

INDIGENOUS LANGUAGES



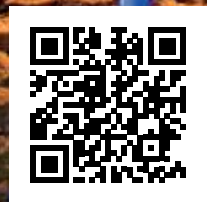
THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

MUUYA BARRIGI – ‘FLYING BREATH’

LESSON PLAN: PRIMARY SCHOOL

The following lesson activities build on the work of Dhangatti and Gumbayngir man Dr Ray Kelly who is working to keep Indigenous languages alive through his innovative language program *Muuya Barrigi* (meaning ‘flying breath’).

Dr Kelly’s work highlights many of the distinct sounds and unique grammatical structures of Indigenous languages, offering insights into the importance of language for ongoing cultures, and practical pronunciation activities. It is noted that these activities are designed to teach about Aboriginal and Torres Strait Islander languages as a cross-curriculum priority, however schools are strongly encouraged to establish a connection with, and work alongside, Aboriginal and Torres Strait Islander families, groups, and communities in your school community. For further information about connecting follow the QR code below.



 Website resource

Discover how our language program, *Muuya Barrigi*, gives a sense of identity, connection and belonging.

[NEWCASTLE.EDU.AU/HIPPOCAMPUS](https://newcastle.edu.au/hippocampus)



INTENDED LEARNING OUTCOMES (ALIGNMENT)

UN SUSTAINABLE DEVELOPMENT GOALS

- | | |
|--|--|
| 4. Quality Education | 16. Peace, Justice and Strong Institutions |
| 10. Reduced Inequalities | |
| 11. Sustainable Cities and Communities | 17. Partnerships for the Goals |



ALIGNED WITH THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS



The activities included in this lesson may be adapted by teachers to suit any primary school year level.

OUTCOMES - STAGES 1-3

History

HTe-1 – communicates stories of their own family heritage and heritage of others

HT1-2 - identifies and describes significant people, events, places and sites in the local community over time

HT2-2 - describes and explains how significant individuals, groups and events contributed to changes in the local community over time

- identify the original Aboriginal languages spoken in the local or regional area

HT2-4 – describes and explains effects of British colonisation in Australia

HT3-4 – describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

Geography

GEe-1 - identifies places and develops an understanding of the importance of places to people - investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples

GE1-1 – describes features of places and the connections people have with places

GE2-2 - describes the ways people, places and environments interact

GE3-2 - explains interactions and connections between people, places and environments



ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES (CROSS-CURRICULUM PRIORITY)

The activities included in this lesson may be adapted by teachers to suit any primary school year level.

HASS LEARNING AREA (GEOGRAPHY SUB-STRAND):

Stage 1 (Foundation to year 2)

ACHASSK016 - The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples

- identifying and using the name of the local Aboriginal or Torres Strait Islander language group
- identifying how and why the words Country/Place are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong

ACHASSK049 - The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place

Stage 2 (Years 3 and 4)

ACHASSK062 - The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area

- liaising with Community to identify original language groups of Aboriginal or Torres Strait Islander Peoples who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied.)

HASS LEARNING AREA (HISTORY SUB-STRAND)

Stage 1 (Foundation to year 2)

ACHASSK013 - How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums

ACHASSK045 - The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved

TOPIC 1 LANGUAGE AND IDENTITY – WHO AM I?

Class brainstorm: Students are encouraged to think about the different parts of our identity that make us who we are.

- Specifically, students are to come up with categories that may be drawn on in response to the question, “who am I?”
- Some examples might be: familial roles such as, daughter, son, sister, or brother; connected to interests like, football player or dancer; or, it may be connected to backgrounds such as their hometown, nationality or ethnicity, religion, race, etc.
- While completing this activity, teachers can also prompt students to think about the changing nature of identity, and how what is important to us, may not be important to others and vice versa. The teacher may also create their own basic identity chart as a model for students

Identity chart: Individually, students create their own identity charts with both words and drawings.

- Students should then be encouraged to share and discuss their charts in small groups or with the class to allow for deeper consideration of the similarities and differences present in the class group.
- Following this activity, students should then consider what their class identity might be, responding to the question “who are we/” – encouraging consideration of individual and group identities.

Identity charts can be described as a graphic (or ‘mind map’) helping students to extend their thinking about identity and how they describe themselves. Teachers may like to view the following resource as a guide:



 Website resource

TOPIC 2 INDIGENOUS LANGUAGE MAP

Linking identity and language: Teacher-led discussion considering the importance of the names that we give to things (and people) in our lives.

- Ask students: What if we lost the language that we speak? How would you feel if we had to learn to communicate in a completely different way?
- Older students may be encouraged to complete their responses as a consequences chart – graphic organiser and encouraged to consider the possible effects of different actions

Introduction to Indigenous languages: Visit the First Languages Map

- identify how and why the words Country/Place are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong
- identify, and henceforth use, the name of the local Aboriginal or Torres Strait Islander language group

It is at this stage that teachers should consider seeking advice from their local AECG regarding connecting with local Aboriginal and Torres Strait Islander community members, allowing opportunities (if desired and appropriate) to share knowledge and talk about connections to Country and language.

- In addition, teachers may explore the language listings in Gambay as many places include links to local language resources that may be used to show students and/or inform practise.



Gambay – first languages map



Additional map



Information about Country



Consequences chart example



TOPIC 3

CONTEMPORARY CORROBOREE SONG: IRRI URRI ARRI

Students view the map of Gumbaynggirr Country (Dr Kelly's Country)

Dr Ray Kelly encourages language learning through building particles of Indigenous language – in this case, through practising pronunciation and increasing engagement with Indigenous languages through a contemporary corroboree song

- Irri Urri Arri may be viewed and/or performed by students. Here the emphasis is on pronunciation of the “rri” sound



Gumbaynggirr Country



Irri Urri Arri

TOPIC 4

REAWAKENING LANGUAGE [OPTIONAL ACTIVITY]

This resource emphasises the rich nature of language and how through speaking in language we can help to “reawaken” Indigenous languages and be proud of our diverse Australian culture and heritage

- In the following video, Dr Ray Kelly teaches language to members of the Newcastle Knights NRL team



Learning language with Dr Ray Kelly and the Newcastle Knights

ABORIGINAL OR TORRES STRAIT ISLANDER LANGUAGE CURRICULUM

Schools, in partnership with local communities, are encouraged to consider the implementation of a local language curriculum in your school. The following resource may be viewed as a guide for educators: gambay.com.au/teachers/developing

People in the Hunter and around the Country are using a unique community program to keep Indigenous languages alive.

VISIT NEWCASTLE.EDU.AU/HIPPOCAMPUS

