

Aboriginal Languages Years 7–10 Life Skills unit: Families, friends and country

<p>Unit title: Families, friends and country</p> <p>Description: In this unit students develop language skills by exploring a theme relating to community activities at the river. They acquire vocabulary, expressions and language structures within this context. Students also listen, read and respond to texts, and record their own experiences using visual and written text. <i>Learning activities address selected ‘learn about’ and ‘learn to’ statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.</i></p>	
<p>Life Skills Outcomes</p> <p>A student:</p> <p>LS.UL.1 recognises words and phrases in Aboriginal languages</p> <p>LS.UL.2 uses Aboriginal languages to interact in everyday activities</p> <p>LS.UL.3 obtains and gives information in Aboriginal languages</p> <p>LS.UL.4 uses written Aboriginal language to communicate</p> <p>LS.MLC.3 explores ways in which meaning is conveyed by spoken language</p> <p>LS.MLC.4 explores ways in which meaning is conveyed by written language</p> <p>LS.MBC.1 experiences cultural diversity</p> <p>LS.MBC.2 explores their own and other cultures.</p>	<p>Language Functions and Structures</p> <ul style="list-style-type: none"> • Introducing family, eg <i>Gayrr ngay Harry</i>. (My name is Harry.) <i>Ngaya milan banay</i>. (I am eleven.) <i>Gulibaa ngay dhagaan</i>. (I have three brothers.) <i>Ganungu gayrr ...</i> (Their names are ...) <i>Gunii ngay nhalay</i>. (This is my mother.) <i>Gayrr nguungu ...</i> (Her name is ...) <i>Ngiyani wilay-la-nha Walgett-ga</i>. (We live at Walgett.) • Describing present activities, eg <i>Ngaya yinabildanha</i>. (I am fishing.) <i>Nguu gubiyaanha</i>. (She is swimming.) • Exchanging information about family activities, eg <i>Minyanda nginda?</i> (What are you doing?) <i>Minyaaya dhaadhaa?</i> (Where is grandfather?) <i>Wii wiimaldanha nguu</i>. (He is making a fire.) <i>Minyaaya baawaa ngay?</i> (Where is my sister?) <i>Dhaldanha nguu</i>. (She is eating.) • Recounting past events, eg <i>Ngaya yanaanhi</i>. (I went.) <i>Ngiyani gudu yilamay</i>. (We cooked fish.)
	<p>Resources</p> <p>Published Resources</p> <p>Yuwaalayaay Dictionary – Ash, A, Giacom J and Lissarrague (ed) 2003. IAD Press, Alice Springs</p> <p><i>We are Speaking Gamilaraay</i> – Yuwaalaraay (book and CD)</p> <p>Yaama Maliyaa – An Aboriginal Languages Textbook</p> <p>Learn Yuwaalaraay. Gaay Yuwaalaraay Winanga-li-gu website at: http://www.yuwaalaraay.org</p> <p>Teacher-made Resources</p> <ul style="list-style-type: none"> • photographs, picture flashcards of family members, activities, animals • model written text for reading activity – recount of an event at the river

Links

A student:

Aboriginal Studies

- LS.1 recognises factors that contribute to an Aboriginal person's identity
- LS.2 explores Aboriginal culture and cultural expression
- LS.3 recognises the importance of families and communities to Aboriginal people

Dance

- LS.1.2 uses dance technique to communicate
- LS.3.1 experiences a variety of dance performances

English

- LS.2 listens for a variety of purposes in a range of contexts
- LS.3 uses technology and aids to communicate with a range of audiences
- LS.4 uses spoken language to interact with a range of audiences
- LS.7 reads and responds to short written texts
- LS.9 writes short texts for everyday purposes
- LS.11 views and responds to a range of visual texts, media and multimedia.

A student:

Geography

- LS.7 explores the diversity of Australian communities

History

- LS.9 recognises the contribution of Aboriginal peoples and other cultures to Australian society

Information and Software Technology

- LS.5.3 uses a variety of techniques to present information and software technology solutions

Music

- LS.7 experiences music from a variety of social, cultural and historical contexts

Visual Arts

- LS.1 experiences a variety of artmaking activities
- LS.6 makes a variety of artworks that reflect experiences, responses or a point of view.

For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 4 unit '**Families and Country**' in *Aboriginal Languages Years K–10: Advice on Programming and Assessment* (pp 25–36).

Focus: Coming together
Outcomes: LS.UL.1, LS.UL.2, LS.UL.3

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> cultural characteristics of the school community the diversity of cultural expression 	<ul style="list-style-type: none"> recognise visual representations of culture identify names of countries identify features of the cultures explore the diversity of cultural practices 	<p>Teacher</p> <ul style="list-style-type: none"> assists students to identify the cultural background of themselves and others in the classroom/school community assists students to explore aspects of cultural diversity invites members of the local Aboriginal community to share features of their culture. <p>Students</p> <ul style="list-style-type: none"> bring items from home that reflect features of their cultural background to share with others, eg photographs, items of traditional apparel, music, songs, stories explore Aboriginal cultural items. This may include: <ul style="list-style-type: none"> listening to traditional and contemporary Aboriginal music associated with a range of celebrations listening to/viewing stories, eg Dreamtime stories observing and participating in a dance associated with a particular occasion or ceremony exploring the movement, feel and sound produced by musical instruments listening to/viewing cultural presentations by members of the Aboriginal community, eg painting, dancing sharing in cultural activities alongside community members, eg participating in making a mural, constructing/decorating items in the classroom/school to represent a theme, eg A Day at the River 	<p>Bringing items from home that reflect features of their culture may involve <i>experiencing cultural diversity</i> and/or <i>exploring their own and other cultures</i>.</p> <p>Exploring Aboriginal cultural items may involve <i>exploring their own and other cultures</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> sharing of their own cultural items with others response to Aboriginal cultural items.

continued

Focus: Coming together (cont) <i>Outcomes: LS.UL.1, LS.UL.2, LS.UL.3</i>				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> features of lifestyles and belief systems in diverse cultures the importance of respect for the culture and lifestyle of others 	<ul style="list-style-type: none"> identify features of traditional lifestyle compare aspects of their own lifestyle and beliefs with those of other communities 	<p>Students</p> <ul style="list-style-type: none"> explore a particular aspect of Aboriginal culture through the creation of a poster/multimedia presentation. An example in relation to items of traditional apparel may involve: <ul style="list-style-type: none"> selecting pictures/photographs of items of traditional apparel annotating pictures of traditional apparel researching through print and electronic media selecting and organising information under the following headings in relation to traditional apparel (Who wears it? What do they wear? When do they wear it? Where do they wear it? Why do they wear it?) making a poster/models/multimedia presentation to illustrate a particular aspect of Aboriginal culture. 	<p>Making a poster, model or multimedia presentation to illustrate a particular aspect of Aboriginal culture may involve <i>exploring their own and other cultures</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' creation of a poster, model or multimedia presentation.</p>
Focus: Family and friends <i>Outcomes: LS.UL.1, LS.UL.2, LS.UL.4</i>				
<ul style="list-style-type: none"> words and phrases in a variety of spoken contexts 	<ul style="list-style-type: none"> identify known words and phrases 	<p>Teacher</p> <ul style="list-style-type: none"> plays the song 'We are one family' from 'We are speaking Yuwaalaraay', book and CD assists students to recognise, share and label family photographs in a personal album in English and Yuwaalaraay explicitly teaches the language to identify family members by speaking Yuwaalaraay. <p>Students</p> <ul style="list-style-type: none"> listen to and participate in the song 'We are one family' 	<p>Listening/participating in singing may involve <i>recognising words and phrases in Aboriginal languages</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' listening, participation and responses.</p>

continued

Focus: Family and friends (cont)

Outcomes: LS.UL.1, LS.UL.2, LS.UL.4

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> • the different purposes of using known language • ways to use written texts to communicate information • the different purposes of using known language • the use of language in the context of conversation 	<ul style="list-style-type: none"> • share personal information • communicate information in a variety of ways • share personal information • engage in conversation 	<p>Students</p> <ul style="list-style-type: none"> • display family photographs in a personal album • label family photographs in Yuwaalaraay • identify family members in photographs in a personal album by speaking Yuwaalaraay, eg ‘John is my brother’, ‘Cathy is my cousin’, ‘Nola is our sister’ • use their personal album to introduce peers to their family by using family terms in Yuwaalaraay. 	<p>Displaying family photographs may involve <i>using Aboriginal languages to interact in everyday activities</i></p> <p>Labelling photographs may involve <i>obtaining and giving information in Aboriginal languages</i></p> <p>Identifying photographs in an album may involve <i>obtaining and giving information in Aboriginal languages</i>.</p> <p>Using an album to introduce others to their family may involve <i>using Aboriginal languages to interact in everyday activities</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> • display of items in an album • demonstration of use of Yuwaalaraay to label photographs. • demonstration and use of Yuwaalaraay to identify family members • demonstration and use of their personal album to introduce others to their family.

Focus: Meet and greet				
Outcomes: LS.UL.1, LS.UL.2, LS.UL3, LS.MLC.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> communication of meaning in nonverbal ways 	<ul style="list-style-type: none"> identify the meaning conveyed by gestures and facial expressions respond to gestures and facial expressions 	<p>Teacher</p> <ul style="list-style-type: none"> provides opportunities to practise skills in the context of meeting others in the school and members of the community explicitly teaches appropriate ways to respond to gestures and facial expressions associated with greetings explicitly teaches the words for greetings and farewells in Yuwaalaraay explicitly teaches vocabulary in Yuwaalaraay to assist students to engage in a simple conversation. <p>Students</p> <ul style="list-style-type: none"> respond appropriately to nonverbal greetings by others in the school and community. This may include: <ul style="list-style-type: none"> whistling, bowing in return, waving in response, offering hand in response demonstrating appropriate gestures when meeting members of the school and/or community 	<p>Responding to nonverbal greetings in the school and community may involve <i>exploring ways in which meaning is conveyed by nonverbal communication.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' response to nonverbal greetings.</p>

continued

Focus: Meet and greet (cont)				
Outcomes: LS.UL.1, LS.UL.2, LS.UL3, LS.MLC.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> the use of language in the context of a conversation the use of language in the context of a conversation 	<ul style="list-style-type: none"> engage in conversation initiate, maintain and conclude a conversation 	<p>Students</p> <ul style="list-style-type: none"> use appropriate words in Yuwaalaraay to meet/greet and farewell others in the school and members of the community, eg hello, how are you, goodbye, thank you respond to and use vocabulary in Yuwaalaraay within the context of a conversation. This may include responding to and answering the following, eg My name is..., I live at..., I am 12 years old. What is your name? Where do you live? 	<p>Using appropriate words in Yuwaalaraay in the context of greeting members of the community may involve <i>using Aboriginal languages to interact in everyday activities.</i></p> <p>Responding to and using vocabulary in Yuwaalaraay in the context of engaging in conversation may involve <i>using Aboriginal languages to interact in everyday activities.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> use of appropriate words in Yuwaalaraay to meet, greet and farewell others in the school and community use of appropriate words in Yuwaalaraay in the context of a conversation.

Focus: A day at the river				
Outcomes: LS.UL.1, LS.UL.2, LS.UL.3, LS.UL.4				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> words and phrases in a variety of spoken contexts words and phrases in a variety of spoken contexts the use of language in the context of conversation 	<ul style="list-style-type: none"> listen to words, phrases and simple sentences to identify meaning identify known words and phrases engage in conversation 	<p>Teacher</p> <ul style="list-style-type: none"> tells, reads or displays (using picture sequences) the cartoon story of 'A Day at the River' in English and <i>Yuwaalaraay</i>, and teaches the vocabulary in <i>Yuwaalaraay</i> related to the story uses a variety of media to lead a discussion about activities that may occur during an organised outing to a river/waterway explicitly teaches vocabulary in <i>Yuwaalaraay</i> relating to the planned visit to a river/waterway assists students to use <i>Yuwaalaraay</i> to describe their experiences during and after the visit. <p>Students</p> <ul style="list-style-type: none"> listen to the teacher tell or read the cartoon story of 'A Day at the River' in <i>Yuwaalaraay</i> and sequence pictures to retell the story use vocabulary in <i>Yuwaalaraay</i> to describe activities that are shown in the cartoon, eg 'He is fishing', 'That is a good fire', 'The fish is good'. This may involve: <ul style="list-style-type: none"> sequencing pictures to make sentences to describe activities selecting and matching words and phrases reading simple sentences respond to pictures/films/videos shown by the teacher and participate in a discussion, using <i>Yuwaalaraay</i>, to suggest and talk about activities which they could undertake during a day at a river/waterway 	<p>Listening to and retelling a story may involve <i>recognising words and phrases in Aboriginal languages.</i></p> <p>Using vocabulary to describe a story may involve <i>recognising words and phrases in Aboriginal languages.</i></p> <p>Participating in a discussion may involve <i>using Aboriginal languages to interact in everyday activities.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> listening to and retelling a story use of appropriate words in <i>Yuwaalaraay</i> to describe activities in the story. use of appropriate words in <i>Yuwaalaraay</i> to participate in a discussion.

continued

Focus: A day at the river (cont)				
Outcomes: LS.UL.1, LS.UL.2, LS.UL.3, LS.UL.4				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> the use of language in the context of conversation ways to use spoken text to communicate information ways to use written text to communicate information 	<ul style="list-style-type: none"> engage in conversation initiate, maintain and conclude a conversation communicate information in a variety of ways communicate information in a variety of ways 	<p>Students</p> <ul style="list-style-type: none"> make a list of items using <i>Yuwaalaraay</i> which may be needed for their visit to a river/waterway and make other appropriate preparations during a visit to a river/waterway students may: <ul style="list-style-type: none"> engage in conversation using <i>Yuwaalaraay</i> to describe their activities, eg 'I am going fishing, what are you going to do?' 'I am cooking lunch', 'I am looking for animals' take photographs/videos of their activities and of the river/waterway environment make a recording of the sounds associated with the river/waterway following the visit to a river/waterway students may: <ul style="list-style-type: none"> sequence photographs to tell a story of their visit to a river/waterway label photographs to describe their activities at the river using words and phrases in <i>Yuwaalaraay</i> make a poster or paint a mural to describe their activities at the river, using words and phrases in <i>Yuwaalaraay</i> in the form of thought, speech and feeling bubbles edit videos taken during their activities at the river and add voice-overs using words and phrases in <i>Yuwaalaraay</i> develop a summary of their activities at the river using photographs and/or pictures with appropriate descriptions in <i>Yuwaalaraay</i> for inclusion in the school/community newsletter document and share their experiences with other members of the school community through a multimedia presentation with appropriate commentary in <i>Yuwaalaraay</i>. 	<p>identifying items for a visit to a river/waterway may involve <i>using Aboriginal languages to interact in everyday activities.</i></p> <p>Labelling photographs, making a poster, editing videos or developing summaries to share their experiences with others may involve <i>obtaining and giving information in Aboriginal languages and/or using written Aboriginal language to communicate.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' use of appropriate vocabulary in <i>Yuwaalaraay</i> to plan and participate in a visit to a river/waterway.</p> <p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' use of appropriate vocabulary in <i>Yuwaalaraay</i> to record their experiences following a visit to a river/waterway.</p>