



Names of parts of the environment 3: wall mural



Number 3 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

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- large sheets of brown paper for mural backdrop
- smaller pieces of paper (for students' drawings ...)
- poster size paper for teacher to list items for mural
- collage materials, leaves, hessian, sand, bark, feathers
- paint, brushes and rollers
- drawings of objects in their environment that students have done previously (or see under 'Preparation' below)
- paste/glue
- student copies of **Learning Guide 1: Names of parts of the environment** (if required)
- copies of **Learning Guide 2: My Mini Mural** to assist with planning your mural, and/or for students who finish early to help them create their own mini-murals

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. If your students have not previously drawn/painted objects in their environment in an art lesson that you can use in this activity, do this as part of your preparation for this lesson. You may choose to focus on the items collected in your Environmental Walk so that drawings on the students' posters would provide small 'drafts' for larger outline drawings they could use for the mural.

Please note:

Where possible, include Aboriginal staff members, parents or community members to assist in this group activity. Throughout the activity, teacher, and other adults, should model the Aboriginal language, reinforcing words previously taught and incidentally introducing new words. Encourage students to use Aboriginal words as they talk about what they are doing.





LESSON STEPS

Whole class:

- **plan** your wall mural using children's drawings from previous outdoor art lesson as a guide (including how/where you can display this);
- **include** objects children observed in their local environment (e. g. flora – types of trees, grasses, shrubs, flowers; rocks; fauna – types of birds, insects, spiders, animals; typical conditions – as in the kind of sky, weather; background setting ...)
- **brainstorm and list** (teacher scribes students' suggestions) on a large sheet of paper, all objects to be included in the mural. Write words in Aboriginal language and English.
- **decide** on what materials to use, to provide a natural texture so that objects look as real as possible. (e. g. leaf prints or rubbings for leaves, feathers for birds, hessian or fabric for kangaroos ...); and
- **allocate** to each group a part of the mural for which it is responsible.

Working in small groups, students:

- **decide** on 'who does what';
- **use drawings** of items from the environment as a starting point;
- **complete** their part of the mural so it can be attached to the prepared backdrop;
- **write**, and attach to the mural, the Aboriginal word for each object.

Extension activity for early finishers:

- Students may create their own mini-mural using **Learning Guide 2: My Mini Mural** as a planning sheet, or better still, encourage them to be creative and use their own ideas.

ASSESSMENT

Students and teacher/adults use the English and Aboriginal names of the objects as they complete the mural.

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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Kerry Rowe (writer), Alwyn Evans (editor)

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LEARNING GUIDE 2: My Mini Mural

Student's name: _____

STUDENT OUTCOMES

The student:

- draws a picture of what they observed during their environmental walk.
- labels their drawing by writing the Aboriginal names, or cutting and pasting from given vocabulary sheets (depending on their level of achievement).
- names vocabulary associated with the environment in English and in an Aboriginal language.

INSTRUCTIONS

Some ideas are already in this chart, finish it by:

- completing the missing parts, and
- adding more ideas of your own.

| Aboriginal name | English name | Collage material |
|-----------------|--------------|------------------------------|
| | frog | green vinyl |
| | tree | bark rubbings |
| | leaves | leaf rubbings leaf prints |
| | sun | crumpled paper |
| | magpie | feathers |
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Student's name: _____

INSTRUCTIONS

Here is a sample mini-mural for you to complete by adding labels and colouring the objects.

