

S	W	A	Y
<p>SWAY Learning experiences  “Me and My Body”  SINGING ABOUT OUR BODIES IN LOCAL LANGUAGE</p>			
<b>Aboriginal Language Objective:</b>	Naming parts of the body in local Aboriginal language (Guringai Language).		
<b>EYLF Outcome 1</b>	<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>		
<b>EYLF Outcome 5</b>	<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>		
<b>Cultural Objective:</b>	<p>Children begin to</p> <ul style="list-style-type: none"> <li>- develop an understanding of the diverse Aboriginal and Torres Strait Islander language groups on country.</li> <li>- identify the local language group/s.</li> <li>- learn local language through song and a variety of media.</li> <li>- use their home language to construct meaning.</li> <li>- understand that if language is not learnt that language will be lost.</li> </ul>		

**Activity:**

(NB: This lesson should be adapted to local language. This lesson uses Guringai Language as an example)

- Show Aboriginal Country Language Group Poster and identify the language area for your class/school (e.g. Guringai).
- Discuss why learning local language is important (ensuring it is not lost for future generations)
- Discuss and identify different parts of the body in English starting with the face i.e. mouth, nose.
- Sing “Head, shoulders, knees...” in English.
- Introduce parts of the whole body e.g. arms, legs.
- Draw around a child’s body on a large sheet of paper.
- Discuss and label the different parts of the body in English.
- Introduce Guringai language for the heads, shoulders, knees and feet. (Link to Guringai body parts document).
- Sing: “Heads, shoulders, knees and toes...” in Guringai Language.

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

C. I can use my mouth to talk. Q. What else can you do with your mouth?

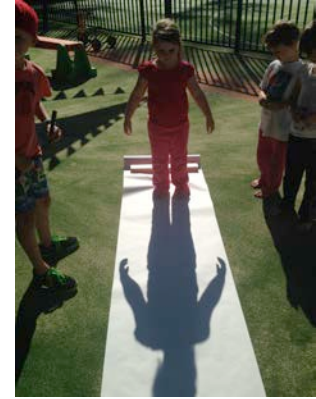
C. We can talk loudly or we can talk quietly.

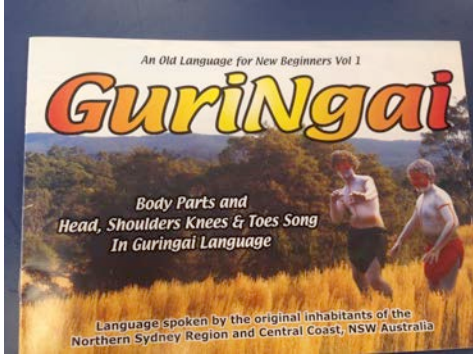
C. Has anybody ever heard of the word ‘senses’. Explore the meaning with the children and support them to identify the five senses.



**Extend:**

- Draw around a child's shadow outdoors.
- 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.



<b>Resources:</b>	<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></ul>	
<b>Evaluation:</b>		