LESSON PLAN: SECONDARY

Unit: Nganggini Strong Families & Family relationships Date: 27/11/2019

Adnyamathanha Language Revival Year Level: 7-10

Content Descriptors:

Engage with peers, the teaching team and visiting Elders/community members to exchange information about interests, experiences, plans and aspirations

[Key concepts: experience, aspiration; Key processes: recounting, exchanging, connecting]

Engage in activities that involve collaboration, planning, organising, promoting and taking action

[Key concepts: event, experience; Key processes: planning, organising, negotiating]

Translate and interpret texts from the language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding

[Key concepts: equivalence, representation, meaning, interpretation, idiom; Key processes: comparing, explaining, interpreting]

Expand vocabulary and understand and use a range of vocabulary sets and grammatical structures that are available in the language

[Key concepts: system, grammatical case, transitivity; Key processes: explaining, discussing]

Investigate how the kinship system functions to integrate personal and community histories and relationships

[Key concepts: interconnectedness, human relationships, ownership, rights and responsibilities; Key processes: describing, explaining, investigating, exploring]

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LESSON OUTCOMES:

Students

- develop confidence in reading Adnyamathanha words and understanding the syllable system, pronunciation and intonation

- focus on the concepts of behaviours and actions that make for strong, healthy, safe families through reading, discussion and prioritising of phrases written with the assistance of Elders

- develop greater understanding of the moiety connections in a practical manner and resolve problems through collaboration with a partner/ in a small group.

- explain the moiety system in own words.

##### LESSON STRUCTURE:

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| Time | Introduction (Set): | | Teaching Approaches | | Resources/Materials |
| 10 | Watch the film clips from last lesson of themselves reading the phrases on the leaves making up the strong family tree. Share with Elders. Discuss English translations and challenges.  Select partner to think, pair, share- what is important to them and why | | Motivation and reminder of the ideas for having strong, healthy Families | | Video clips Tree and leaves |
| Time | | Main Content: | Teaching Approaches | | Materials |
| 15 | | Discuss the ideas with a partner and come up with what they agree are the 3 most important things. Each group to put a voting slip on that particular sentence or phrase. | Grouping strategies, assigning values and coming to agreement, voting process,reading of the papers to identify where to place votes | | Post it notes for votingVoting sheets to post votes on |
| Time | | Main Content (Continued) | Teaching Approaches | | Materials |
| 10 | | With partner work through set of relationship cards and place each kin term in a moiety as related to Ego (Ngai). Practice reading and pronouncing each word. Explain the moiety system in own words. |  | | Moiety and relationship card sets |
| Time | | Conclusion: | | Teaching Approaches | Materials |
| 10 | | End discussion: Which 5 ideas for strong, healthy families have the most votes? Are there any things missed out? What should we add or take off? How can we say these things in Yura Ngawarla or how can we find out? | | Discussion, extending thinking | Blank sheets to record ideas. |

ASSESSMENT

Interaction with Elders and discussion

Discussions with partner- think-pair-share

Writing and reading of strong tree phrases- what makes a strong family

Moiety and relationship cards and explanation

Written reflection in English about translation process of strong tree phrases and understanding of Adnyamathanha syllable system, pronunciation and grammar.

REFLECTION AND IDEAS FOR NEXT LESSONS

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