) ‘Our ways of learning in Aboriginal languages’, in J Hobson, K Lowe, S Poetsch & M Walsh (eds) *Re-awakening Languages: theory and practice in the revitalisation of Australia’s Indigenous languages*, Sydney University Press, Sydney, 37–49, [https://ses.library.usyd.edu.au//bitstream/2123/6914/1/RAL-chapter-3.pdf [PDF – 277KB]](https://ses.library.usyd.edu.au/bitstream/2123/6914/1/RAL-chapter-3.pdf); see also [www.8ways.online](https://www.8ways.online/)

Additional resources for teachers

The following resources may be helpful for those wanting to know more about the teaching and learning of Aboriginal languages.

Welcome to Country and Acknowledgement of Country

* Reconciliation Australia (n.d.) ‘Let’s Talk: Welcome to Country, Acknowledgement of Country’, [www.reconciliation.org.au/wp-content/uploads/2018/03/welcome\_acknowledgement\_v4.pdf [PDF – 629KB]](https://www.reconciliation.org.au/wp-content/uploads/2018/03/welcome_acknowledgement_v4.pdf)

Sounds and spelling

* Jones C, Chandler P and Lowe K (2010) ‘Sounds, spelling and learning to read an Aboriginal language’, in J Hobson, K Lowe, S Poetsch & M Walsh (eds) *Re-awakening Languages: theory and practice in the revitalisation of Australia’s Indigenous languages*, Sydney University Press, Sydney, 281­–292, [https://ses.library.usyd.edu.au/bitstream/handle/2123/6956/RAL-chapter-24.pdf?sequence=1&isAllowed=y [PDF – 160KB]](https://ses.library.usyd.edu.au/bitstream/handle/2123/6956/RAL-chapter-24.pdf?sequence=1&isAllowed=y)
* Victorian Aboriginal Corporation for Languages (VACL) (n., ‘Language fact sheets’ (including 2. Language Sounds; 3. Spelling; 4.Spelling decisions – consonants; 5. Spelling decisions – vowels), [www.vaclang.org.au/Resources/language-fact-sheets.html](http://www.vaclang.org.au/Resources/language-fact-sheets.html)
* Webb, T (2020) ‘Changing the ABC’s pronunciation guidance on Indigenous words’, ABC News, [www.abc.net.au/news/about/backstory/2020-06-04/tiger-webb-abc-pronunciation-guide-indigenous-languages/12317822](http://www.abc.net.au/news/about/backstory/2020-06-04/tiger-webb-abc-pronunciation-guide-indigenous-languages/12317822)

Sign language

* Colin Jones, Queensland Rural Medical Education Limited (2013) ‘What is the importance of body language and sign language in communication?’ video, YouTube, [www.youtube.com/watch?v=03bPHQktqiI](http://www.youtube.com/watch?v=03bPHQktqiI) (Note: The statement in this video that ‘we had one sign language which we used over the whole continent before Europeans arrived here’ is contested in Victoria.)
* Kendon, A (1988) *Sign Languages of Aboriginal Australia: cultural, semiotic and communicative perspectives*, Cambridge University Press, Melbourne
* Living Tongues Institute for Endangered Languages (2010) ‘Clifton Bieundurry – traditional hand signs (Australia)’ video, YouTube, [www.youtube.com/watch?v=qLwf2b4kWKo](http://www.youtube.com/watch?v=qLwf2b4kWKo) (Wangkajunga, north-western Australia)
* Miller, M (2017) *Auslan and Yorta Yorta language*, in consultation with Yorta Yorta Nations Aboriginal Corporation and Yalca Loitjiba (for more information, contact [VAEAI](https://www.vaeai.org.au/administration))

Learning activity

The following learning activity was designed to cover elements of the content from the Victorian Aboriginal Languages curriculum Foundation to Level 2. All parts of the sample learning activity would need to be delivered to ensure the content descriptions that are listed here are explicitly covered.

**Before beginning a unit of work, review all resources and activities and discuss with the Language Team to ensure that everyone is comfortable to proceed. If not, make adjustments where necessary.**

Learning activity 5: Sound systems and spelling

**Timing (approximate):**  2 × 1-hour sessions

**Learning intentions:**  Know and understand that Aboriginal languages have different sound systems to English and other languages

Be able to make the sounds required to speak the local language and create simple bilingual texts for the classroom environment

**Content descriptions:** Participate in guided group activities, such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning [(VCLVC131)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC131)

Interact in classroom routines and respond to teacher instructions [(VCLVC132)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC132)

Learn the different sounds of the language and link these to written symbols and conventions [(VCLVU141)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU141)

Build the resources of the language by creating, performing and recording new texts, and by creating new contexts for its use [(VCLVU151)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU151)

**Achievement standard (extracts):** By the end of Level 2, students … use movement [and] gestures … to participate in guided group activities, for example, collaborating to adapt and perform action songs. They interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when … following instructions.

Students are familiar with most sounds in the target language and can link these to written symbols … They recognise that new words can be formed from within the language itself and work with the community language team to build resources for the language, such as new … songs.

Preparation

* Review the lists of resources (see [the background resources for teachers](#BackResources) and [the list of resources for this learning activity](#Resources)). Read the ‘Yarning circles’ resource.
* Prepare Learning activity 5 words and phrases list (see [Appendix 1](#Appendix1)) with the Language Team.
* Revisit [‘The sounds of Australian Aboriginal languages](https://arts.unimelb.edu.au/research-unit-for-indigenous-language/training/australian-indigenous-languages/sounds-of-aboriginal-languages)’ videos (from Getting started – 1. Community, Country and Languages).
* Identify sounds in the local language that are different from English. Source audio recordings for those local language sounds for students to imitate, or organise a language custodian to make a recording or, if possible, attend this learning activity.
* Prepare a list of local language sounds with your Language Team (if not done previously).
* Prepare flashcards for the local language sounds that are different from English.
* Find a quiet, safe outdoor space where students can hide, away from traffic and noise.
* Prepare cards for the Find-your-sound game(see [Appendix 4](#Appendix4)).
* Prepare for the Construct-a-word game(see [Appendix 5](#Appendix5)).
* Conduct any pre-assessment of student knowledge (see an example in [Assessment ideas](#Assessment1)).

Session 1

Activity 1: Sounds in local language

* Sit in a yarning circle to talk about sounds. Use familiar language to give instructions – for example, ‘Sit!’ – in the local language.
* Ask one student in the circle to greet the person to their right using appropriate sign language or gestures. That person then responds before greeting the person to their right, and so on. Continue around the circle until everyone has had a turn.
* Watch the [‘Australian Phonics song](https://www.youtube.com/watch?v=4V-eBGauQtg)’ video, to support the concept of phonics if it is unfamiliar.
* Explain that different languages have different sounds, where possible referring to the students’ diverse language backgrounds.
* Students listen to a recording, watch a video or listen to a local language custodian demonstrating the local language sounds that are different from English.
* Show students flashcards with local language sounds. Say the sound as you show a card. Students repeat each sound twice, first softly and then loudly.
* Play one game of ‘Kangaroo says …’ (see [Appendix 3](#Appendix3); introduced in Getting Started – 2. Greetings and routines), asking the students to listen carefully to identify the sounds in the words that are different from English. At the end, get students to say any words that they noticed contain local language sounds.

Activity 2: Find-your-sound game

* Take the students outside. Use classroom routine vocabulary and sign language or gestures where appropriate.
* Explain and play the Find-your-sound game (see [Appendix 4](#Appendix4)).

Activity 3: Reflection and farewell

* Students reflect on what they have noticed and learnt.
* Add more local language vocabulary to the goodbye song (from Getting started – 2. Greetings and routines) and add new vocabulary to the word wall of language (begun in Getting started – 1. Community, Country and Languages).
* Students sing the goodbye song as a farewell.

**Tip:** Discuss with students the importance of producing the sounds correctly to ensure the meaning is conveyed properly.

Session 2

Activity 4: Instructions and ‘Kangaroo says …’ game

* Sit in a yarning circle. One student in the circle greets the person to their right, using sign language or gestures where appropriate. The person responds and then greets the person to their right, and so on. Continue around the circle until everyone has had a turn.
* Revise instructions in the local language (from Getting started – 2. Greetings and routines) by getting students to repeat or rap after you.
* Play one game of ‘Kangaroo says …’ (see [Appendix 3](#Appendix3)), asking students to listen carefully for the sounds in the words.

Activity 5: Construct-a-word game

* Explain the Construct-a-word game (see [Appendix 5](#Appendix5)).
* Play the game.

Activity 6: Goodbye song

* Finalise the class goodbye song by adding more words. Practise the song.
* Add the words to the word wall of language.
* Film the class singing the final version and send it to the Language Team and any interested Community members.

Activity 7: Reflection and farewell

* Students reflect on what they have noticed and learnt.
* Students sing the goodbye song to farewell each other.

**Tip:** Explain how saying the wrong sound can convey a different meaning. Use examples in the local language or in English; for example, ***ya****warro* means ‘kangaroo’ and ***yu****warro* means ‘boy’ in Dhudhuroa language.

Assessment ideas

Pre-assessment

Ask students if they know any sounds from their home or community languages that are not found in English or other known languages.

Ask students if they know any sounds that are found only in Aboriginal languages.

Ongoing assessment

Students begin by mainly observing, listening and showing understanding by following simple instructions and behaving respectfully. Then they progress to answering simple questions, repeating individual words that are modelled several times, contributing occasionally to discussions, and showing understanding of respectful behaviours. Finally students will provide more detail in answers, say words without prompting, contribute regularly and thoughtfully to discussions, encourage others to behave respectfully, and show knowledge of key Aboriginal concepts and places discussed.

The teacher can use the table in [Appendix 2](#Appendix2) as a guide when observing students’ interactions in the language; participation in class activities and games; answers to questions; following of instructions; ability to repeat and imitate sounds; ability to link sounds to written symbols when reconstructing words; respect for language, culture and Country; and reflection on learning.

Resources

* Find-your-sound game (see [Appendix 4](#Appendix4))
* ‘Australian Phonics song’, SBC Kids, YouTube, [www.youtube.com/watch?v=4V-eBGauQtg](https://www.youtube.com/watch?v=4V-eBGauQtg) (or any other song used to teach English sounds)
* List of local language sounds (and recordings, if possible – speak to your Language Team about what is available or could be created)
* ‘Kangaroo says …’ game (see [Appendix 3](#Appendix3))
* Learning activity 5 words and phrases lists (see [Appendix 1](#Appendix1))
* Construct-a-word game (see [Appendix 5](#Appendix5))

Appendices

Appendix 1: Learning activity 5 words and phrases

**Note:** The words and phrases in this list correspond with suggestions provided in Getting started – 1. Community, Country and Languages and Getting started – 2. Greetings and routines. The focus of most activities and games in this unit is on sounds, and the language students have previously encountered is required. In your list, also include any local language prepared with the Language Team that will be useful in developing the goodbye song.

| **Learning activity 5 words and phrases list** | | |
| --- | --- | --- |
| **English** | **Local language** | **Sign language or gestures (where relevant)** |
| me/I |  |  |
| you |  |  |
| him/he |  |  |
| her/she |  |  |
| farewell/goodbye |  |  |
| greeting one person |  |  |
| greeting two people |  |  |
| greeting three people |  |  |
| good |  |  |
| bad/not good |  |  |
| yes |  |  |
| no |  |  |
| kangaroo |  |  |
| possum |  |  |
| sit |  |  |
| stand |  |  |
| stop |  |  |
| quiet |  |  |
| speak |  |  |
| go |  |  |
| come |  |  |
| throw |  |  |
| show/point |  |  |
| ball |  |  |
| leaf |  |  |
| hand |  |  |
| one |  |  |
| two |  |  |
| three |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Appendix 2: Learning activity 5 assessment grid

|  |  |  |
| --- | --- | --- |
| **Getting started** | **Progressing towards Level 2** | **By the end of Level 2 (achievement standard extracts)** |
| Students begin to use movement and gestures to participate in guided group activities, for example, collaborating to adapt and perform action songs. | With support, students use movement and gestures to participate in guided group activities, for example, collaborating to adapt and perform action songs. | [Students] use movement [and] gestures … to participate in guided group activities, for example, collaborating to adapt and perform action songs. |
| Students begin to interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when following instructions. | With support, students interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when following instructions. | [Students] interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when … following instructions. |
| Students are aware that there are different sounds for different languages and that written symbols exist to represent these sounds. | Students are familiar with some sounds in the target language and begin to link these sounds to written symbols. | Students are familiar with most sounds in the target language and can link these to written symbols … |
| Students understand that new words can be formed from within the language itself and understand the importance of building resources for the language, such as new songs. | Students recognise that new words can be formed from within the language itself and, with support, work with the community language team to build resources for the language, such as new songs. | [Students] recognise that new words can be formed from within the language itself and work with the community language team to build resources for the language, such as new ... songs. |

Appendix 3: ‘Kangaroo says …’ game

**Learning intentions:** To listen to and act out instructions in the local language

To allow students to practise listening to the local language

**Playing area:** A place where students can stand with space around them

**Equipment:** Learning activity 4 words and phrases list (especially new instructions)

**Gameplay and basic rules:**

* Students stand in front of the teacher, facing the teacher.
* When the teacher says ‘Kangaroo says …’ and a classroom instruction (all in local language), the students must act out that instruction. If the teacher says an instruction without preceding it with ‘Kangaroo says …’, the students must stay still. (This is similar to the game ‘Simon says …’)

**Tips:**

* Play a practice round, saying the instructions and demonstrating the actions and getting students to mirror you.
* To vary the game, omit ‘Kangaroo says …’ Say the instruction and perform the action, but sometimes deliberately perform the wrong action to check who is listening and understanding.
* Any animal name can be substituted for ‘kangaroo’; however, students must be familiarised with any alternative animal name before starting the game.
* Once most students are confident, increase the speed of instructions.
* Students who are confident can lead the game (with or without the teacher prompting).

Appendix 4: Find-your-sound game

**Learning intention:**  To listen to and practise the different sounds in the local Aboriginal language

**Playing area:**  An area where students can hide safely

**Equipment:**  Local language sounds written on cards

**Gameplay and basic rules:**

* Each student finds or is allocated a partner.
* The teacher gives a local language sound card to each pair, says the sound and gets the pair to repeat it.
* Each pair should practise their sound by repeating it aloud to each other.
* One of the partners of each pair hides.
* The other partner calls out their sound to find their partner.
* Their partner responds with the same sound.
* Together they return to the teacher to get a new sound card.
* They repeat with the new sound.

Appendix 5: Construct-a-word game

**Learning intention:** To reconstruct known words using sounds and pictures

**Playing area:** Table or floor or outside area

**Equipment:** Learning activity words and phrases list 5

A plastic pocket containing local language words cut into sounds with images to represent each word

**Gameplay and basic rules:**

* Individually or in pairs, students take a plastic pocket. They must put the sounds in order to reconstruct the word for each image.
* Students can attempt to read aloud the words they have reconstructed to the teacher.

**Tips:**

* Students can be grouped in mixed-ability pairs, for example with a more confident reader who can prompt a less confident reader.
* Include other local language words that students have encountered, such as words from other units, the word wall or placenames, or words that they have been taught by an Elder or respected Community member.