

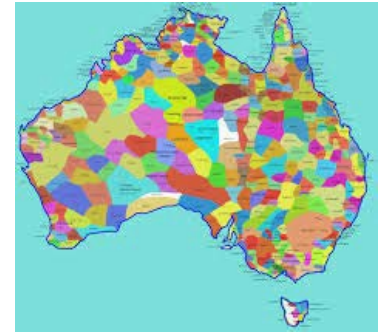
S	W	A	Y
<p>SWAY Learning experiences  “Me and my body”  <b>SINGING ABOUT OUR BODIES IN LOCAL LANGUAGE</b></p>			
<p><b>Aboriginal Language and Cultural Objectives:</b></p>	<ul style="list-style-type: none"> <li>• To share parts of the body in local Aboriginal language following local language protocols.</li> <li>• To develop an understanding of the diverse Aboriginal and Torres Strait Islander language groups on country.</li> <li>• To identify the local language group/s within the local area.</li> <li>• To use their home language to construct meaning.</li> <li>• To understand that if language is not learnt that language will be lost.</li> <li>• To support and nurture the child’s sense of identity.</li> </ul>		
<p><b>EYLF Outcome 1</b>          <b>EYLF Outcome 5</b></p>	<p><b>Children have a strong sense of identity</b>  Belonging, being and becoming are integral parts of identity.  Build on the culturally valued learning of individual children’s communities.</p> <p><b>Children are effective communicators</b>  Children begin to understand how symbols and pattern systems work.  Children express ideas and make meaning using a range of media.</p>		

**Learning Experience:**

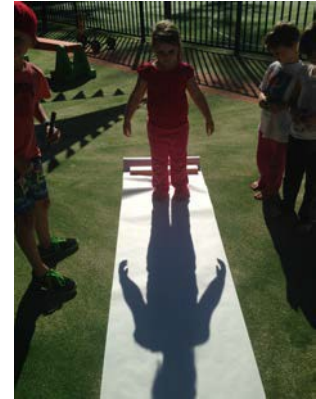
- Show Aboriginal Country Language Group Poster and identify the language area for your class/school
- Discuss why learning local language is important (ensuring it is not lost for future generations)
- Talk about engravings and how they were often done using a technique of tracing around shadows. Tools were used to make dots around the shadow and then later the dots were joined up (like a dot to dot) to create the shape of a body.
- Draw around a child's body on a large sheet of paper. If appropriate, draw around a child's shadow outdoors.
- Discuss and label the different parts of the body in English.
- Sing: "Heads, shoulders, knees and toes..." in local language following local language protocols.
- Discuss and identify different parts of the body in starting with the face i.e. mouth, nose. Introduce other parts of the whole body e.g. arms, legs.

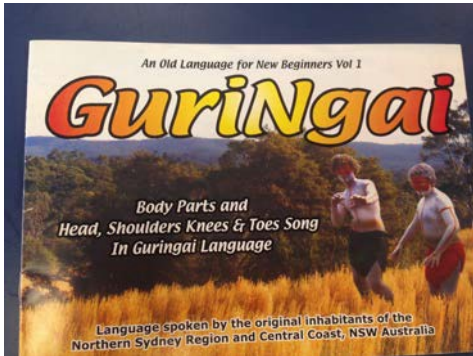
**Comments and Questions to extend thinking and vocabulary.**

C. We use our eyes to see, our noses to smell and our fingers to touch. Q. Has anybody ever heard of the word 'senses'  
Explore the meaning with the children and support them to identify the five senses. Taste, touch, sight, smell and sound. Have a special sensory bag...explore leaves, rocks, shells, seedpods.



- Research Sydney Rock engravings. Look at food source on engraving site.
- Research ancestral beings: Daramulan and Baiame



<p><b>Resources:</b></p>	<ul style="list-style-type: none"> <li>• Large sheets of white paper</li> <li>• Crayons and textas</li> <li>• Link to Heads, shoulders, knees and toes in Guringai</li> <li>• Link to Guringai body parts resource</li> <li>• Photo of engravings</li> <li>• Treasure bag</li> </ul>	
<p><b>Documentation:</b></p>		

Please note: All communities have different protocols for teaching and sharing local language.

We advise all sites to consult with their local AECG prior to sharing the local language.

Information relating to language sharing protocols can be accessed through the State AECG website [www.aecg.nsw.edu.au](http://www.aecg.nsw.edu.au)