

St Lawrence's School, Coonabarabran

Gamilaraay Language Program

Stage 1 Overview

Unit 1 : Me and my people 1

Language: Gamilaraay

School: St. Lawrence's Coonabarabran

<p>Focus:</p> <p>Family, greetings and groups in the community.</p>	<p>Indicative time:</p> <p>10 weeks; 1 x 40-minute lesson per week</p>
<p>NSW Aboriginal Languages K–10 Syllabus Outcomes: A student:</p> <p>1.UL.1 recognises and responds to words, phrases and simple sentences in Gamilaraay</p> <p>1.UL.2 identifies and responds to features of written Gamilaraay</p> <p>1.UL.3 uses known words in Gamilaraay to interact in everyday activities</p> <p>1.UL.4 demonstrates developing writing skills by recognising and copying Gamilaraay</p> <p>1.MBC.1 demonstrates awareness of cultural diversity</p> <p>1.MLC.2 explores ways in which meaning is conveyed in Gamilaraay</p>	<p>Human Society and Its Environment K–6 Syllabus Outcomes: A student:</p> <p>CUS1.3 identifies customs, practices, symbols, languages and traditions of their family and other families</p> <p>CUS1.4 describes the cultural, linguistic and religious practices of their family, their community and other communities</p>
<p>Human Society and Its Environment Stage 1 Foundation Statement</p> <p>Students recount important family and community traditions and practices. They sequence events in the past and explain changes in their lives, in their communities and in other communities.</p> <p>Students explore the composition of a number of groups, including Aboriginal peoples, in their community and recognise that groups have specific identifying features, customs, practices, symbols, religion, language and traditions.</p> <p>Students make comparisons between natural, heritage and built features of the local area and examine the human interaction with these features. They investigate the relationship between people and environments including the relationship between Aboriginal peoples and the land. Students use the language of location in relative terms and construct and use pictorial maps and models of familiar areas.</p> <p>Students identify roles, responsibilities and rules within the family, school and community and explore their interaction.</p>	
<p>Language functions:</p> <p>Greetings, introductions, identifying family members, socialising, responding to greetings, describing family members</p>	

Learn about	Learn to	Lesson sequence	Evidence of learning
<p>Gamilaraay 1.UL.1 The importance of listening and observing Appropriate ways to respond using language and gesture 1.UL.3 Appropriate forms of verbal and nonverbal behaviour in social interaction 1.MLC.2 Familiar concepts that are expressed across languages and cultures 1.MBC.2 Visible representation of cultural identity</p> <p>HSIE CUS1.3 and CUS1.4 - Groups to which students belong, including the family - Languages spoken by other groups and families - Different ways of communicating</p>	<p>Listen actively to aid comprehension</p> <p>Respond to greetings</p> <p>Participate in social exchanges with teacher and peers eg greetings, introducing self and others</p> <p>Recognise the diverse ways in which familiar concepts are expressed</p> <p>Recognise symbols of identity</p>	<p>Lesson 1 Greetings</p> <ul style="list-style-type: none"> • Introduce puppet. • Use greetings between puppet and class <ul style="list-style-type: none"> <i>yaama</i> hello/how are you? <i>gaba</i> good <i>yaluu</i> again (see you later) • Students draw self and a friend greeting each other • Students practise writing 'Ngay gayrr _____ / My name is _____', to be placed at the top of all worksheets. • Discussion with photos – ethnic groups. • What are the groups in Coonabarabran? • Use a globe or map for the discussion of their origin. <p>Resources: puppet, globe, photos</p>	<p>Student demonstrates recognition of greetings</p>

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<p>Gamilaraay 1.UL.1 The importance of listening attentively to pronunciation and intonation 1.MLC.2 Elements of the spoken language</p> <p>Symbols and features of the written language</p> <p>1.UL.4 Ways of organising and presenting information in context 1.MBC.1 Exploring cultural diversity using a range of media</p> <p>HSIE CUS1.3 and CUS1.4 - Cultural characteristics of families - Groups to which students belong, including the family - Symbols used by different groups, eg badges, flags - Belief systems of groups and families in their community and in other communities</p>	<p>Discriminate between sounds and relate them to specific meanings</p> <p>Recognise and reproduce sounds in Gamilaraay</p> <p>Recognise symbols and features of the written language as representations of sound, eg digraphs <i>-ng, rr, dh</i></p> <p>Develop writing skills in context, eg labelling objects</p> <p>Gather information about diverse cultures using media, eg posters, puppets, realia</p>	<p>Lesson 2 Immediate family</p> <ul style="list-style-type: none"> • Introduction of Gamilaraay sound chart to help with pronunciation • Introduce new words <i>gunii</i> mum <i>bubaa</i> dad <i>dhagaan</i> brother <i>bawa</i> sister • As an introduction, a Language teacher talks about their own family • Using a picture of a family comprised of a mother, father, son and daughter, learn new words and carry out activities with the picture, such as labelling each person with the appropriate name, either as group activity or individual • Discussion of family backgrounds where possible for students (eg nationality, using a map or globe to locate different places people come from) • Discuss how people come from more than one group • Discuss other language names for immediate family members that students know and compare to English and Gamilaraay. <p>Resources: Sound chart, personal photo album, family picture (enlarged and laminated)</p>	<p>Student recognises and discriminates between sounds</p> <p>Student demonstrates developing reading and writing skills</p> <p>Recognises sounds and words in print</p>

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<p>Gamilaraay 1.UL.1 The importance of listening and observing</p> <p>The variety of contexts in which familiar language can be used</p> <p>1.UL.3 Working in teams to communicate effectively with others</p> <p>1.MBC.1 Cultural characteristics of the local community</p> <p>HSIE CUS1.3 and CUS1.4 - Customs and practices important to students, including celebrations</p> <p>- Belief systems of groups and families in their community and in other communities</p> <p>- Aboriginal people's relationship to the land</p>	<p>Listen actively to aid comprehension</p> <p>Identify and respond to key words and phrases in context, eg songs and games</p> <p>Use the language in classroom activities, eg games, songs</p> <p>Identify local places of cultural significance</p>	<p>Lesson 3 Important places</p> <ul style="list-style-type: none"> • Learn new words <table style="margin-left: 20px;"> <tr> <td><i>yawu</i></td> <td>yes</td> </tr> <tr> <td><i>gamil</i></td> <td>no</td> </tr> <tr> <td><i>ngarri-y</i></td> <td>sit</td> </tr> <tr> <td><i>warra-y</i></td> <td>stand</td> </tr> <tr> <td><i>birralii</i></td> <td>child</td> </tr> </table> • Play <i>ngarri-y, ngarri-y, warra-y</i> (duck, duck, goose to sit, sit, stand). Play outside in a circle • If a child beats the other child back to their seat <i>yawu</i>, if not <i>gamil</i> • Photo collection of cultural places in Coonabarabran. Give out photos to class. Each child is to say where it is on a map of Coonabarabran, whether they have been there and which group it is associated with • Words and outline game <p>Resources: photos of local places</p>	<i>yawu</i>	yes	<i>gamil</i>	no	<i>ngarri-y</i>	sit	<i>warra-y</i>	stand	<i>birralii</i>	child	<p>Students use Gamilaraay in context when playing games</p>
<i>yawu</i>	yes												
<i>gamil</i>	no												
<i>ngarri-y</i>	sit												
<i>warra-y</i>	stand												
<i>birralii</i>	child												

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<p>Gamilaraay 1.UL.1 The importance of listening and observing</p> <p>Appropriate ways to respond using language and gesture</p> <p>1.UL.4 Ways of organising and presenting information in context</p> <p>1.MBC.2 Symbols and practices that reflect places and events of importance to Aboriginal communities</p> <p>1.MBC.1 Exploring cultural diversity using a range of media</p> <p>HSIE CUS1.3 and CUS1.4 - similarities and differences between ways in which families express their culture, eg celebrations - cultural characteristics of families</p>	<p>Listen actively to aid comprehension</p> <p>Respond to greetings, questions, commands in verbal and nonverbal ways in familiar social interactions such as role plays</p> <p>Develop writing skills in context, eg matching words in a picture</p> <p>Explore cultural symbols and practices</p> <p>Gather information about diverse cultures using media, eg posters, puppets, realia</p>	<p>Lesson 4 Extended family</p> <ul style="list-style-type: none"> • Introduce new words <i>dhaadhaa</i> grandfather <i>badhii</i> grandmother <i>birrali</i> child <i>birray</i> son <i>miyay</i> daughter • Language teacher talks about their own grandparents using photos • Assessment strategy 1: Discuss and give out family history assignments (Worksheets 1, 2 and 3). (Questions are written in work booklet and can be varied for each class) • Role-play with puppet on greetings and responses between grandparents and children <p>Resources: Worksheets 1, 2 and 3</p>	<p>Students demonstrate developing reading and writing skills when completing worksheet</p> <p>Assessment strategy 1 The student</p> <ul style="list-style-type: none"> ▪ Explores cultural diversity using a range of media ▪ Gathers information about diverse cultures using media eg posters, photos, realia

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<p>Gamilaraay 1.UL.1 The importance of listening and observing</p> <p>Appropriate ways to respond using language and gesture</p> <p>1.UL.4 Ways of organising and presenting information in context</p> <p>Symbol formation when writing words and phrases</p> <p>1.MBC.1 Exploring cultural diversity using a range of media</p> <p>HSIE CUS1.3 and CUS1.4 - cultural characteristics of families - groups to which students belong, including the family - significant people who belong to these groups</p>	<p>Listen actively to aid comprehension.</p> <p>Respond to greetings, questions, commands in verbal and nonverbal ways in familiar social interactions such as role-plays</p> <p>Develop writing skills in context eg labelling objects</p> <p>Reproduce symbols, words and phrases by tracing or copying</p> <p>Gather information about diverse cultures using media, eg posters, puppets, realia</p>	<p>Lesson 5 <i>Dhiiyaan</i> – family</p> <ul style="list-style-type: none"> Introduce new words <table border="0" data-bbox="1003 448 1525 663"> <tr> <td><i>dhiiyaan</i></td> <td>family</td> </tr> <tr> <td><i>ngaayaybaay</i></td> <td>okay / all right</td> </tr> <tr> <td><i>nginda</i></td> <td>you – one person</td> </tr> <tr> <td><i>ngindaali</i></td> <td>you – two people</td> </tr> <tr> <td><i>ngindaay</i></td> <td>you – more than two people</td> </tr> <tr> <td><i>birralii</i></td> <td>child</td> </tr> <tr> <td><i>birralii-gal</i></td> <td>children</td> </tr> </table> Role-play greetings with groups and individuals sometimes using puppet Continue working on Assessment Strategy 1 <p>Resources: Worksheets 1, 2 and 3</p>	<i>dhiiyaan</i>	family	<i>ngaayaybaay</i>	okay / all right	<i>nginda</i>	you – one person	<i>ngindaali</i>	you – two people	<i>ngindaay</i>	you – more than two people	<i>birralii</i>	child	<i>birralii-gal</i>	children	<p>Students use appropriate Gamilaraay expressions in context when participating in role-plays</p>
<i>dhiiyaan</i>	family																
<i>ngaayaybaay</i>	okay / all right																
<i>nginda</i>	you – one person																
<i>ngindaali</i>	you – two people																
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<p>Gamilaraay 1.UL.1 The importance of listening and observing 1.UL.3 Ways of organising and presenting information in context 1.MLC.2 Elements of the spoken language Symbols and features of the written language 1.MBC.1 Exploring cultural diversity using a range of media</p> <p>HSIE CUS1.3 and CUS1.4 - different ways of communicating - belief systems of groups and families in their community and in other communities - traditional and religious stories important to students, beginning with Dreaming stories - Aboriginal people's relationship to the land</p>	<p>Listen actively to aid comprehension</p> <p>Develop writing skills in context, eg labelling objects, matching words in a picture</p> <p>Gather information about diverse cultures using media, eg posters, puppets, realia</p>	<p>Lesson 6 Stories</p> <ul style="list-style-type: none"> • Introduce new words <i>maliyaa</i> friend <i>ngaya</i> I <i>ngay</i> my <i>gayrr</i> name • Students divide up into pairs. Revise greetings in pairs. Introduce friend to whole group. • Question and answer role-play: <i>Ngaandi nginda gayrr?</i> 'What's your name?'/ <i>Ngay gayrr.</i> 'My name is ____' • Read through the two storybooks: <i>How the Murray River was made</i> and <i>When the snake bites the sun.</i> • One or two students begin presenting to the class their family history project that has been completed <p>Resources:</p> <ul style="list-style-type: none"> • <i>How the Murray River was made</i>, Irene Thomas, Jan Deans and Robert Brown, 2007, the University of Melbourne's Early Learning Centre, Melbourne. • <i>When the snake bites the sun</i>, David Mowaljarlai and Pamela Lofts, 1984, Scholastic Australia, Gosford. • <i>Dreaming stories: A springboard for learning</i>, Jenni Connor, 2007, Early Childhood Australia, Canberra. 	<p>Students demonstrate an understanding of cultural diversity when watching dreaming stories</p>

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<p>Gamilaraay 1.UL.1 The importance of listening and observing</p> <p>1.MBC.2 Symbols and practices that reflect places and events of importance to Gamilaraay community</p> <p>HSIE CUS1.3 and CUS1.4 - cultural characteristics of families - significant people who belong to these groups</p>	<p>Listen actively to aid comprehension</p> <p>Explore cultural symbols and practices through games</p>	<p>Lesson 7 <i>Extended family 2</i></p> <ul style="list-style-type: none"> ▪ Introduce new words <table style="margin-left: 20px;"> <tr> <td><i>minya</i></td> <td>what</td> </tr> <tr> <td><i>nhalay</i></td> <td>this</td> </tr> <tr> <td><i>nhama</i></td> <td>that</td> </tr> <tr> <td><i>garruu</i></td> <td>uncle</td> </tr> <tr> <td><i>walgan</i></td> <td>aunt</td> </tr> </table> ▪ Play 'Go Fish' card game with the family cards. ▪ Students bring in photos of their family. In pairs: one student asks, <i>Ngaandi nhalay?</i> 'Who is this?' and the other replies <i>Nhalay ngay</i> _____. 'This is my _____.' ▪ Present more family assignments <p>Resources: Worksheets 1, 2 and 3, family cards, family photos</p>	<i>minya</i>	what	<i>nhalay</i>	this	<i>nhama</i>	that	<i>garruu</i>	uncle	<i>walgan</i>	aunt	<p>Students actively use Gamilaraay when participating in games</p>
<i>minya</i>	what												
<i>nhalay</i>	this												
<i>nhama</i>	that												
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<p>Gamilaraay 1.UL.1 The importance of listening and observing The importance of listening attentively to pronunciation and intonation 1.UL.3 The importance of correct pronunciation, intonation and stress for effective communication</p> <p>HSIE CUS1.3 and CUS1.4 - cultural characteristics of families - significant people who belong to these groups - similarities and differences between ways in which families express their culture, eg celebrations</p>	<p>Listen actively to aid comprehension</p> <p>Discriminate between sounds and relate them to specific meanings</p> <p>Develop pronunciation and intonation skills by singing and reciting and repeating words and phrases in context</p>	<p>Lesson 8 <i>Family groups</i></p> <ul style="list-style-type: none"> • Introduce new words <table border="0" style="margin-left: 20px;"> <tr> <td><i>ngaandi nhalay?</i></td> <td>Who is this?</td> </tr> <tr> <td><i>Badjin</i></td> <td>small</td> </tr> <tr> <td><i>burrul</i></td> <td>big</td> </tr> <tr> <td><i>gaaynggal</i></td> <td>baby</td> </tr> </table> ▪ Revision of all family members. Students get a word from flash cards on their desk. They come forward one by one. They pronounce the word correctly, give the meaning and then the class says the word ▪ Final presentation of family assignments 	<i>ngaandi nhalay?</i>	Who is this?	<i>Badjin</i>	small	<i>burrul</i>	big	<i>gaaynggal</i>	baby	<p>Students demonstrate correct use of pronunciation for effective communication</p>
<i>ngaandi nhalay?</i>	Who is this?										
<i>Badjin</i>	small										
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<p>Gamilaraay 1.UL.1 The importance of listening and observing The variety of contexts in which familiar words can be identified 1.UL.2 The relationship between printed text and corresponding sounds and meanings 1.UL.3 Working in teams to communicate effectively with others 1.MLC.1 Familiar concepts that are expressed across languages and cultures</p> <p>HSIE CUS1.3 and CUS1.4 - cultural characteristics of families - similarities and differences between ways in which families express their culture, eg celebrations - different ways of communicating - customs and practices important to students, including celebrations</p>	<p>Listen actively to aid comprehension</p> <p>Identify and respond to key words and phrases in context, eg songs</p> <p>Recognise symbols, words and phrases of Gamilaraay in print, eg in charts</p> <p>Use the language in classroom activities, eg games, songs</p> <p>Recognise the diverse ways in which familiar concepts are expressed, eg greetings, family members</p>	<p>Lesson 9 Singing</p> <ul style="list-style-type: none"> ▪ Introduce new words <i>nguru</i> he/she singular <i>ngiyani</i> we plural (more than two) <i>maal</i> one ▪ Learn songs, <i>Ngiyani Milan dhiyaan</i> 'We are one family' and <i>Ngaya Australian</i> 'I am Australian' from <i>Yugal: Gamilaraay and Yuwaalaraay songs</i>. (Yuwaalaraay Language Program. 2003. Coolibah Publishing: Tamworth) using CD and booklet ▪ Video class singing the song and then watch the class on video ▪ Using word cards hold up card when the word is mentioned in the song <p>Resources: <i>Yugal: Gamilaraay and Yuwaalaraay songs</i>, Yuwaalaraay Language Program, 2003, Coolibah Publishing, Tamworth (includes CD and booklet), word cards, class chart for song</p>	<p>Students demonstrate developing pronunciation and intonation when singing</p> <p>Students recognise Gamilaraay words in print on class song chart</p>

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Worksheet 1

My Family History

1. What is your family's country of origin?
2. When and how did your family come to Coonabarabran?
3. Draw your family tree as far back as you can.
4. Bring one family history item to show to the class and talk about, eg old photo book, book, utensil.
5. Ask an older relative to tell you about their childhood.

Presentation _____

Due Date _____

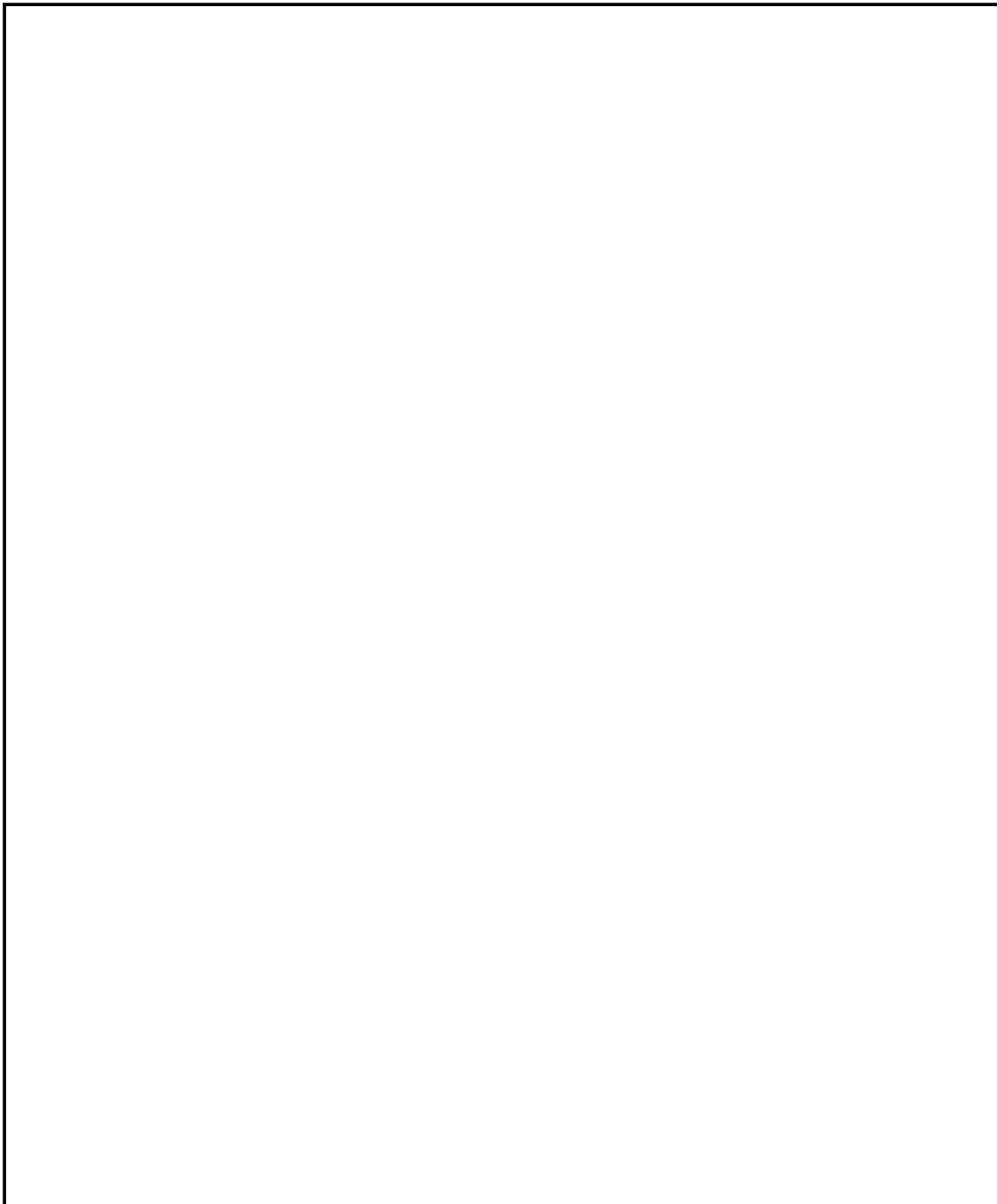
Worksheet 2

DHIIYAAN - FAMILY

Birralii-gal - children

Ngaayabaay - OK / all right

Draw and label your own family.

A large empty rectangular box with a black border, intended for a student to draw and label their own family.

Worksheet 3

My Family Tree

Children in my family - brothers and sisters

