



# Names of parts of the environment 2: making posters



Number two in a series of five lessons, **Names of parts of the environment**, planned to provide students with opportunities to practise traditional Aboriginal words in context:

- Names of parts of the environment 1: environmental walk
- **Names of parts of the environment 2: making posters**
- Names of parts of the environment 3: wall mural
- Names of parts of the environment 4: barrier games
- Names of parts of the environment 5: sand tray model

## 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 students with opportunities to learn words from another language.
- To provide students with an opportunity to explore their local environment from an Aboriginal perspective.
- To appreciate why understanding an Aboriginal perspective is important for all students (link to social responsibilities and Overarching Outcomes).

### STUDENT OUTCOMES FROM THIS LESSON

- Students listen to the target language demonstrating understanding through non-verbal response, repetition, action or response in English.
- Students become aware that English was not the first language of Australia.
- Students develop a greater understanding of the difficulty of speaking another language.
- Students recognize the importance of one's language.
- Students are able to name vocabulary associated with the environment in English and in 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 verbal nature and the fact that Aboriginal people were forbidden from speaking their own languages. Government law which was aimed at assimilation prohibited any use of Aboriginal languages, and at times Aboriginal elders forbade public use of their language as they did not want it spoken in front of white people.
- Language and culture change to reflect changes in society.
- Some English words don't have literal Aboriginal language translations. Discussions of reasons for this (e.g. the traditional Aboriginal way of describing distances rather than using western units of measurement) provides insights into the way Aboriginal people perceived aspects of the world around them.

## CULTURAL & PROTOCOL CONSIDERATIONS

It is vital to consult Aboriginal experts in your district (e.g. at school, in the community, District Education Office or Aboriginal Education Advisory Council) to learn correct protocols, words, pronunciation and spelling *before* teaching Aboriginal words.

Local language experts may include 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 new vocabulary. This is most important in areas where the Aboriginal language is not the students' first language.

As there may be Aboriginal students from different language groups in your class it is essential to check out this aspect with local Aboriginal people and find out the associated protocols. For instance, it may not be appropriate for some Aboriginal people to speak another group's language.

When planning your environmental walk, in addition to language issues, it is important to find out about the local area where you want to take your class. Is it a site of cultural significance for Aboriginal people? Are you allowed to remove specimens from the area, or should you simply photograph objects, foot or body prints, animals' homes and so on? Do you need permission from local Aboriginal groups, or from CALM? Check the CALM website and their Aboriginal section for further information. ([http://www.naturebase.net/plants\\_animals/protecting\\_flora.html#protected\\_flora](http://www.naturebase.net/plants_animals/protecting_flora.html#protected_flora))

## TEACHING AND LEARNING STRATEGIES

### TEACHING RESOURCES

- photos and items collected on the environmental walk, such as leaves, twigs and seeds
- names of items seen and collected written on flashcards in Aboriginal language and English
- photocopied sheets of words written on flashcards – where students are unable to write/copy the words on the flashcards
- A3 paper for posters
- crayons, felt pens, pencils and strips of paper for labels
- student copies of **Learning Guide 1: Names of parts of the environment.**





## PREPARATION

**Consult** Aboriginal experts in your district (e.g. at school, in the community, District Education Office or Aboriginal Education Advisory Council) to learn correct protocols, words, pronunciation and spelling, *before* teaching Aboriginal words.

**Plan your lessons** with your school's AIEOs and LOTE teachers where possible, and plan for someone to take digital photos for a record of the activity. Follow procedures set out in your school's excursion policy.

Prepare flashcards showing names of items found/seen/photographed (English one side, Aboriginal name on the other),

### **Please note:**

Where possible, include Aboriginal staff members, parents or community members to assist in this group activity, ideally one adult per group to build on the environmental walk experience.

## LESSON STEPS

### **Whole class:**

- **explain** what you plan to do in the lesson; and
- **divide** students into the same small groups as for the environmental walk, and allocate an adult to each group (or to more than one group where necessary) as 'guides/mentors'.

### **Working in small groups, students:**

- **name and talk about** the objects they collected/photographed from the local environment, other things they saw or heard, and the feelings they experienced;
- **listen** as teacher or AIEO models correct use of Aboriginal and English names.

### **Whole class, teacher/AIEO:**

- **models** correct use of Aboriginal and English names once more – children repeat names; as teacher
- **introduces** written names on flashcards which should be displayed where students can see them, for reference.

### **Working in small groups, students:**

- **match** their objects to a name on the flashcards;
- **draw** pictures of their objects, on A3 paper; and
- **label** objects they collected to complete individual or group posters. Students may cut and paste labels from a teacher-prepared sheet of the words on the flashcards, if necessary.

## ASSESSMENT

Students tell teacher/AIEO the English and Aboriginal names of the objects as they draw and label their poster.

**Learning Guide 1: Names of parts of the environment**, an assessment rubric, is useful as an ongoing assessment tool.

When you introduce additional words, add them to the grid. Use it to keep a record for each student indicating whether they can read, say and write each word in English and the Aboriginal Language they are learning.

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