Aboriginal achievers, Levels 3–6

Victorian Aboriginal Languages F–10

Sample unit of work

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Aboriginal achievers, Levels 3–6

**Overview:** Students research the achievements of individual Aboriginal people and prepare a report using formulaic phrases.

**Time allocation:** Approximately 20 hours (guide only).

**Curriculum area:** Victorian Aboriginal Languages

**Levels:** 3–6

**Content descriptions covered:**

* Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams [(VCLVC156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC156)
* Expand vocabulary in the language through word-formation processes and recognise and use simple language structures [(VCLVU164)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU164)
* Identify available resources and protocols to be followed when building language [(VCLVU172)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU172)

**Relevant achievement standard extracts:**

* They present information they have obtained that relates to language, culture, environment and community personalities, using short sentence structures, familiar vocabulary, photos and concrete materials.
* They demonstrate understanding of stories, songs, visual design and performance, for example, or by selecting and writing simple modelled statements to describe main characters and events.
* Students use simple, formulaic language to retell excerpts from stories and to create new songs and stories, understanding their role in helping to build a community of learner-speakers who use the language.

| **Activities** | **Fill in language/words used** | **Advice for teachers/language teams** |
| --- | --- | --- |
| **Daily greeting activity**   * Greet the students in language * Students return the teacher’s greeting * Students greet any guests in language * Students greet each other in language |  | The greeting routine should be used at the beginning of every class.  **Extension**  Where the language is available, students converse briefly in language, enquiring after each other’s health, describing activities, etc. |
| **Daily revision activity**   * Teacher writes down ten words from a previous topic in Language. * Students choose five words each and write them down. * The teacher calls out the English words from that topic. * Students cross the language word off their list if the teacher calls it out (in English). * The first to cross off all words is the winner. | Language to be revised: | * Revision is critical to language learning. * Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit. |
| **Introducing the Victorian Indigenous Honour Roll**   * Lead a discussion about the Victorian Indigenous Honour Roll and what it means to be included in it. Students discuss and list reasons for its existence. | Community or people:  (This might be the name the group has for themselves.) | * [Victorian Aboriginal Honour Roll](https://www.vic.gov.au/aboriginalvictoria/community-engagement/leadership-programs/aboriginal-honour-roll.html) |
| **Using the Victorian Indigenous Honour Roll**   * Students search the Honour Roll to find a person who belongs to the Traditional Country on which the school stands and include notes and information about them in their file. Students tell the story in class supported by their notes, pictures and a map. * Using notes, students use present tense verbs in some short English sentences about the Honour Roll, then convert the verbs to the past tense in some new English sentences. *Hint: If you can put the word ‘today’ at the beginning of the sentence, it will be present tense. If you can put the word ‘yesterday’ at the beginning of the sentence it will be past tense.* * In Language, students translate the English sentences about the Honour Roll using present tense verbs in formulaic phrases. Note that you may need to create new words using the recognized word formation processes. Make sure that you follow the protocols for word formation. | Clan leader:  Health:  Work, to: | * If the local person honoured is available, invite them to talk to the class. * [Aboriginal community leaders interviews](http://www.vcaa.vic.edu.au/Pages/alcv/interviews/index.aspx) * Language that relates to the activities of the local person may be available. * Introduce the present tense suffix on English verbs when discussing living people.   Verbs are words that describe an action (e.g. to run), a state (e.g. to believe) or a process (e.g. to hear).They are sometimes called “doing” words.  In English, simple verbs take the endings –s and -ed, e.g. *Today the man* ***calls*** *the dog* (present); Yesterday *the woman* ***called*** *the children* (past).  The English endings –s and –ed denote tense, i.e., the time of the action. Similarly, Aboriginal Languages use suffixes to show tense.  Note that the verbal suffix –s is **not** the same as the plural –s, which is found on nouns, not verbs.  It will be necessary in some instances to create new words using available resources. Some processes that could be used are **meaning extension** (e.g. the word for ‘sand’ used for ‘sugar’ also); **affixation** (e.g. *yula* meaning ‘spike’ plus the suffix -*wil* meaning ‘having’ makes *yulawil* ‘echidna’); **compounding** (e.g. *durti mirr* literally ‘star eye’ meaning ‘money’)and **borrowing** from another language, preferably a related one. If borrowed words contain sounds not found in the sound system, the words must be adapted to fit the system.  **Note that the decision on which new word is the most appropriate is made by the Traditional Owner group.**  Formulaic phrases – most Australian Aboriginal languages do not have the verb ‘to be’. Simple statements are made by juxtaposing the head noun and its attributes/description, e.g., Kuli murt  Man short  ‘The man is short.’ |
| * Select another name from the Honour Roll and find out more about the person and their contribution to the community. Take notes in preparation for writing a report.   Prepare a report on the achievements of the person you researched. The report may be oral, written, power point presentation, etc. Include Language words and sentences in your report where possible. | Sentences from the Honour Roll stories can be translated, e.g., ‘She was born at Cummeragunja.’ ‘She cared for many children.’ | * [Victorian Aboriginal Honour Roll](https://www.vic.gov.au/aboriginalvictoria/community-engagement/leadership-programs/aboriginal-honour-roll.html) |
| **Daily farewell activity**   * Farewell the students in language * Students return the teacher’s farewell * Students farewell any guests in language * Students farewell each other in language |  | The farewell routine should be used at the end of every class. |

Assessment opportunities

* Participation in discussions
* Presentations, including appropriate and correct use of the target language

Sharing

* Ask students to talk to their family about the people they have researched.