



# Damper and bread 1: damper day



Number one in a series of four lessons, **Damper and bread**, planned to provide students with opportunities to recognize some differences between Aboriginal English and Standard Australian English, in order to raise their awareness of code-switching, but can be adapted for other contexts.

- **Damper and bread 1: damper day**
- Damper and bread 2: bread day
- Damper and bread 3: photo game
- Damper and bread 4: book making

## 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 experience Aboriginal food preparation, and to compare the preparation of a staple food in two cultures.
- To provide students with opportunities to recognize some of the differences between Aboriginal English and Standard Australian English.
- To provide students with opportunities to practise code-switching skills between Aboriginal English and Standard Australian English.

### STUDENT OUTCOMES

- Students participate in the preparation of damper by local Aboriginal community members.
- Students develop an understanding of traditional Aboriginal food preparation techniques.
- Students make comparisons between the preparation of damper and bread.
- Students recognise features of Aboriginal English.
- Students understand the need for code-switching.
- Students select the most appropriate language code for a particular situation.





## KEY BACKGROUND POINTS

Aboriginal English and Standard Australian English are both dialects of English, spoken by different groups of people in Australia. Both are valid, recognised languages. Standard Australian English is the language of the media, educational institutions, politics, and so on. Therefore, Aboriginal students require skills to enable them to assess the need for and use of Standard Australian English in particular situations. At the same time, the first language or dialect of Aboriginal students must be valued and respected. Aboriginal students need to recognise that in some situations their first language, or Aboriginal English, is the most appropriate language code to use.

Non-Aboriginal people do not have the right to use Aboriginal English as they may not understand the relevant cultural background. Sensitive collaboration with Aboriginal people, using their knowledge as a resource, will enable non-Aboriginal students to gain valuable understanding of Aboriginal culture and language through participating in this experience.

## CULTURAL & PROTOCOL CONSIDERATIONS

Consult with Aboriginal and Islander Education staff including AIEOs in the school, and with local community members.

Teachers and AIEOs need to be aware of code-switching skills and differences between the two languages/dialects.

## TEACHING AND LEARNING STRATEGIES

### TEACHING RESOURCES

- local Aboriginal community members
- ingredients for making damper (check with AIEOs and community members)
- camera for taking photos of the process
- writing materials (for in class section)

### LESSON STEPS

#### Preparation

- **Involve** your school's Aboriginal staff members in planning your lessons.
- **Consult** Aboriginal community members about how they make damper locally. Some groups of people, like the Martus in Nullagine, will also have a damper-like food in their traditional bush tucker.
- **Invite** local Aboriginal people to come to school for the lesson, to prepare the damper, and discuss with them how the lesson will proceed.
- **Check** what ingredients you will need and provide all necessary resources – ingredients, ground sheet, tea, wood for fire.
- **Prepare** location for the fire.
- **Engage** in discussion with Aboriginal community helpers about the purpose of the lesson. Some information on code-switching may be necessary here.
- **Prepare** to complete as much of the lesson as possible outdoors – to make clear to the students the separation between the two languages.
- **Invite** your AIEOs to co-teach the lesson.

#### Implementation

**Whole class** – outdoors at location for the fire

- **AIEO explains**, using Aboriginal English, what students will do in the lesson.
- **Discuss** code-switching, Aboriginal English and Standard Australian English.
- **Encourage** use of Aboriginal English (as well as the local Aboriginal language, if applicable) during the lesson.
- **Local community members prepare the fire, and the damper.**
- **Encourage** lots of speaking and listening about what is happening. If applicable, talk about the traditional bush tucker version of damper.
- **Note:** Be aware of Aboriginal listening behaviours which students may demonstrate – such as not looking at the speaker or choosing not to listen. Bring students' attention to these behaviours to build awareness – they are acceptable in this context.
- **Take** lots of photos!





**Whole class** – back in classroom

- **Ask** students to draw or paint a picture about making damper, then to write about their favourite part of the experience, using Aboriginal English for this writing.
- **Note:** Aboriginal English text is not always sequential – be aware of this in students' writing.

**ASSESSMENT (informal)**

- **Observe** students' participation in discussions during damper making.
- **Observe** use of Aboriginal English in students' speaking, listening and writing.

**Acknowledgements / Thanks to contributors.**

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

