



# Victorian Essential Learning Standards

## Sample Unit



## Parts of the Body

Pathway 1 Level 1 - Languages Other Than English: Aboriginal Languages, Cultures and Reclamation in Victorian Schools

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## Introduction

*Note: This unit has been developed specifically for students learning an Aboriginal Language, and must be taught in line with the protocols in the [VELS Aboriginal Languages, Cultures and Reclamation in Victorian Schools: Standards P-10 and Protocols](#). The Aboriginal members of the Language Team should play a central role in the delivery of these classes.*

In *Body Parts* students become acquainted with the Language and culture associated with body parts through a Victorian Aboriginal Language. This unit builds on the kinship terms and simple classroom instructions in *My Mob*.

Reclamation Languages will be at different stages of revival and the availability of particular words will vary from Language to Language.

LOTE standards for assessment are not introduced until Level 4. However, there are progression measures for Levels 1, 2 and 3. It is suggested that the Aboriginal teacher conducting the class maintains a journal of observations of student understandings and the efficacy of the activities after each class, with the support of the classroom teacher, for use in student assessment and lesson plan evaluation at Language Team meetings.

## Establishing the Learning Environment

- The Language being reclaimed, rather than English, should be used wherever and whenever possible.
- A Welcome to Country or Acknowledgement of Country, whichever is appropriate, should be made at the beginning of class.
- It is strongly recommended that each student have their own portfolio and online file for this subject.
- Cards/posters with Language words can be put around the room, with an appropriate picture/drawing. Laminated cards, both small and large, can be utilised in many activities.
- It would be appropriate for the class to be taught outside where feasible, eg, identifying flora in the school yard.
- Free teaching resources can be borrowed from the [Free Kindergarten Association \(FKA\)](#) or the [Languages and Multicultural Education Resource Centre \(LMERC\)](#). Pictures could be sourced from the [Koori Mail](#) or similar Aboriginal publications. For copyright information see <http://www.copyright.org.au/>.
- Victorian Aboriginal Language materials can be obtained by contacting the Victorian Aboriginal Corporation for Languages, or by going to [www.vaclang.org.au](http://www.vaclang.org.au).
- There are also a range of resources on the [Wannik](#) website.
- Schools can invite parents and community members to participate in the lesson, and students could take their portfolio of work home to share with others, to aid the reclamation process in the community.
- Each student could take home a sheet of paper with the new words from each lesson to share. Alternatively, a sound file containing the new words could be emailed to parents and community members, or given to each student on an MP3 player/recorder to take home.
- Where available, an interactive whiteboard can store lessons for revision purposes.
- Sharing information and resources with other schools teaching the same Language is encouraged. In cases where this involves a primary school and a secondary school, a mentoring program could be undertaken.
- Information about Victorian Aboriginal Languages in school programs can be found on the [Aboriginal Languages, Cultures and Reclamation in Schools website](#).
- Aboriginal and Torres Strait Islander cultural events should be celebrated throughout the year. It would be valuable for the entire school to be involved in these celebrations.
- The Aboriginal Language teacher should model all Language for the students.
- All activities are examples only.

# Victorian Essential Learning Standards

*Body Parts* provides opportunities to observe students against elements of [Part A progression measures](#) (p35) as detailed below:

Strand	Domain	Dimension	Part A Progression Measures (initial period of learning)
Discipline-based learning	Languages Other Than English	Communicating in a language other than English	<p>...repeat teacher-modelled use of the Language</p> <p>...identify the names of visible items and/or pictures from aural/visual cues</p> <p>...greet and farewell the teacher</p> <p>...follow simple classroom directions</p> <p>...play games and join in songs and class creative activities using the Language</p> <p>...copy or trace words for familiar items</p> <p>...engage with various forms of media concerned with Language</p> <p>...associate the spoken word with meaning, identifying individual words and building awareness of sound patterns and the rhythm of the Language</p> <p>...relate the Language to various aspects of the daily life of the class</p>
Discipline-based learning	Languages Other Than English	Intercultural knowledge and language awareness	<p>...display an awareness of different ways of doing things in particular situations</p> <p>...identify a geographic feature and/or practice of cultural importance and make a simple statement about it using the Language</p> <p>...participate in Language awareness activities such as public performance</p>

Strand	Domain	Dimension	Element of Standard
Physical, personal and social learning	Interpersonal Development	N/A	...contribute to the development of positive social relationships in a range of contexts.

## Teaching, Learning and Assessment Activities

*Note: This unit has been developed specifically for students learning an Aboriginal Language, and should be taught in line with the protocols in the [VELS document](#).*

This unit focuses on the identification of parts of the body, and builds on the Language learned in *My Mob*. The sample Language used in this unit is Woiwurrung, with words in standardised spelling for ease of pronunciation from the [Aboriginal Languages of Victoria Resource Portal](#). Communities will have their own spelling system for their Language, and this should be used in the Language program. Available words will vary from Language to Language.

The activities include:

- Activity 1: Heads, Shoulders, Knees and Feet
- Activity 2: Eyes, Ears, Nose and Mouth
- Activity 3: Hand, Arm and Leg
- Activity 4: Animal Body Parts

## Activity 1: Heads, Shoulders, Knees and Feet

Overview	Activities	Sample Language (Woiwurrung)	Comments
Greeting routine			See <i>My Mob</i> .
<ul style="list-style-type: none"> <li>Introduce new Language words and practise these orally</li> </ul>	<ul style="list-style-type: none"> <li>Language teacher models Language by using their own body, saying each word as they point to that part of the body.</li> <li>Use a large picture or poster to introduce body parts in Language</li> <li>Students trace around each other's body on a large sheet of paper.</li> <li>Students could draw hair on the head, and fingernails on the hands of their body poster.</li> <li>Trace words for body parts and insert into their folder.</li> <li>Other activities could include:               <ul style="list-style-type: none"> <li>Flash cards</li> <li>Puzzles</li> </ul> </li> </ul>	<p><b>Head:</b> <i>gawang</i></p> <p><b>Shoulders:</b> <i>ngangerr</i> or <i>bagarr/ bagarru</i></p> <p><b>Knees:</b> <i>barring</i></p> <p><b>Foot:</b> <i>djinang</i></p> <p><b>Extension words:</b></p> <p><b>Hair:</b> <i>yarra</i></p> <p><b>Fingernails:</b> <i>dhirrip</i></p> <p><b>And:</b> <i>ba</i></p> <p>(Use one of the following words)</p> <p><b>Here is:</b> <i>Mani</i></p> <p><b>That is:</b> <i>Managa</i></p> <p><b>There is:</b> <i>Mangu</i></p>	<p>Extend the use of Language by using a phrase such as <i>Here is</i>, etc.</p> <p>When saying 'Here is my head', etc, some speakers simply put the two words side by side, eg <i>Mani gawang</i>. Other speakers will attach an ending meaning 'my' to the word for head, eg, <i>Mani gawangik</i> 'Here is my head.'</p> <p>Choose which extension words are appropriate for your class.</p> <p>In some cases more than one Language word was recorded as a translation of an English word. These are separated by 'or'.</p>
<ul style="list-style-type: none"> <li>Language use</li> </ul>	<ul style="list-style-type: none"> <li>Using pictures, ask students to repeat <i>Heads, Shoulders, Knees and Feet</i> in Language, then sing the song with actions.</li> <li>Ask students to perform in pairs or groups.</li> <li>Record the song on an MP3 recorder or similar.</li> </ul>	<p>'All clap hands together' could be translated in many ways, including:</p> <p><i>Djilp-djirringal marnang</i> Hit-reciprocal hands</p> <p>or</p> <p><i>Djilp-djirringal</i> Hit-reciprocal <i>marnang-marnang</i> hands</p>	<p>Use the tune for <i>Heads, Shoulders, Knees and Toes</i></p> <p>To hear the tune go to <a href="http://www.youtube.com/watch?v=d8FwBSITW-4&amp;feature=related">http://www.youtube.com/watch?v=d8FwBSITW-4&amp;feature=related</a></p>
Sharing: ask the students to teach their family the song in Language.			Use an agreed on mode for transferring information, eg, via portfolio, email, MP3.
Farewell routine			See <i>My Mob</i> .

## Activity 2: Eyes, Ears, Nose and Mouth

Overview	Activities	Sample Language (Woiwurrung)	Comments
Greeting routine			See Activity 1.
<ul style="list-style-type: none"> <li>Revision and new words</li> </ul>	<ul style="list-style-type: none"> <li>Students draw eyes, ears, nose and mouth on their body poster from the previous activity.</li> <li>Trace words for body parts and insert into folder</li> <li>Use a camera to take photos or to film the song. This can be stored on an Interactive White Board (IWB)</li> <li>Other activities could include:               <ul style="list-style-type: none"> <li>Concentration</li> <li>Body Part Bingo</li> </ul> </li> </ul>	<p><b>Eyes:</b> <i>mim</i> or <i>mirring</i></p> <p><b>Ears:</b> <i>wirring</i></p> <p><b>Mouth:</b> <i>wurru</i> or <i>wurrung</i></p> <p><b>Nose:</b> <i>gang</i></p>	
<ul style="list-style-type: none"> <li>Language use</li> </ul>	<ul style="list-style-type: none"> <li>Revise the first verse of the song <i>Heads, Shoulders, Knees and Toes</i></li> <li>Using pictures, ask students to repeat <i>eyes, ears, nose</i> and <i>mouth</i> in Language</li> <li>Introduce the second verse, ie, <i>eyes, ears, nose and mouth</i>, then sing the song with actions</li> <li>Ask students to perform in pairs or groups.</li> <li>Record the song on an MP3 player or similar.</li> </ul>	<p><b>Alternative song words:</b></p> <p><b>Two:</b> <i>bindjirru</i></p> <p><b>Little:</b> <i>wayibu</i></p> <p><b>Look:</b> <i>nganga-</i></p> <p><b>Hear:</b> <i>ngarnka-</i></p> <p><b>One:</b> <i>ganbu</i></p> <p><b>Smell:</b> <i>ngarroba-</i></p> <p><b>Sweet:</b> <i>duwin</i> or <i>laliwun</i> or <i>girling girrim</i> or <i>baba</i> or <i>manamidh</i></p> <p><b>Eat:</b> <i>dhanga-</i></p>	<p><b>Alternative song:</b></p> <p><b>Two Little Eyes</b> Two little eyes to look around, Two little ears to hear each sound, One little nose to smell what's sweet, One little mouth that likes to eat!</p> <p>Source: <a href="http://creativewithkids.bravepages.com/body_parts_songs.html#BC">http://creativewithkids.bravepages.com/body_parts_songs.html#BC</a></p> <p>To hear the tune for this song and others, go to <a href="http://www.youtube.com/watch?v=UUDkQr3gynQ">http://www.youtube.com/watch?v=UUDkQr3gynQ</a></p>
Sharing: ask the students to teach their family the second verse of the song in Language.			Use an agreed on mode for transferring information, eg, via portfolio, email, MP3.
Farewell routine			See Activity 1.

### Activity 3: Hand, Arm and Leg

Overview	Activities	Sample Language (Woiwurrung)	Comments
Greeting routine			See Activity 1.
<ul style="list-style-type: none"> <li>Language use</li> </ul>	<ul style="list-style-type: none"> <li>Trace a hand or make a hand print and insert the name of the owner for a class poster or for the student's folder. Compare hands and discuss how they are different.</li> <li>Repeat the song learned earlier to help retention</li> <li>Create a new verse using the new words</li> <li>Make hand and foot prints and display with the appropriate Language word.</li> <li>Invite an Elder to talk about animal tracks and tracking, illustrated by making tracks in the sand</li> <li>Photo recognition – children correctly name objects in photos</li> </ul>	<p><b>Foot :</b> <i>djinang</i></p> <p><b>Hand:</b> <i>marnang</i></p> <p><b>Arm:</b> <i>dhararak</i></p> <p><b>Leg - the calf of the leg:</b> <i>gurram</i> or <i>lurk</i></p> <p><b>Leg – thigh:</b> <i>djirrang</i> or <i>djarrang</i></p> <p><b>Alternative song words:</b></p> <p><b>On shoulders:</b> <i>ngangerr-a</i> or <i>bagarr-a/ bagarru-dha</i></p> <p><b>On knees:</b> <i>barring-a</i></p> <p><b>Behind:</b> <i>wenyuth</i> or <i>mayarringina</i></p> <p><b>Chin:</b> <i>ngurnduk</i></p>	<p>Choose which song you will teach your class, and teach them the appropriate words.</p> <p><b>Alternative song:</b></p> <p><b>Hands On Shoulders</b> Hands on shoulders Hands on knees Hands behind you If you please</p> <p>Touch your shoulders Now your nose Now your chin And now your feet!</p> <p>Source: <a href="http://creativewithkids.bravepages.com/body_parts_songs.html#BC">http://creativewithkids.bravepages.com/body_parts_songs.html#BC</a></p>
<ul style="list-style-type: none"> <li>Limbs</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what arms and legs are used for.</li> <li>Paint designs on the arms and legs of their body posters and/or themselves.</li> <li>Learn an appropriate dance</li> </ul>		
<ul style="list-style-type: none"> <li>Game</li> </ul>	<ul style="list-style-type: none"> <li>Play <i>Uncle/Aunt Says</i> (where is your...) with the body words learned.</li> </ul>	<p><b>Uncle John says:</b> <i>Djumbunh Garrng-gun John windha.....</i></p> <p><b>Aunty Fay says:</b> <i>Djumbunh Bambun Fay windha....</i> or <i>Djumbunh Girrin Fay windha.....</i></p> <p><i>marnang-in (your hand),</i></p>	<p>A known person's name could be used, eg, Uncle John or Aunty Fay says...</p> <p>A puppet could also be used for this game.</p> <p>Be flexible and creative, customising this to suit the Language words available.</p> <p>For more games, see</p>

		<i>djinang-in (your foot) etc</i>	<a href="#">Traditional Aboriginal Games.</a>
Sharing: Ask the students to teach their family to say the new words in Language.			Use an agreed on mode for transferring information, eg, via portfolio, email, MP3.
Farewell routine			See Activity 1.

#### Activity 4: Animal Body Parts

Overview	Activities	Sample Language (Woiwurrung)	Comments
Greeting routine			See Activity 1.
<ul style="list-style-type: none"> <li>People and animals</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the relationship between human and animal body parts, eg, in some Aboriginal Languages animals have arms and legs rather than four legs, and the same word is used for arm and wing.</li> <li>Use pictures of animals to point to the various body parts</li> </ul>	<p><b>Tail:</b> <i>muborren</i></p> <p><b>Kangaroo:</b> <i>marram</i> or <i>kuyim</i></p> <p><b>Shark:</b> <i>darrak</i></p> <p><b>Dingo:</b> <i>wirring-wilam</i></p> <p><b>Emu:</b> <i>barraimal</i></p>	In some Languages, the word for <i>tail</i> has a second meaning that may not be appropriate for this age group.
<ul style="list-style-type: none"> <li>Game</li> </ul>	<ul style="list-style-type: none"> <li>Play Pin the Ears on the Animal (of your choice): Have a picture of an animal, eg, a kangaroo, minus its ears. Each student is given a paper ear, blindfolded, and led towards the picture. They pin the paper ear onto the picture. The student who is closest to the correct position wins.</li> <li>Create an animal matching game for the students using one of the gamemaker programs at <a href="http://www.education.vic.gov.au/languagesonline/">http://www.education.vic.gov.au/languagesonline/</a></li> </ul>		See <a href="#">Traditional Aboriginal Games</a> for other ideas.  ( <a href="http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games.html">http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games.html</a> )
<ul style="list-style-type: none"> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Revise kinship terms using animals, eg, <ul style="list-style-type: none"> <li>a picture may include a mother kangaroo and a baby (joey) kangaroo;</li> <li>students could draw an animal family; or</li> </ul> </li> </ul>	<p><b>Female animal:</b> <i>babanhu</i> or <i>bunha</i></p> <p><b>Male animal:</b> <i>layigurn</i></p>	Note similarity to <i>baba(n)</i> 'mother'  <i>Bubup</i> 'baby' can be used for animals.



	<ul style="list-style-type: none"> <li>play an online animal game like Switcheroo Zoo (<a href="http://www.switchzoo.com/">http://www.switchzoo.com/</a>)</li> <li>Record <i>Heads, Shoulders, Knees and Toes</i> again and compare with the earlier version to show progress</li> </ul>		
Sharing: ask the students to teach their family the new words in Language.			Use an agreed on mode for transferring information, eg, via portfolio, email, MP3.
Farewell routine			See Activity 1.

## Unit Resources

### Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

For information on the [Department of Education and Early Childhood Development's Principles of Learning and Teaching \(PoLT\)](#) follow this link.

### Teacher resources

A comprehensive list of teacher resources is available under the resources tab on the [Aboriginal Languages, Cultures and Reclamation in Victorian Schools](#) website. This site provides links to other states' Language programs, and to a wide range of resources.

### Student resources

A comprehensive list of student resources is available under the resources tab on the [Aboriginal Languages, Cultures and Reclamation in Victorian Schools](#) website. This site provides links to other states' Language programs, and to a wide range of resources.

## Assessment

The Victorian Essential Learning Standards support a combination of assessment practices:

- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (ongoing)

Further information on these can be found at:

<http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/>

Additional information is provided on the [Languages Other Than English domain page](#). Although Aboriginal Languages are included in the Roman alphabetical languages category, the progression measures specific to Aboriginal Languages can be found on page 35 of the VELS [Aboriginal Languages, Cultures and Reclamation in Victorian Schools: standards P-10 and protocols](#).

When assessing student achievement, assessment criteria can be developed from relevant standards and associated tasks or activities. The table below shows a range of assessment criteria, tools and strategies applicable to this unit. Teachers could choose to use some or all of these or use the unit to assess other progression measures and standards.

Standards	Progression Measures (Examples)	Evidence
<a href="#">Aboriginal Languages, Cultures and Reclamation in Victorian Schools</a>	<p>Ability to:</p> <p>...repeat teacher-modelled use of the Language</p> <p>...identify the names of visible items and/or pictures from aural/visual cues</p> <p>...greet and farewell the teacher</p> <p>...follow simple classroom directions</p> <p>...play games and join in songs and class creative activities using the Language</p> <p>...associate the spoken word with meaning, identifying individual words and building awareness of sound patterns and the rhythm of the Language</p> <p>...relate the Language to various aspects of the daily life of the class</p> <p>...display an awareness of different ways of doing things in particular situations</p> <p>...participate in Language awareness activities such as public performance</p>	<p>Teacher observations and records of students' skills in:</p> <p>Using greetings, farewells, body part terms and instructions (all activities)</p> <p>Identifying parts of the body (all activities)</p> <p>Using greetings and farewells (all activities)</p> <p>Following instructional words (all activities)</p> <p>Participating in games, songs and other creative activities (all activities)</p> <p>Using words appropriately and following instructions (all activities, in particular TPR)</p> <p>Using and following of instructional words (all activities)</p> <p>Comparing human and animal body parts (activity 4)</p> <p>Games and songs (all activities)</p>

<b>Standards</b>	<b>Elements of Standards</b>	<b>Evidence</b>
Interpersonal Development	...contribute to the development of positive social relationships in a range of contexts	Following classroom instructions (all activities)  Greeting and farewelling people (all activities)