



My body (names of parts of the body) 2: my body book



Lesson two 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 an opportunity to become proficient at naming, reading and/or writing words associated with parts of the body, in an Aboriginal 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

Students make their own *My body book* to read, to help them become proficient at naming, reading and/or writing words that name body parts, in an Aboriginal language.

TEACHING RESOURCES

- pencils
- paper
- stapler
- coloured pencils/crayons
- photocopies for students of **Learning Guide 1: *My body book***
- strips of paper to make covers for books
- scissors
- flashcards of body parts words in Aboriginal language
- chart showing outline of body and the Aboriginal names for its parts made in Lesson 1: *My body (names of parts of the body) 1*
- photocopies for students of **Learning Guide 3: *My checklist*** (optional)





LESSON STEPS

Preparation

Organise this as a small group activity allowing students to work independently and/or collaboratively to complete the task.

Teacher and/or Aboriginal and Islander Education Officer (AIEO) model correct pronunciation of words, and encourage students to speak in the Aboriginal language.

After completing each page students read their sentence in both languages, pointing to the words as they read.

Implementation

Working in small groups

- **Revise** all body part words taught previously by playing flashcard games such as Concentration.
- **Distribute** student copies of **Learning Guide 1: My body book**.
- **Ask** students to read together the first sentence, in English.
- Students **draw** a nose above the sentence.
- **Encourage** students to go on a classroom word-hunt to find Aboriginal word for nose.
- Students **copy** Aboriginal word on the line below the English word.
- Students **read** sentences in both languages, individually and together.
- **Repeat** above steps to complete all sentences.
- **When complete**, students **cut** along lines to make 8 pages for their book.
- **Staple** pages together to make a book.
- **Ask** students to make a cover for their book that includes: their name, title of their book and, if they like, a picture about the book.
- **When complete, staple** cover over pages.
- **Encourage** students to read their books to friends and teachers.
- Students **take books home** to read to parents.
- **Place** copies of the book in class library and home reading box.

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LEARNING GUIDE 1: My body book part 1 of 2

Student's name: _____

STUDENT OUTCOMES

The student makes their own *My body book*.

The student reads their *My body book*.

This is my nose.

This is my

This is my ear.

This is my

This is my head.

This is my

This is my mouth.

This is my



LEARNING GUIDE 1: My body book part 2 of 2

Student's name: _____

STUDENT OUTCOMES

The student makes their own ***My body book***.

The student reads their My body book.

This is my foot.

This is my

This is my arm.

This is my

This is my face.

This is my

This is my hand.

This is my

