# Program for the first three terms at St Joseph’s Walgett

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<thead>
<tr>
<th>Unit 1.1: Greetings</th>
<th>Language: Yuwaalaraay</th>
<th>School: St. Joseph’s Walgett</th>
</tr>
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<tbody>
<tr>
<td>Focus</td>
<td>Indicative time</td>
<td></td>
</tr>
<tr>
<td>Greetings (saying hello, goodbye), pronunciation.</td>
<td>5 weeks; 3 x 20-minute lessons per week</td>
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## Unit Description

This is the first unit, and students are taught single words. The emphases are on correct pronunciation and on using the words to communicate - to greet and farewell. Some other words are used to introduce a wider range of the sounds of Yuwaalaraay. There will also be some focus on spelling the words. The emphasis given to this depends on the age of the class and the extent to which they are already writing. Students are also taught an alternative handshake used by some Aboriginal people.

## Outcomes

A student:

1. **UL.1** recognises and responds to words, phrases and simple sentences in Aboriginal languages

2. **UL.2** identifies and responds to features written Aboriginal languages

3. **UL.3** uses known words in Aboriginal languages to interact in everyday activities

4. **UL.4** demonstrates developing writing skills by recognising and copying Aboriginal languages

## Language functions and structure

1. The sound system of Yuwaalaraay – three vowels, long and short \([a, aa, i, ii, u, uu]\) and the consonants that are new to the students. [These are listed in the dictionary and other resources. See Resource page.]

   Words that illustrate important features of the sound system: *yaama, bubaan, gaagii, baagaan* (older sister), *guni, ngaya, nginda, baawaa, milan* = one, *milaan* = yam, *dhurrri* = will spear, *dhuurri* = will crawl, *yili* = lips, *yiili* = savage

2. Using and responding to greetings, eg *Yaama birralii.* (Hello children.), *Yaama JB.* (Hello JB.) [JB is the teacher], *Yaama birralii?* (How are you, children?), *Gaba JB.* (Good JB.)

   Farewells: *Baayandhu.* (See you later.), *Yanaaya Baayami-biyaay.* (Go with God.), *Ngaya yanaay.* (I am going.)

   Replies: *Nginda-bula.* (You too.), *Ngaayaybayaay.* (Okay, all right.)

   Asking people’s names and responding, eg *Ngaandi gayrr nginda?* (What’s your name?) *Mary gayrr ngaya.* (My name is Mary.) [note word order]

   Songs, including *Ngaandi nginda?* (Who are you?)

## Resources

Gamilaraay, Yuwaalaraay Language Program 2003 – John Giacon

*Ngaandi nginda?* is sung to the tune of *Frere Jacques.*

Family songs from *Yugal* (see Resource page).

Also see Resource page for a list of regularly used published resources.
### Unit 1.1 continued

**Focus:** Greetings (saying hello, goodbye), pronunciation

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<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Activities</th>
<th>Evidence of learning/assessment</th>
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</thead>
</table>
| 1.UL.1 the importance of listening and observing | listen actively to aid comprehension | **Teacher**  
- leads the students through the sounds and teaches them the pronunciation  
- points out the tongue and lip positions for new consonants  
- explains to the students that there are only 3 short vowels in Yuwaalaraay – a, i, u – plus long vowels aa, ii and uu. | Written work  
- teacher observation  
- worksheet  
- group work. |
| identification and classification of information | identify and respond to key words and phrases in context, eg songs, rhymes, dance, actions and games | **Student**  
- learns the sound system, including:  
  - new consonants, nh, dh, ng, ny, dj, rr and the aay sound  
  - interacts with other students by  
    - greeting them, responding  
    - asking their names, responding  
  - sing Ngaandi nginda and other songs  
  - write Yuwaalaraay words, eg by tracing over dotted letters, similar to other K1 work  
  - complete the assessment for learning activity: Vocabulary Worksheet. | Feedback from students in small groups. |
| appropriate ways to respond using language and gesture | identify the purpose of short spoken texts, such as greetings, requests, statements, eg hello, look out, good |  |  |
| 1.UL.2 the relationship between printed text and corresponding sounds and meanings | recognise symbols, words and phrases of the language in print, eg as labels, captions and in charts. |  |  |
| 1.UL.3 the importance of correct pronunciation, intonation and stress for effective communication | develop pronunciation and intonation skills by singing and reciting and repeating words and phrases in context |  |  |
| 1.UL.4 Symbol formation when writing words and phrases | reproduce symbols, words and phrases by tracing or copying |  |  |
### Unit 1.2: Me and My People

**Language:** Yuwaalaraay  
**School:** St. Joseph’s Walgett

<table>
<thead>
<tr>
<th>Focus</th>
<th>Indicative time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting family and friends, and using simple sentences.</td>
<td>5 weeks; 3 x 20-minute lessons per week</td>
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<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| This unit focuses on people, developing the knowledge, understanding and skills that will enable students to know the names of what people are called in Yuwaalaraay language. This unit also revises previous work. | A student:  
1. **UL.1** recognises and responds to words, phrases and simple sentences in Aboriginal languages  
1. **UL.3** uses known words in Aboriginal languages to interact in every day activities  
1. **UL.4** demonstrates developing writing skills by recognising and copying Aboriginal languages  
1. **MLC.1** recognises the diversity of language systems  
1. **MLC.2** explores ways in which meaning is conveyed in Aboriginal languages. |

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<thead>
<tr>
<th>Language functions and structure</th>
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</table>
| Yuwaalaraay words for family and friends, eg: *birralii* = child; *birralii-gal* = children; *birralii-dujuul* = baby; *birray* = boy, *miyay* = girl, *dhagaan* = brother; *baawaa* = sister; *dhaadhaa* = grandfather; *baagii* = grandmother; *garruu* = uncle; *walgan* = aunty; *dhayn* = Aboriginal man, *yinarr* = Aboriginal woman, *wanda* = white man; *wadjiin* = white woman.  
Simple sentences, eg *Dhagaan ngay nhalay.* = [brother my this] = This is my brother. *Yaama wambanhiya?* = How are you cousin?  
*nhalay* = this  
*Song: Ngaya Australian* = I am Australian |  |

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<tr>
<th>Resources</th>
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</table>
| *We are speaking Gamilaraay and Yuwaalaraay* – Walgett Yuwaalaraay and Gamilaraay Language Program  
*Song: Ngaya Australian* = I am Australian - in *Yugal* (see Resource page)  
Games which have the children using the language.  
Also see Resource page for a list of regularly used published resources. |  |
<table>
<thead>
<tr>
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</table>
| 1.UL.1               | identify the purpose of short spoken texts, such as greetings, requests, statements, eg hello, look out, good | **Teacher**  
- models everything  
- says *birralii* and points to a child, says *birrali-gal* and spreads hands out to cover the whole class  
- leads the students through the variety of techniques of greetings and goodbyes and responding  
- demonstrates how to say:  
  - hello to mum, dad etc, also goodbye  
  - See you later Mum, Go with God, You too.  
- tells the students what a simple sentence is  
- teaches songs that go with this subject. | Teacher observation of student’s ability to communicate greetings and farewells.  
The student demonstrates use of a range of words in this unit by interacting in group situations.  
The student communicates accurately. |
| the purpose of text in familiar situations          | use the language in classroom activities, eg songs, games, role-plays. use sentences such as: *Birralidjuul nhama.* = That’s a baby. | **Student**  
- says everything after the teacher, eg  
  - *yaama*  
  - *yaama* to the teacher of the class, *yaama* to each other (*yaama* = hello, or how are you)  
  - *gaba*  
  - *gaba* to the class teacher (*gaba* = I am good)  
  - *yinggili*  
  - *yinggili* to the class teacher (*yinggili* = tired)  
  - *Ngaandi nginda?*  
  - Who are you? (*Ngaandi nginda?* = Who are you?)  
- has conversations with other students - at times individually and at other times taking one role in a group. | |
| 1.UL.3 working in teams to communicate effectively with others | reproduce symbols, words and phrases by tracing, copying and colouring in | **Complete the following assessment learning activity:**  
Use appropriate farewells: goodbye, see you later on, go with God, I am going.  
**Complete the following assessment learning activity:**  
Correctly name flash cards of young and old people.  
Sings songs including *We are Australian* | |
| 1.UL.4 symbol formation when writing words and phrases | be aware of the various sounds and symbols of languages in the community | **Complete the following assessment learning activity:**  
Correctly name flash cards of young and old people.  
Sings songs including *We are Australian* | |
| 1.MLC.1 the variety of languages that are used in the community | recognise and reproduce sounds in Aboriginal languages | Beat the student’s ability to communicate greetings and farewells.  
The student demonstrates use of a range of words in this unit by interacting in group situations.  
The student communicates accurately. | |
| 1.MLC.2 elements of the spoken language | | | |
**Unit 1.3: Body Parts**

**Language:** Yuwaalaraay  
**School:** St. Joseph’s Walgett

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<thead>
<tr>
<th>Focus</th>
<th>Indicative time</th>
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</table>
| Naming parts of the body.  
Creating sentences including these words.  
Revision. | 5 weeks; 3 x 20-minute lessons per week |

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<tr>
<th>Unit Description</th>
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</table>
| This unit will help students gain understanding and knowledge of parts of the body, how the various parts are pronounced in Yuwaalaraay, and how to use them in sentences and song.  
Games such as ‘Simon says’.
Possessive pronouns and demonstratives *nhalay/nhama* = this/that.  
Revision of previous units. |

<table>
<thead>
<tr>
<th>Outcomes</th>
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</thead>
</table>
| A student:  
1.UL.1 recognises and responds to words, phrases and simple sentences in Aboriginal languages  
1.UL.3 identifies and responds to features of written Aboriginal languages  
1.UL.4 uses known words in Aboriginal language to interact in everyday activities  
1.MLC.1 recognises the diversity of language systems |

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<tr>
<th>Language functions and structure:</th>
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</table>
| New vocabulary - largely body part names - about 20 words, including *dhubayn* = body, *dhaygal* = head, *walarr* = shoulder, *bina* = ear, *mil* = eye,  
*nhalay* = this, *nhama* = that, adjectives such as *bayn* = sore,  
Use of the imperative [command form] verb *Dhamala!* = Touch!  
Possessive pronouns: *ngay* = my, *nginu* = your [1 person]  
Short sentences, eg *Bungun ngay nhalay.* = This is my arm. [note word order] *Mil nginu nhama.* = That is your eye. |

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<tr>
<th>Resources</th>
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</table>
| Games etc: *Dhaal dhamala!* = Touch your cheek. [note - possessive pronoun is not needed]  
Songs: Body part songs from *Yugal* (see Resource page): *Bina mil; Dhaygal walarr* etc.  
Also see *Resource page* for a list of regularly used published resources. |
### Focus: Body Parts

<table>
<thead>
<tr>
<th><strong>Students learn about:</strong></th>
<th><strong>Students learn to:</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Evidence of learning/assessment</strong></th>
</tr>
</thead>
</table>
| 1.UL.1  
identification and classification of information | identify and respond to key words and phrases in context, eg songs, rhymes, dance, actions and games | **Teacher**  
- models everything  
- says the word and touches the body part,  
- sings Body Parts songs  
- has children act as they sing the songs  
- gives examples of different words used in other Aboriginal languages. | Student’s participation in games and action songs. |
| 1.UL.3  
working in teams to communicate effectively with others. | use the language in classroom activities, eg songs, games, role-plays. | **Student**  
- participates in everything  
- sings the songs  
- uses sentences to engage in conversations with other students and the teacher  
- labels work sheets. | Student demonstrates knowledge of:  
- different body parts  
- possessive construction  
- knowledge of body part nouns in other languages |
| 1.UL.4  
ways of organising and presenting information in context | develop writing skills in context, eg matching words and pictures, labelling objects | **Assessment learning activities**  
- Demonstrate body parts by touching and saying using flashcards.  
- Singing songs of the parts of the body  
- Acting, *eg Bayn ngay dhaygal*. = My head is sore. | Oral feedback from peers and teachers. |
| 1.MLC.1  
familiar concepts that are expressed across languages and cultures | recognise the diverse ways in which familiar concepts are expressed, eg possession | | |

*Note: *The table outlines the learning objectives and activities for students focusing on body parts, including identification, classification, communication, and presentation of body parts information in both English and Aboriginal languages.
## Unit 1.4: My Local Area

**Language**: Yuwaalaaraay  
**School**: St. Joseph’s Walgett

### Focus

Naming parts of the natural environment.  
Telling a local story (legend).  
Excursions of local area, discussing where people live and some of the things they do. Asking and responding to questions.

### Indicative time:

5 weeks; 3 x 20-minute lessons per week

### Unit Description

Students will learn the names of parts of the natural environment.  
They will ask and answer 'what' questions and 'yes-no' questions.  
They will hear a local story and become aware that there is an Aboriginal history of the area.

### Outcomes:

A student:  
1. **UL.1** recognises and responds to words, phrases and simple sentences in Aboriginal languages  
1. **UL.3** identifies and responds to features of written Aboriginal languages  
1. **UL.4** demonstrates developing writing skills by recognising and copying Aboriginal languages  
1. **MBC.1** demonstrates awareness of cultural diversity.

### Language functions and structure

Relevant vocabulary, eg *gaawaa* = river, *muyaan* = tree, *buunhu* = grass, *maayama* = stone, *gaba* = good, *gagil* = bad, [approx 20 geography words]  
Statement sentences, eg *Gaawaa nhama* = That is a river.  
*Waal gaawaa nhama.* = That is not a river.  
*Ngarra-la!* = Look at this tree!, *gaa-gi* = wear  
Questions and answers:  
*minyaaya?* - Where [at]? ; *ngaay* = yes, *waal* = no;  
*Yaama garrwal nhama?* [note word order] = Is that a shop?  
*Ngaa* = Yes, or *Ngaa, garrwal nhama.* = Yes, that is a shop.  
Limited range of locative suffix; see previous unit.

### Resources

Maps of the local area.  
Also see Resource page for a list of regularly used published resources.
<table>
<thead>
<tr>
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<th>Activities</th>
<th>Evidence of Learning/Assessment</th>
</tr>
</thead>
</table>
| 1.UL.1 the importance of listening attentively to pronunciation and intonation. | discriminate between sounds and relate them to specific meanings. | Teacher  
- leads discussion on the local area  
- tells stories of the local area eg: Narran Lake  
- leads excursion of local area, explaining everything that is of importance  
- explains the difference in cultures  
- models the questions and answers. | The student can correctly:  
- name features, eg in the school yard, on excursion, using flashcards  
- ask and reply to questions  
- identify different aspect of the area.  
Feedback from peers and teachers |
| 1.UL.3 working in teams to communicate effectively with others. | use the language in classroom activities, eg songs, games, role-plays. | Student  
- participates in discussions  
- asks questions about the area and answers the questions of others  
- tells or shows the differences in some cultures  
- sings song  
- copies words and labels flashcards and diagrams. | |
| 1.UL.4 symbol formation when writing words and phrases | reproduce symbols, words and phrases by tracing, copying and colouring in | Assessment learning activity  
- Tell local stories.  
- Students learn the new song and can explain it. | |
| 1.MBC.1 visible representations of cultural identity | recognise symbols of identity, eg flags, maps, geographical locations, traditional dress, landmarks | | |
# Unit 1.5: Animals

**Language:** Yuwaalaraay  
**School:** St. Joseph’s Walgett

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<tr>
<th><strong>Focus</strong></th>
<th><strong>Indicative time</strong></th>
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</thead>
<tbody>
<tr>
<td>The focus is on the names of common animals. A new question word and a few number words are introduced.</td>
<td>5 weeks; 3 x 20-minute lessons per week</td>
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<thead>
<tr>
<th><strong>Unit Description</strong></th>
<th><strong>Outcomes</strong></th>
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</thead>
<tbody>
<tr>
<td>The unit introduces the names of up to 20 animals that the children are familiar with. It revises the grammatical structures previously used, and introduces verbs for the first time.</td>
<td>A student:</td>
</tr>
<tr>
<td>Ask and respond to basic questions.</td>
<td>1.UL.1 recognises and responds to words, phrases and simple sentences in Aboriginal languages</td>
</tr>
<tr>
<td>Intransitive verbs.</td>
<td>1.UL.3 uses known words in Aboriginal languages to interact in everyday activities</td>
</tr>
<tr>
<td>Making linguistic connections.</td>
<td>1.MLC.1 recognises the diversity of language systems</td>
</tr>
<tr>
<td>Revision of previous works.</td>
<td>1.MBC.2 identifies cultural practices in Aboriginal communities and relates these to personal experiences</td>
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<thead>
<tr>
<th><strong>Language functions and structure</strong></th>
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<tbody>
<tr>
<td>Names of about 20 local animals, eg * bandaarr* = grey kangaroo, <em>muyaay</em> = white cockatoo</td>
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<tr>
<td>Some movement verbs are introduced in the songs or elsewhere. These include <em>yanaawaanha</em> = is/are walking, <em>baawaanha</em> = is/are hopping, <em>barawaanha</em> = is/are flying. At this stage they are not analysed, but students learn them in the given form.</td>
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<tr>
<td><em>minyangay</em> + numbers 1–10</td>
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<tr>
<td>Mention of difference between English and Yuwaalaraay names and pronunciation, eg * bandaarr*, kangaroo and <em>gilaa</em>, galah.</td>
</tr>
<tr>
<td>revision of previous questions: <em>Minya nhama?</em> = What is that? and <em>Yaama bandaarr nhama?</em> = Is that a kangaroo? etc</td>
</tr>
<tr>
<td>Numbers 1–5</td>
</tr>
<tr>
<td>Words for ‘no’ in Yuwaalaraay and Gamilaraay and perhaps other languages students know [eg Italian, Chinese]</td>
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<tr>
<td>Locative statements, including some variation in form of locative [place] suffix: The koala is in the tree = <em>Guba nhama muyaan-da</em>, <em>guba</em> = koala, <em>nhama</em> = the, <em>muyaan</em> = tree, -<em>da</em> = in; How many birds? = <em>Minyangay dhigayaa?</em> There are five birds. = <em>Maa dhigayaa nhama.</em></td>
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<tr>
<th><strong>Resources</strong></th>
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<tbody>
<tr>
<td>2003 GY Program – by John Giacon</td>
</tr>
<tr>
<td>We are speaking Gamilaraay and Yuwaalaraay - Walgett Yuwaalaraay and Gamilaraay Language Program</td>
</tr>
<tr>
<td>Dhirra-la Yuwaalaraay Language program 2003 – Karan A. Chandler</td>
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<tr>
<td>Flashcards.</td>
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<tr>
<td>Also see Resource page for a list of regularly used published resources.</td>
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<tr>
<td>Students learn about:</td>
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<td>----------------------</td>
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</tbody>
</table>
| **1.UL.1** identification and classification of information | associate language with known actions, objects or ideas, eg ‘The kangaroo is hopping.’ | **Teacher**  
- says the animal’s name and points to a picture, the children repeat the animal’s name  
- teacher goes through the word list  
- other activities similar to previous lessons. | **Student** can identify Yuwaalaraay animal when shown a picture of one, eg has a sheet with all the animals pictured, and is tested by another student.  
Student demonstrates/recounts: - sentences to say what an animal is doing  
- act an animal when called up to do so.  
Feedback from students, teachers, parents, family, friends. |
| **1.UL.3** appropriate forms of verbal and nonverbal behaviour in social interaction | participate in social exchanges with teacher and peers, eg describing people and animal actions | | |
| **1.MLC.1** familiar concepts that are expressed across languages and cultures | recognise the diverse ways in which familiar concepts are expressed, eg animal names | | |
| **1.MBC.2** similarities and differences between local communities’ lifestyles and those of other Aboriginal and/or non-Aboriginal communities. Includes the importance of animals. | compare aspects of lifestyles, including food, such as what animals are, and were, eaten | | |

**Teacher**
- says the animal’s name and points to a picture, the children repeat the animal’s name
- teacher goes through the word list
- other activities similar to previous lessons.

**Student**
- forms sentences, eg How many animals? Minyangay dhii? What’s this? = Minya nhalay?
- works in pairs and groups
  A asks ‘Minya ngaya?’ [What am I?] and acts an animal.
  Others reply, eg ‘Bandaarr nginda.’ [You are a kangaroo.]
A says gaba/gagil [right/wrong].
- A asks ‘Minya nhama?’ [What is that?] and shows a flashcard.
  Others reply, eg ‘Bandaarr nhama.’ [That is a kangaroo.]
A says gaba/gagil [right/wrong].

- Games of Snap using animal cards.
- Songs – *Burrulaa bandaarr.* = Lots of kangaroos. Make up songs to fit type of animal, what the animal is doing (revision); counting song.
- Counting activities, questions.
- Songs from Yugal.
**Unit 1.6 : Birds**

**Language:** Yuwaalaraay

**School:** St. Joseph’s Walgett

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<tbody>
<tr>
<td>Birds and their names in language.</td>
</tr>
<tr>
<td>Asking and responding, sentences, song, flashcards.</td>
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<tr>
<td>Writing names and colouring pictures of birds, story-telling, revision.</td>
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<td>5 weeks; 3 x 20-minute lessons per week</td>
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<tr>
<td>This unit will help students to identify the different sort of birds using both the Yuwaalaraay and English names, to ask and respond to basic questions in the language, to use intransitive verbs.</td>
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<tr>
<td>Discussion of the role of birds as message-bringers to the community.</td>
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<td>Tell stories, eg How the platypus was created.</td>
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<tr>
<td>Revision.</td>
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<tr>
<th>Outcomes</th>
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<tbody>
<tr>
<td>A student:</td>
</tr>
<tr>
<td>1.UL.1 recognises and responds to words, phrases and simple sentences in Yuwaalaraay languages</td>
</tr>
<tr>
<td>1.UL.2 identifies and responds to features of written Aboriginal languages</td>
</tr>
<tr>
<td>1.UL.3 uses known words in Aboriginal languages to interact in every activities</td>
</tr>
<tr>
<td>1.MBC.2 identifies cultural practices in Aboriginal communities and relates these to personal experiences.</td>
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<tbody>
<tr>
<td>Names about 20 birds in Yuwaalaraay, + dhigayaa = bird;</td>
</tr>
<tr>
<td>Revise continuous verb forms from previous lesson, + gindamaylanha - is/are laughing</td>
</tr>
<tr>
<td>Locatives: muyaan-da = in the tree, gungan-da = in the water, dhaymaa-ya = on the ground + others [revising words from previous units].</td>
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<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>See Resource page.</td>
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# Unit 1.1 continued Focus: Birds

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<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Activities</th>
<th>Evidence of learning/assessment</th>
</tr>
</thead>
</table>
| 1.UL.1 identification and classification of information | associate known language with known objects, eg recognise the name a number of birds, understand simple sentences involving those names | Teacher  
• says the bird’s name and points to a picture, the children repeat the bird’s name  
• points to a bird and says what it is in language, puts the word into a sentence  
• acts a bird and says ‘What am I?’ | Students participate in:  
- competitions similar to ‘Simon Says’ based on bird names, actions, numbers  
- identification of the birds  
- games where students act out action verbs.  
Feedback from peers and teachers and from other students. |
| 1.UL.2 different ways of showing comprehension | demonstrate comprehension by matching words to pictures, asking simple questions and answering in simple sentences | Student  
• participates in discussion and asks questions  
• participates in the songs and actions  
• role-plays  
• uses simple sentences  
• makes up song, eg *waan barawaanha* = crow is flying [use tune learnt from Yugal]. This can be done in groups, where each group picks its own bird and action. | |
| 1.UL.3 appropriate forms of verbal and nonverbal behaviour in social interaction | participate in social exchanges with teacher and peers, eg describing people and animal actions | Assessment for learning activities:  
• Acting a bird when the name is said.  
• Saying a name when the flash-card is shown or action done.  
• Saying the sentence when the flash-card is shown or action done.  
• Completing assessment activity sheet with pictures of birds – students test each other with *Minya nhalay?* [What is this?] and the reply *X nhama* [That is an X]. | |
| working in teams to communicate effectively with others. | use the language in classroom activities, eg songs, games, role-plays. | | |
| 1.MBC.2 symbols and practices that reflect places and events of importance to Aboriginal communities | explore cultural symbols and practices, eg through games, stories, songs, craft and realia | | |
**Resource page**

**Dhiirrala Gamilaraay! Teach Gamilaraay!** A resource book for teachers of Gamilaraay developed by Karan Chandler and John Giacon, published by the Yuwaalaraay Language Program in 2006. This teacher's handbook includes 13 work units, a CD-ROM of the units and illustrations, pages that can be photocopied for class use, and other resources.


**Guwaabal** – www.yuwaalaraay.org/stories.html
10 stories read in Yuwaalaraay and 2 in Gamilaraay. The stories all have sound, text and background information.

**We are Speaking Gamilaraay and Yuwaalaraay** – Coolabah Publishing, 2002. Contains 100 common words and a CD to help with pronunciation.

**www.yuwaalaraay.org**
A great resource for information about the Yuwaalaraay and Gamilaraay languages.


**Yugal: Gamilaraay and Yuwaalaraay Songs** – produced by the Yuwaalaraay Language Program, published by Walgett GY Language Program and Coolabah Publishing.
30 songs ranging from nursery rhymes to a translation of *Stand by Me*. There are a vocals CD, an instrumental CD and a songbook with words.