



Damper and bread 4: book making



Number four 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

Book making

This lesson aims to involve students in creating a bilingual text about damper and bread day experiences. The book will show the processes, side by side, to illustrate differences. For example, a photo of damper cooking in the fire will be on a page facing a photo of bread baking in the bread-maker. Text for damper day photos will be in Aboriginal English, and text for bread day photos will be in Standard Australian English.

TEACHING RESOURCES

- photos from damper and bread days
- marking pens.
- writing materials including appropriate paper to make a book
- student copies of **Learning Guide 1: Two sentences** completed in last lesson

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

Whole class

- **Explain** to students that they will create a bi-lingual text about damper day and bread day.
- **Divide** students into two groups. In large classes, have four or six groups and create two or three books.

Working in two groups

- **Allocate** either damper day or bread day to each group.
- **Ask** students to select a range of photos illustrating the sequence of events that happened on their day. Teachers may set number of photos to select.
- **Ask** students to decide on the most appropriate language code for their photos.
- **Using** their chosen language, students create text for their photos, referring to/using sentences on **Learning Guide 1: Two sentences**, as required.
- **Place** the two sets of photos and texts side by side.
- **Match** stages of the process on each day, to create the books.

Students may share their books with other classes and the local community, explaining to the audiences about the two language codes being demonstrated.





ASSESSMENT

- **Observe** students input during creation of texts.
- **Ask** students to complete a self-assessment of their input into creating the book. You may devise a rubric to assess code-switching skills, cooperative work ... appropriate to your class' needs.
- **Complete** a group assessment of group-working skills used.
- **Observe and record** students' explanations when sharing the texts with others.
- **Observe** students' application of code-switching skills into other contexts in the classroom.
- **Ongoing monitoring**, using a tool like the Kimberley bandscales, will reflect students' progress in this area.

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