

# Damper and bread 3: photo game



Number three 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

- photos from damper and bread days
- blank sentence strips
- marking pens.
- writing materials
- student copies of **Learning Guide 1: Two sentences**

## 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.
- **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.

### Implementation

#### Working in small groups

- **Review** the damper and bread day lessons through informal discussion.

#### Whole class

- **Discuss** languages used in the two lessons.
- **Explain** that Aboriginal English was better when making damper because it was an Aboriginal cultural experience involving Aboriginal people, while Standard Australian English was better for bread making.
- **Show** photos from both lessons to students.

#### Working in pairs

- **Use** a Think, Pair, Share strategy for the following discussion:
- **Ask** students each to select a photo, and talk about what is happening in it – using Aboriginal English to talk about damper day photos, and Standard Australian English to talk about bread day photos.
- **Ask** students to create a sentence describing their photo in the same language they used to talk about it. They must decide which teacher to see to help them write – class teacher for Standard Australian English, or AIEO for Aboriginal English – *unless, of course, the class teacher is Aboriginal and can legitimately write the text for both!* Each student takes their photo and a blank sentence strip to the appropriate person for scribing their sentence. Older students may write their own sentences, but the language separation is clearer doing it this way.
- **Play** a game using the completed sentence strips:
  - **Hold up** a sentence strip and ask students to read it aloud.
  - **Use** a pre-determined signal to indicate whether the sentence is written in Standard Australian English or Aboriginal English.
- **Play** other games like: matching photos and sentences; sorting them into groups; rewriting sentences in the other language (Aboriginal English sentence in Standard Australian English and vice versa) ...





### Working individually

- **Distribute** student copies of **Learning Guide 1: Two sentences**.
- **Read** instructions with students.
- **Ask** students to complete learning guide

### ASSESSMENT

- **Observe** students' participation in oral language parts of the lesson.
- **Observe** whether students can identify a given sentence as Aboriginal English or Standard Australian English.
- **Observe** whether students demonstrate separation of the languages.
- Kimberley bandscales are an excellent assessment checklist for Aboriginal students who are learning to use Standard Australian English.
- **Observe** students' acceptance of both languages as being equally valid and worthwhile.
- **Evaluate** completed **Learning Guide 1: Two sentences**.

### Acknowledgements / Thanks to contributors.

Kate Lyon, Peta Asplin and Lucelle Francis (writers),  
Alwyn Evans (editor)

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



