



Names of parts of the environment 4: barrier games



Number 4 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.

TEACHING AND LEARNING STRATEGIES

ACTIVITY SUMMARY

Barrier Games – creating two identical copies of a mini-mural, and pictures of objects found in the environment, to use as a barrier game.

TEACHING RESOURCES

- 2 sheets of A3 paper per student
- black textas or pencils
- A4 cartridge paper for drawing
- paint, brushes and rollers
- laminating pouches, or laminating machine
- plastic display bags
- photocopier and extra cartridge paper for copying drawings
- student copies of **Learning Guide 1: Names of parts of the environment** (if required)

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 – this lesson may need to be completed over two or three days, depending on time available.

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

Working individually, students:

- **plan** their mini-mural of the environment (**use Learning Guide 2: My Mini Mural** from the previous lesson **Wall murals** if you like);
- **use** rollers to paint matching backgrounds, one on each of their two A3 pieces of paper;
- **put aside** to dry, when complete; then
- **use** A4 cartridge paper and black textas, or pencils, to draw objects observed in the 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 ...);
- **photocopy** their pictures (onto cartridge paper) so they have two identical sets;
- **colour, cut and laminate** these drawings (making them identical);
- **write** a label (using Aboriginal language) to match each object (or cut out labels from photocopied sheets of names);
- **laminate** these labels;
- **laminate** backgrounds when dry; and
- **place all parts** of completed games in plastic display bags.

Playing Barrier Games, in pairs, using one game set

- Players sit opposite each other each with a matching A3 sheet in front of each.
- They place a barrier between them so they cannot see each other's sheets.
- One player gives directions to the other, each time carrying out their own directions, too. (e. g. 'Put the green rock on the bottom left-hand side of the page.' 'Place the black frog on top of the rock.')
- Players give directions in Aboriginal language and English, and the other repeats the directions in Aboriginal and English.
- The player's turn continues until all objects and labels are placed on the mini mural.
- Then, they remove the barrier and check to see that both pictures are identical.
- Swap roles so players take turns to give and receive instructions about placing objects and labels, and complete pictures according to their directions given in Aboriginal and English.

ASSESSMENT

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

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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