



My body (names of parts of the body) 1



Lesson one in a series of five lessons, **My body (names of parts of the body)**, which provide meaningful opportunities for students to practise vocabulary associated with parts of the body.

- **My body (names of parts of the body) 1**
- My body (names of parts of the body) 2: my body book
- My body (names of parts of the body) 3: noughts and crosses
- My body (names of parts of the body) 4: block people
- My body (names of parts of the body) 5: a 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 students with opportunities to learn names of body parts in another language.

STUDENT OUTCOMES FROM THIS LESSON

- Students listen to the target language demonstrating understanding through non-verbal and verbal response, repetition, action or response in English and Aboriginal language.
- 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 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 Aboriginals. Many languages have been lost due to their verbal 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 the 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 the vocabulary. This is most important in areas where the Aboriginal language is not the students' first language.

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- life-size outline of a student's body (on board or paper)
- flashcards with names of body parts written in Aboriginal language
- paste

LESSON STEPS

Whole class, teacher:

- **Play** the game, *Simon Says*, using English names for parts of the body.
- **Introduce** Aboriginal names for head, nose, hands, feet (only these to begin with, add other body part names as students remember those presented).
- **Play** *Simon Says* with teacher saying Aboriginal words for head, nose, hands, feet.
- Students **repeat** names as they play.
- **Show and read aloud**, one at a time, flashcards with names of body parts in Aboriginal language.
- Students **repeat** names as teacher says them.
- Students **respond** to oral or written words by touching relevant parts of their body.
- **Select** students to **paste** flashcards onto life-size body outline.
- **Display and use** incidentally throughout the day to reinforce vocabulary.
- **Add** further names of body parts as students become confident at using given words correctly.

ASSESSMENT

Ongoing use of flashcards of Aboriginal words.

Record student learning on **Learning Guide 1: Names of parts of the body**

This 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.

Acknowledgements / Thanks to contributors.

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Produced by DUIT Multimedia for the Aboriginal Perspectives across the Curriculum program



