



Head, shoulders, knees and toes



CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
✓			

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
✓	✓ ✓	✓	✓			✓	

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓	✓	✓		

DISTRICT

This lesson has been developed by teachers in the following district:
Goldfields

TOPIC INFORMATION

PURPOSE

To provide students with an introduction to the concept of culture by investigating shared and unique features of all human beings, to expose students to words from languages of different cultures, and to provide opportunities for them to refine and control gross motor skills they apply in The Arts.

STUDENT OUTCOMES

Students:

- learn names of body parts in Wongutha; and
- apply this knowledge to a simple song/word game.

S & E

4. Culture

The Arts

2. Arts Skills and Processes





KEY BACKGROUND POINTS

Wongutha words (substitute any local Aboriginal language if relevant) for relevant body parts are:

- kata – head
- alipiri – shoulders
- murti – knees
- tjuna – toes
- kuru – eyes
- thaa – mouth
- pina – nose
- mulyu – ears

English words for song

Head, shoulders, knees and toes, knees and toes,
 Head, shoulders, knees and toes, knees and toes,
 And eyes, and ears, and mouth, and nose,
 Head, shoulders, knees and toes, knees and toes.

Wongutha words for song

Kata, alipiri, murti, tjina, murti, tjina,
 Kata, alipiri, murti, tjina, murti, tjina,
 Kuru, mulya, thaa, pina,
 Kata, alipiri, murti, tjina, murti, tjina.

CULTURAL & PROTOCOL CONSIDERATIONS

Use local Aboriginal language and ask AIEOs, Goldfields District Education Office Aboriginal Education team, or local Aboriginal people to demonstrate correct pronunciation. Also, ensure correct spelling of Aboriginal words.

RESOURCES

Medium	Author, producer, developer etc	Title	Source
Wongutha dictionary		<i>Wongutha Dictionary</i>	Aboriginal Language Centre, Resource Centre, Hay Street, Kalgoorlie

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- teacher prepared chart of parts of body in Wongutha and English (see KEY BACKGROUND POINTS section)
- teacher prepared charts of song in both English and Wongutha
- card for students to make flash cards
- textas to write words

LESSON STEPS

These suggestions may take more than one lesson, depending on the level of your students, and timetabling restrictions. They could form part of a larger unit of work focusing on words from the Wongutha language..

Preparation:

- **Plan** your lessons in consultation with your AIEO, Aboriginal staff members, your art teacher, and/or the Aboriginal Education team at the DEO. They can help you with information and resources.
- **Ask** your AIEO and/or Aboriginal staff members or community members to participate in your lessons to demonstrate pronunciation of Wongutha words.
- **Prepare** charts of words, and song in English and Wongutha (see KEY BACKGROUND POINTS section).





Implementation

Whole class

- **Brainstorm** knowledge of 'foreign' languages – from which languages do children know words?
- **List** names for parts of the body in any appropriate language – first in English.
- **Introduce** Wongutha (or local Aboriginal language) terms for parts of the body (see KEY BACKGROUND POINTS).
- **Ask** your Wongutha-speaking visitor to say the names in turn, and children to repeat each, touching the corresponding body part (repeat until students have mastered pronunciation).

Working with a partner

- **Distribute** card to students for them to write their flash cards.
- **Guide** students to make their own flash cards writing the name of a body part on each: Wongutha on one side and English on the other.
- **Ask** students to practise and drill words with their partners.

Whole class

- **Drill words** together – as they say name in Wongutha, students touch relevant part of the body.
- **Sing** *Head, Shoulders, Knees and Toes* in English, touching body parts to accompany words.
- **Sing** *Head, Shoulders, Knees and Toes* with Wongutha words, start slowly and gradually increase pace.

Follow up activity for any spare few minutes

Whole class game: 'Simon says touch your' using Wongutha words for parts of body.

ASSESSMENT

- Observe level of participation and attentiveness.
- Observe and record students' ability to remember and pronounce Wongutha words correctly – you may create a checklist of words with 2 columns headed: 'accurate pronunciation', and 'remembers words'.
- Written word assessment: prepare a picture of blank body outline, photocopy and distribute to students. Ask students to label body parts in Wongutha (and English if required).

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