My mob, Levels F–2

Victorian Aboriginal Languages F–10

Sample unit of work

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**Overview:** Students learn about the purpose, variation and appropriate use of greetings and farewells through the utilisation of languages already known to the students. They will learn to greet and farewell people, follow simple classroom instructions and perform introductions in the target language.

**Time allocation:** Approximately 8 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)
* Interact in classroom routines and respond to teacher instructions [(VCLVC132)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC132)
* Notice how using different languages involves some different ways of communicating and behaving [(VCLVC140)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC140)
* Recognise that different words and language forms are used to address and communicate with people according to relationship and context [(VCLVU145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU145)

**Relevant achievement standard extracts:**

* Students interact with the teaching team, and 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 interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when requesting objects, responding to simple questions, following instructions.
* Students identify similarities and differences in the ways people communicate and behave in different languages and cultures.
* They know that different words are used to address and communicate with different people, depending on relationship and situation.

| **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**   * Before each lesson, revise known language using resources created by students or a game. * Ask students if they know any words in the local Aboriginal language. Ask the meaning of the words and ask everyone to repeat the word and its meaning | **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 the greeting**   * Discuss greetings and farewells – their purpose and how they vary from group to group, utilising languages already known by students. * In pairs students practice greeting each other in known languages, in person, online, or in a video. * Introduce and model the greeting in the target language. * Students practice greeting each other in the target language. * Use puppets to practise greetings in the target language. | **Greeting:** | Use a phone or camera to film the students greeting each other, and play this back to them. |
| **Using the greeting**   * Greet the students in language. * Students return the teacher’s greeting in language. * Students greet any guests in language. * Students greet each other in language. | **Greeting:** | Use this greeting activity at the beginning of each session and elsewhere if possible. |
| **Introducing the farewell**   * Introduce and model the farewell in the target language. * Students practice farewelling each other in the target language. | **Farewell:** |  |
| **Using the farewell**   * Farewell the students in language. * Students return the teacher’s farewell. * Students farewell any guests in language. * Students farewell each other in language. |  | Use this farewell activity at the end of each session and elsewhere if possible. |
| **Introducing instructional words**   * Introduce and model one or two instructional words in language. * Using total physical response (TPR), demonstrate the instructional word/s to the class. * Ask the class to follow your action/s as you say the instructional word/s. * Ask the class to follow your action/s as they say the instructional word/s. | **Be quiet:**  **Sit down**:  **Stand up:**  **Speak/say X:**  **Come here**: | * Choose words that can be used often, e.g., tell the class to sit, or to be quiet. * These words should be used in the classroom on a daily basis. * Teach commands using the [imperative](http://www.grammar-monster.com/glossary/imperative_mood.htm) form of the verb. * This utilises [total physical response (TPR).](https://www.teachingenglish.org.uk/article/total-physical-response-tpr) * Verbs in Aboriginal Languages typically have different endings for tense, e.g., past, present and future, or past and non-past; and for person, e.g., I, you, we (including you), we (not including you), two of us, we all. Click the links below for more information on [number](http://www.grammar-monster.com/glossary/number.htm); and/or [clusivity.](https://en.wikipedia.org/wiki/Clusivity) * Choose the most appropriate forms for the classroom. * Extension: Work with the PE teacher, library teacher and others to allow students to practise using these instructional words as often as possible. |
| **Introducing yourself**   * Discuss introducing yourself to people, and how this can vary from language to language. Ask students for appropriate greetings in languages with which they are familiar. * Discuss respect in relation to different family or community relationships and how this is shown by your choice of greeting. * Model introducing yourself in the target language to the class. * Ask other adults to introduce themselves to the class in the target language. * Ask the class to practise introducing themselves in the target language. * Ask the class to introduce themselves to each other in the target language. | **My name is ………..** | * There may be other forms of introduction that are more appropriate. * We choose greetings based on our relationship with the addressee, e.g., ‘Hi Mum’, ‘Good morning Miss’, ‘Hey mate’. |
| **Consolidating language**   * Tell a story where greetings, introductions and the instructional words already learnt are incorporated. * Introduce and model a new instructional word. * Use TPR to practice known and new instructional words. * Students take turns in leading TPR with all instructional words. |  | * Each group will have their own Creation stories, which may be suitable for this activity. * Click here for some [virtual story books](http://www.slq.qld.gov.au/search/eresources/ebooks/virtual-books) to give you some ideas. * Where available, use a picture book to support the story. * Incorporate instructional words into activities wherever possible, e.g., tell the students to sit before telling them the story. * Allow proficient students to mentor other students. |
| **Asking for a name**   * Model asking someone their name in language. * Students practice asking someone for their name. * Students introduce themselves to the teacher or a visitor, and ask the other person’s name using culturally appropriate language. Addressee responds with ‘my name is …’ * Students introduce themselves to each other and ask the other person’s name. Addressee responds with ‘my name is …’ | **What is your name?** | There may be a culturally appropriate way of asking someone their name, e.g., where are you from, who are your family, who are you? |
| **Consolidating introductions**   * Students introduce themselves to other members of the class, and ask the other person’s name in language. Addressees respond in the target language. * Form students into two concentric circles to practice introductions, with the inner circle rotating after each introduction. * Invite a guest to the classroom. Students greet the guest appropriately, tell the guest their name and ask the guest for her/his name in language. Guest responds in language. |  | The guest could be the school principal or another person known to the class. |
| **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 greetings, farewells and introductions throughout this unit.
* Observe and record students’ responses to instructional words.
* Correct and encourage practice where necessary

Sharing

* Ask students to teach their family to greet and farewell each other in language.
* Ask students to teach their family how to introduce themselves and how to respond.
* Send the language information home to the family.