##### LESSON PLAN: MIDDLE – UPPER PRIMARY

**Unit: Nganggini Family relationships Date: 27/11/2019**

**Adnyamathanha Language Revival Year Level: 3-6**

**Content Descriptors:**

Interact with peers, the teaching team and visiting Elders/community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interests and activities

[Key concepts: relationship, kinship, family, experience; Key Processes: describing, sharing, responding, recounting]

Listen to, read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours

[Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key text types: songs, dances, stories, paintings and visual design, video clips]

Explore their own sense of identity, including elements such as family, friends, interests, membership of groups, and consider markers of identity that may be important across all cultures

[Key concepts: identity (individual and group), kinship, community, membership; Key processes: creating, representing, discussing, comparing]

Recognise how kin relationships link people, Place and story

[Key concepts: kinship system, ways of talking, human relationships, interrelatedness; Key processes: recognising, interpreting, discussing]

Distinguish and produce the speech sounds of the language, understanding how these are represented in writing

[Key concepts: punctuation, upper and lower case letters, diacritics, intonation, spelling; Key processes: identifying, discriminating, noticing, listening, reading]

Understand that texts such as stories, paintings, songs and dances have distinct purposes and particular language features

[Key concepts: text, features, purpose; Key processes: recognising, identifying, distinguishing, applying, linking]

LESSON OUTCOMES:

- students

- listen to the story of the two *Akurra* from *Arrunha Awi* from an Elder on country

- - interact appropriately with Elders

-- recognise key landforms, plants and animals and sites from stories

- - are aware of changes over time e.g. impact of building the dam and building it on a Muda site, impact for the local people.

- focus on the pronouns for couples – include exposure to some metalanguage.

- develop greater understanding of Adnyamathanha moiety system.

- develop awareness of sounds and pronunciation e.g. names of the Akurra Wartawinha and Ngarnangarrinha.

##### LESSON STRUCTURE:

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| Time | Introduction (Set): | | Teaching Approaches | | Resources/Materials |
| 20 | On arrival, walk down to the dam area. Listen to Poppa Noel and Gladys tell the Muda and explain landforms and Moiety.  Learn about moiety of the 2 Akurra.  Learn about the pronoun for talking about a married couple – valurdupa. | | Learning through Muda. Introduce metalanguage – pronouns, dual pronouns dependent on moiety and relationship | | Cards with names of the Akurra |
| Time | | Main Content: | Teaching Approaches | | Materials |
| 20 | | Look for food plants used in the area eg Wityati in the wida. Talk about andu – and who could eat it. Other varlu in area. Eg mandya – ask do they think urdlu would be likely to be found here – remind of Muda of Urdlu mandyalpila learnt last term. | Thinking about family connections and foods and roles in gathering and preparing food | | Wire to get out wityati? |
| Time | | Main Content (Continued) | Teaching Approaches | | Materials |
| 10 | | Talk about change over time e.g. building of dam, dam no longer used for water supply, impact of drought.  Ask students to come up with ideas for how the dam might be used in the future. Should the dam stay there now? What is the impact for the local community and on Muda? | Questioning, exploring, challenging thinking,brainstorming | |  |
| Time | | Conclusion: | | Teaching Approaches | Materials |
| 10 | | What do students think could be the best for future use of the dam and respecting and preserving the site? | | Circle discussion, evaluating, giving opinions, extending thinking through reflection and sharing. |  |

##### ASSESSMENT for Learning

Participating in discussion

Explaining Moiety and drawing diagrams

Recounting the story

Discuss grammar using metalanguage

Written reflection about the dam’s impact and proposal for what to do with the dam

Photography and labelling of plants, animals and landforms present at the site

REFLECTION

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