



# Damper and bread 2: bread day



Number two 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

- bread-maker and required ingredients
- camera for taking photos of the process
- writing materials (for in class section)
- student copies of **Learning Guide 1: Damper and Bread**

### LESSON STEPS

#### Preparation

- **Involve** your school's Aboriginal staff members in planning your lessons.
- **Invite** local Aboriginal people to come to school for the lesson to share in the experience.
- **Have** students write invitations to this event to further raise awareness of the language code differences, as the Aboriginal way would be to inform through word of mouth.
- **Check** what ingredients you will need and provide all necessary resources/ingredients.
- **Engage** in discussion with Aboriginal community helpers about the purpose of the lesson. Some information on code-switching may be necessary here.
- **Invite** your AIEOs to co-teach the lesson.
- **Prepare** bread-maker. Ideally have two bread-makers. Preset one so that the bread will be ready at the appropriate time in the lesson.
- **Prepare** a chart of text about the day, for example: *Today we are going to make bread.* Length of text may vary according to levels students in the class.

#### Implementation

##### Whole class

- **Introduce** lesson using text on chart – focus on relevant Standard Australian English features, such as verb tense.
- **Review** damper day experience through a brief informal discussion.
- **Demonstrate** how to prepare the bread-maker. At each step, make comparisons to the damper-making process. Some significant comparisons may be that bread requires careful measuring, and damper doesn't; the use of technology – fire compared with the bread-making machine; yeast compared with baking soda.
- **Taste** pre-prepared loaf of bread.





### **Working in small groups**

- **Share and discuss** the experience, focusing on Standard Australian English speaking and listening behaviours such as turn-taking, making eye contact with the speaker.
- **Ask** students to draw or paint a picture about making bread, then write a recount of the experience, using Standard Australian English.

### **Working individually**

- **Distribute** student copies of **Learning Guide 1: Damper and Bread**.
- **Ask** students to complete activity.

**An extension of the learning guide activity** could be to create a Venn diagram of Aboriginal English and Standard Australian English as a class chart. Words and phrases that are the same in both are listed in the centre. The chart is displayed in the classroom and added to on an ongoing basis.

## **ASSESSMENT**

### **Informal**

- Observe students' participation in discussions occurring during bread making. Are they making distinctions between Standard Australian English and Aboriginal English?
- Observe use of Standard Australian English in students' speaking, listening and writing.

### **Formal:**

**Completion of Learning Guide 1: Damper and Bread.**

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# LEARNING GUIDE 1: Damper and Bread

## STUDENT OUTCOME

The student demonstrates understanding of similarities and differences between damper and bread by completing the Venn diagram.

## INSTRUCTIONS

### On the Venn diagram:

Complete this Venn diagram to show similarities and differences between bread and damper.

Student's name: \_\_\_\_\_ Date \_\_\_\_\_

