



My body 3: bingo



Lesson three 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

The student:

- 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

- teacher/AIEO prepared classroom set of large bingo cards for students showing Aboriginal names of body parts
- teacher/AIEO prepared set of cards with picture of body parts and English name below picture
- student sets of counters
- student copies of bingo page (A3 sheet) of squares with different body parts and names on each side (one side, Aboriginal names, the other English)

LESSON STEPS

Preparation:

- Teacher and/or Aboriginal and Islander Education Officer (AIEO) practise daily correct pronunciation of words, and encourage students to speak in the Aboriginal language.
- **Prepare** bingo (A3 size) with one Aboriginal name of a body part in each square.
- **Laminate** the cards.
- **Make:**
 - flashcards with picture of body parts and English name below picture, laminate. You may find the flashcards for Lesson 1 are suitable.
 - Bingo game in reverse, bingo page could have picture of body part with the English word underneath and the flashcard could be the Aboriginal word for the body part – optional.

Implementation

This may be played as a whole class activity or in small groups.

- **Give** each group, or child, a bingo page showing Aboriginal names of body parts.
- **Give** each group/student a set of counters.
- **Hold** up flashcard with picture of body part and English name below.
- **Ask** students to find the equivalent Aboriginal body part name, and place a counter on that word.
- **Repeat** above two steps ...
- The first student or group to complete the Bingo page is the winner.

Optional: play again using the reverse set of Bingo cards.

ASSESSMENT

Observation of participation in activity and discussion.

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