



My body 2: my body book



Lesson two 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

- grater
- templates of body parts (teacher to make templates prior to lesson)
- chalk
- coloured card/paper for students' books
- paste
- pencils
- stapler
- photocopies for students of **LEARNING GUIDE 1: my body book**
- scissors
- flashcards of body parts words in Aboriginal language (from previous lesson)
- chart showing outline of body and Aboriginal names for its parts (made in previous lesson)

LESSON STEPS

Preparation:

- Organise this as a whole class or small group activity allowing students to work independently and/or collaboratively to complete the task.
- Make templates of body parts from card for students to use to make pictures for their books.

Implementation

Whole Class

- Teacher and/or Aboriginal and Islander education officer (AIEO) model correct pronunciation of words, and encourage students to have a go.
- **Revise** all body part words taught previously by playing flashcard games such as *Concentration* or *Matching words*.
- **Explain to** students that they must try to speak in the Aboriginal language as much as possible.
- **Distribute** student copies of **LEARNING GUIDE 1: my body book**.





- **Explain** to students that they are going to make a book about their body parts.
- **Ask** them to read together the first sentence, in English.

Working individually

- **Explain** that students need to take a piece of card/paper for each body part. Then they may draw/make a picture of a body part for each page, leaving enough room to paste on the sentence about it.
- Teacher/AIEO assists students by placing body part template on large card and shave chalk (using grater) over template, hand or foot.
- **Encourage** students to go on a classroom word-hunt to find the Aboriginal word for the body part they are working on.
- Students **copy** Aboriginal word on the line below the English word, on **LEARNING GUIDE 1: my body book**.
- Students **read** sentences in both languages, individually and together.
- **Repeat** above steps to complete all sentences.
- When all sentences on **LEARNING GUIDE 1: my body book** are complete, students cut along lines and paste under them a picture of each body part.
- After completing each page students read their sentence in both languages, pointing to the words as they read.
- **Ask** students to make a cover for their book that includes: their name, title of their book and, if they like, a picture about the book.
- **Teacher/AIEO laminate** each page and spiral bind books.
- **Encourage** students to read their books to friends and teachers.
- Students **take books home** to read to parents.
- **Place** copies of the book in class/school library and home reading box.

ASSESSMENT

Observe children as they work through the activity to assess:

- ability to follow directions,
- ability to name each body part accurately, in English,
- ... in the Aboriginal language,
- accuracy when matching pictures to names (in both languages); and
- quality of completed book.

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LEARNING GUIDE 1: my body book (part 1 of 2)

Student's name: Date:

STUDENT OUTCOMES

The student:

- makes their own **My body book**, using, for each page, the relevant text below;
- matches written names to body parts in English and the Aboriginal language;
- completes relevant Aboriginal words for each page; and
- reads their **My body book**.

<p>This is my head.</p> <p>This is my</p>
<p>This is my shoulder.</p> <p>This is my</p>
<p>This is my knees.</p> <p>This is my</p>
<p>This is my toes.</p> <p>This is my</p>





LEARNING GUIDE 1: my body book (part 2 of 2)

Student's name: Date:

STUDENT OUTCOMES

The student:

- makes their own **My body book**, using, for each page, the relevant text below;
- matches written names to body parts in English and the Aboriginal language;
- completes relevant Aboriginal words for each page; and
- reads their **My body book**.

<p>This is my hand.</p> <p>This is my</p>
<p>This is my nose.</p> <p>This is my</p>
<p>This is my foot.</p> <p>This is my</p>
<p>This is my mouth.</p> <p>This is my</p>

