



My body (names of parts of the body) 4: block people



Lesson four 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

Please note

This is a small group activity where:

- students work collaboratively to build one block person per group,
- all students contribute by placing blocks,
- students make joint decisions about which clothing the block person will wear, and
- students share in writing labels to name body parts of the block person.

TEACHING RESOURCES

- kindy/pre-primary blocks (or any large building blocks) for each group
- card and textas to write labels for body parts of block person
- Aboriginal and English words for body parts on display around the classroom
- dress-ups for block people
- digital camera
- copies of **Learning Guide 1: *Make a block person***
- copies of **Learning Guide 2: *My checklist***

LESSON STEPS

- **Distribute Learning Guide 1: *Make a block person*.**
- **Revise** your class rules for working collaboratively.
- **Students work** to complete the task.
- **Encourage** students to speak in the Aboriginal language during the activity.
- **Students check** each step on the task sheet to ensure they have completed the task correctly.
- **Students name** the parts to an adult and their peers.
- **Students take a photo** of the block person.
- **Students complete** the self-assessment checklist: **Learning Guide 2: *My checklist***

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LEARNING GUIDE 1: Make a block person

Student's name: _____

STUDENT OUTCOMES

The student joins in with group members to:

- make a block person,
- dress the block person,
- write labels for the body parts,
- name the body parts, and
- take a photo of the block person.

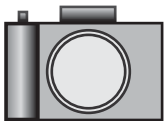
TASK: Make a block person with your group

Take turns to:

1. add a block to build your person.

Together:

2. decide on a name for your person,
3. dress your person,
4. write labels naming each part of the body, and
5. place them in the right spot next to your block person.
6. Ask a teacher to help you take a photo of your person.



By yourself:

7. Complete your checklist.

