



# My body 1: names of parts of the body



## Lesson one of five

### My body 1: names of parts of the body

My body 2: my body book

My body 3: bingo

My body 4: stocking people

My body 5: photo of me

## 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
✓	✓	✓		

## TOPIC INFORMATION

### PURPOSE

To provide an opportunity for students to learn the names of their body parts in the Wajarri language of the Murchison region and to provide opportunities for students to practise vocabulary associated with parts of the body.

### STUDENT OUTCOMES

Students:

- listen to the target language demonstrating understanding through non-verbal and verbal response, repetition, action or response in English and Aboriginal language;
- become aware that English was not the first language in Australia;
- develop a greater understanding of the difficulty of speaking another language;
- recognise the importance of one's language; and
- name parts of the body in English and an Aboriginal language.

### KEY BACKGROUND POINTS

- Numerous Aboriginal languages were spoken in Australia at the time of the first contact with non Aboriginal people.
- Many languages have been lost due to their oral nature and the fact that Aboriginal people were discouraged from speaking their own languages.
- Language and culture change to reflect changes in society.





## CULTURAL & PROTOCOL CONSIDERATIONS

It is vital that teachers consult Aboriginal experts in their school, community or Education district office to learn correct protocols, vocabulary, pronunciation and spelling when teaching an Aboriginal language. Local language experts may be Aboriginal and Islander education officers (AIEOs) who should be involved in two-way teaching where they provide language knowledge and the teacher supplies teaching knowledge.

If an Aboriginal language program exists as a LOTE program it is important that the class teacher works closely with the LOTE teacher to integrate language across all learning areas. Students must have many opportunities throughout the day to practise vocabulary. This is most important in areas where the Aboriginal language is not the students' first language.

## RESOURCES

Medium	Author, producer, developer etc	Title	Source
DVD	Irra Wangga language centre	<i>Wajarri Wangga</i>	Irra Wangga language centre
alphabet poster	Irra Wangga language centre	<i>Wajarri Wangga</i>	Irra Wangga language centre
alphabet CD	Irra Wangga language centre	<i>Wajarri Wangga</i>	Irra Wangga language centre

## TEACHING AND LEARNING STRATEGIES

### TEACHING RESOURCES

- two life-size outlines of a student's body (on cardboard or paper)
- two sets of laminated flashcards with names of body parts written in Aboriginal language and English, one language on each side
- Blutac
- copies **ASSESSMENT GUIDE 1: body parts**
- book: *Wajarri Wangga*

### LESSON STEPS

#### Preparation:

- **Ask** AIEO to provide names of body parts in Aboriginal language, and to share teaching the lesson.
- **Make** copies of ASSESSMENT GUIDE 1: body parts – one for each student's records.
- **Make** a big book of the story, Body parts: *Wajarri Wangga*.
- **Make** two sets of flashcards with names of body parts in English on one side of cards, and Aboriginal language on the other.
- **Prepare** two body outlines on cardboard or on paper/chart.





## Implementation

### Whole Class

- **Read** the story, *Body parts: Wajarri Wangga*, using big book and small book.
- **Play** the game, *Head, shoulders, knees and toes*, using English names for parts of the body.
- **Show and read aloud**, one at a time, flashcards with names of body parts, in English language.
- Students **repeat** names as teacher/AIEO says them.
- Students **respond** to oral or written words by touching relevant parts of their body.
- **Select** students to put English flashcards onto first life-size body outline, on chart.
- **Show and read aloud**, one at a time, flashcards with names of body parts in Aboriginal language.
- Students **repeat** names as teacher/AIEO says them.
- Students **respond** to oral or written words by touching relevant parts of their body.
- **Play** the game, *Head, shoulders, knees and toes* with teacher/AIEO saying Aboriginal names for head, shoulders, knees and toes.
- Students **repeat** words as they play.
- **Select** students to put flashcards showing Aboriginal names onto other life-size body outline/chart.
- **Display and use** incidentally throughout the day to reinforce vocabulary.
- **Add** further names of body parts as students become confident at using given words correctly.

## ASSESSMENT

Observe students ongoing use of flashcards noting accurate use of English and Aboriginal words.

Use **ASSESSMENT GUIDE 1: body parts** to record student learning. The assessment rubric provided is useful as an ongoing assessment tool. You need to add the Aboriginal words in the appropriate column. When you introduce additional words, add them to the grid. Use it for each student to keep a record indicating whether they can read, say and write each word in English and the Aboriginal Language they are learning. Write the date that you observe student's accurate use of words, in the relevant box.

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