



My body (names of parts of the body) 5: a photo of me



Lesson five 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 are actively involved in each part, hearing and practising correct usage and pronunciation of each Aboriginal word.

TEACHING RESOURCES

- full body photos of each student taken by a peer prior to this lesson and printed out by the students
- photocopied sheets of names of body parts in Aboriginal language and English (one per student)
- scissors
- glue
- strips of paper for students to write their own words (if appropriate)
- writing materials – for students capable of writing words independently
- chart prepared in the first lesson, **My body (names of parts of the body) 1**, of Aboriginal names for parts of the body, as a reference for those choosing to write their own labels

LESSON STEPS

Preparation

Arrange for students to take photos of each other (see Teaching Resources), to use as a background on which to glue Aboriginal names for each body part. Involve all students in the process of taking a photo, using the computer, and printing the photos.

Prepare sheets of names of body parts in Aboriginal language and English that your students have learned, to photocopy for your students.

Implementation

- **Revise** vocabulary by playing *Simon Says*. Both teacher and selected students may give directions in Aboriginal language, e. g. *Simon Says hands on heads ... hands on feet ...*
- **Play** *Simon Says* with no spoken directions, but with teacher or students holding up words which other students read, and then touch the right body part.
- **Distribute** photos to students.
- **Students name** the body parts orally.
- **Students choose** whether to use the teacher-prepared sheets of words or to write their own on paper strips provided.
- **Students work** independently to complete labelling body parts on their photos. You may choose to ask them first to glue their photos onto a sheet of A4 paper if the photos are not big enough to glue the labels onto directly.
- **Students read** their completed work to teacher.

ASSESSMENT

Use the completed activity to assess each student's performance and to report to parents.

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