

Bush mechanics 2: writing a procedure



Lesson **two** of four lessons

- Bush mechanics 1: exploring a procedure
- **Bush mechanics 2: writing a procedure**
- Bush mechanics 3: guest speaker
- Bush mechanics 4: book of procedures

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood (typically ages 4 – 8 years)	Middle Childhood (typically ages 9 – 12 years)	Early Adolescence (typically ages 13 – 15 years)	Late Adolescence (typically 15+ years)
		✓	✓

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
✓	✓			

TOPIC INFORMATION

PURPOSE

To provide opportunities for students to:

- study skills of survival of the contemporary Aboriginal people;
- use the conventions of the procedure genre with understanding and critical awareness;
- develop awareness of aspects of writing such as: audience, context and purpose, and adjust their writing accordingly; and
- develop a bank of innovative bush mechanics skills.

STUDENT OUTCOMES

Students:

- explore how text can be changed depending upon the audience at which it is directed;
- contribute and share ideas to create a joint class procedural text; and
- produce their own procedural text after viewing Bush mechanics.



KEY BACKGROUND POINTS

The contemporary Indigenous person owns and drives a car. Many Aboriginal people use their car both as a means of transport to and from communities and as a vehicle for hunting in the outback where there is little or no other traffic. If the car breaks down they are often kilometres away from help. There are no mechanics in many remote Aboriginal communities and no RAC on hand to fix the problem. Therefore bush mechanics has become a means of survival for many contemporary Aboriginal people.

Transport is considered an integral facet of life, allowing Indigenous people to observe customs such as attending funerals, participating in law business, observing particular customs and obtaining bush tucker. Indigenous peoples have demonstrated innovative problem solving techniques to help them continue to travel by virtue of pioneering maintenance and vehicle operation.

This unit of work provides opportunities for learners to gain an appreciation of inventive mechanic practices.

CULTURAL & PROTOCOL CONSIDERATIONS

Be aware of warning on website and DVD, *Bush mechanics*: Viewers of this site are warned that it contains pictures of deceased people. This content remains online at the request of their families.

RESOURCES

Medium	Author, producer, developer etc	Title	Source
website	Warlpiri Media and the Australian Film Commission	<i>Bush mechanics</i>	http://www.bushmechanics.com
DVD	Warlpiri Media and the Australian Film Commission	<i>Bush mechanics</i>	ABC centre

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- *Bush Mechanics* DVD
- DVD player and TV
- internet access
- student computers or data projector and screen
- student copies of INFORMATION SHEET 3: secret scenarios
- student copies of LEARNING GUIDE 2: Bush mechanics – writing a procedural text (2 pages)
- student copies of LEARNING GUIDE 3: assessing a procedure
- large sheet of butchers paper and
- Artline textas (to write shared procedural text)
- student writing materials
- INFORMATION SHEET 1: *Flat tyre* (procedure) from lesson 1
- INFORMATION SHEET 2: *Flat tyre* (recount) from lesson 1





LESSON STEPS

Preparation

- **Copy** teacher information sheet, **INFORMATION SHEET 3: secret scenarios**.
- **Cut** out the four scenarios and place each in a sealed envelope. If you have more than four groups of students use the required number of scenarios, twice.
- **Copy** student learning guides, **LEARNING GUIDE 2: Bush mechanics – writing a procedural text (2 pages)** and **LEARNING GUIDE 3: assessing a procedure**.
- **Check out** *Bush Mechanics*: <http://www.bushmechanics.com>. For your lesson you may like to use a data projector so all students can see easily.
- **View** *Bush Mechanics* DVD to familiarise yourself with content.

Implementation

Introduction – in groups

- **Discuss** the term 'register' with students. For example: Register is the way people choose to use language depending on the situation. For instance it may be choosing what is talked about, who they are talking to, and how they talk about it ...
- **Discuss** the use of register in INFORMATION SHEET 1: *Flat tyre* (procedure) and INFORMATION SHEET 2: *Flat tyre* (recount) from lesson 1.

Focus on the use of register in *Bush mechanics*

- **Explain** that the register for a procedure may change depending on the person you are talking to.
- **Log** onto *Bush mechanics* website and direct students into Tricks section.
- **Ask** groups to choose one of the tricks and view the video, then to discuss their impressions of register in the trick they viewed.

After viewing

- **Provide** each group with one of the scenarios (from INFORMATION SHEET 3: secret scenarios) in a sealed envelope, ensuring that each group keeps their scenario a secret.
- **Ask** groups in turn, to present responses to the class, keeping their scenario a secret. Other class members discuss the register used and guess the scenario for each group.

On completion of sharing responses

- **Discuss** what students have learned about register and its effect on the procedure genre.

Shared writing of a procedure

- **Select and watch** a scene from *Bush mechanics* DVD.
- **List** on board, verbs used in the scene viewed.
- **Ask** for class input, to compile a shared procedural text on board, as follows:
- **Discuss** who the audience will be.
- **Ask**, 'How do we structure a procedural text?' Write headings on board.
- **Ask**, 'What temporal conjunctions shall we use? That is, conjunctions that relate to time like: first, next, secondly ...
Extension: create a class poster of conjunctions used in procedures to be used as environmental print to assist in future writing lessons.'





Individual writing of a procedure

- **Select and watch** a scene from *Bush mechanics* DVD.
- **List** on board, verbs used in the scene viewed.
- **Ask** for class input, to compile a shared procedural text on board, as follows:
- **Discuss** who the audience will be.
- **Ask**, 'How do we structure a procedural text?' Write headings on board.
- **Ask**, 'What temporal conjunctions shall we use? That is, conjunctions that relate to time like: first, next, secondly ...
Extension: create a class poster of conjunctions used in procedures to be used as environmental print to assist in future writing lessons.

Self-assessment – on completion of writing a procedure

- **Distribute** student copies of LEARNING GUIDE 3: assessing a procedure.
- **Discuss** how to complete the learning guide.
- **Ask** students to complete learning guide.

ASSESSMENT

Evaluate students' responses on LEARNING GUIDE 2: Bush mechanics – writing a procedural text (2 pages, and LEARNING GUIDE 3: assessing a procedure.

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LEARNING GUIDE 3: assessing a procedure

STUDENT OUTCOME

Students analyse their own written procedures.

INSTRUCTIONS

Reflect on your work and complete the following assessment table.

Name: Date:	Comments
Structure: <ul style="list-style-type: none">- Is the goal worded in a suitable way?- Are the materials needed clearly listed?- Are instructions in a logical order?	
Language Used; <ul style="list-style-type: none">- Are appropriate temporal conjunctions used?- Has the student included suitable verbs in instructions?- Does each sentence contain only one instruction?	
What understandings about the procedural genre has the student demonstrated?	
Future points: Identify one or two things you could do to improve your writing of a procedure.	



LEARNING GUIDE 2: Bush mechanics – writing a procedural text (1 of 2)

STUDENT OUTCOME

Students produce a procedural text about a scene they have viewed.

GENERAL INSTRUCTIONS

- Watch a scene from the *Bush mechanics* DVD.
- After watching scene, brainstorm all the verbs you saw or heard.

What goal is being achieved in the scene you viewed?

Who is the audience for the scene you viewed? What makes you think this?

Use the following template to write your own procedure about the scene.





LEARNING GUIDE 2: Bush mechanics – writing a procedural text (2 of 2)

TITLE: _____

Goal:

Materials:

Instructions:

1.

2.

3.

4.

5.

6.





INFORMATION SHEET 3: secret scenarios

For teachers:

Cut out the following scenarios and place each in a separate sealed envelope.

You have come across some tourists from Japan on the road. Their car has broken down. Explain to them how to fix their car using skills from the trick you just watched on the *Bush mechanics* website.

Imagine you are talking to a friend at school and telling them how to do the bush mechanics trick you just watched.

Imagine you are talking to a reporter from the local newspaper describing how you broke down out in the bush and the steps you took to fix your car. Use the scenario from the trick you just watched.

Imagine you are giving instructions to your Aboriginal grandfather on how to do the bush mechanics trick you just watched.