



My body (names of parts of the body) 3: noughts and crosses



Lesson three 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

- teacher prepared picture cards of body parts: picture on one side, and Aboriginal word on the other (add to these as more words are learned),
- set of five crosses and five noughts (on cards – add more as required)

LESSON STEPS

Preparation

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

Make:

- set of picture cards of body parts: picture on one side, and Aboriginal word on other
- set of five noughts and five crosses (add more as necessary).

Implementation

- **Divide** students into two groups, call one 'noughts', the other 'crosses'.
- **Groups sit opposite** each other.
- **Allow** students to choose whether to use pictures or words, or a combination of both words and pictures (this will depend on ability level of the group).
- **Place** cards in an array, three by three (or vary according to the number of words on cards – you can add to them as more words are learned), either picture up, or word up (as decided by the group).
- **Taking turns**, a member of first one group and then the other, says an Aboriginal word (pictured or written) on a card. Each time a student says a word correctly they cover that word with their symbol (cross or nought).
- **The game continues** until all words or pictures are covered with either a nought or cross.
- The team that scores the highest number of their symbols covering the cards, wins.

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