

Supporting Aboriginal and Torres Strait Islander children's learning:

Intentional teaching

Transcript of video

This video is available from <https://www.qcaa.qld.edu.au/20403.html>

Facilitator: Before viewing this audio visual segment please download the document *Reflecting on intentional teaching*, to record your ideas.

Interview (part 1)

Margaret James: The essence of the lesson was to try and include multi-modal and multi-sensory learning so I tried to include the senses by bringing in a visual clue, you know, hearing, smelling, we did a taste and then through the tactile experience as well of the sand. I also tried to make it from simple to complex, from what they're familiar with to what they were unfamiliar with.

Publisher/Author

We got empty cardboard rolls that we pretended were tunnels and put a little yellow honey ant inside each one so the children could actually look down the tunnel to find the honey ant as well.

Teaching scenario

Margaret James: Now you each need a little tunnel. I want you to have a look in your own little tunnel and see whether you can find a honey ant in your tunnel. Have a look. Have a look. Here's a tunnel for each of you. See if you can see something yellow in your tunnel.

Interview (continued)

Margaret James: I also had some honey that I passed around for them all to taste so that they could taste what the honey in the honey ant actually tasted like so we had that sense involved as well.

Teaching scenario

[Group reading of *Nana dig*, a book by M James, W Paterson (illus.), R Butler and Yipirinya School Council, published in 2009 by Margaret James, Alice Springs, NT.]

Margaret James: [Shows front cover.] So what's nana doing in the picture?

Children: Digging.

Margaret James: She's digging? What do you think she's digging for?

Children: Honey ants.

Margaret James: Honey ants. Nana dig, nana, nana, what's nana got in her hand?

Children: A stick.

Margaret James: And what's she going to do with that stick do you think?

Children: Digging.

Margaret James: She's going to dig in the sand. What's she doing there?

Children: Running.

Margaret James: Running. So this writing says run, Nana run.

Interview (part 2)

Margaret James: And then I moved into a song and the song was written to a very familiar tune which we all know, it's a very catchy tune. Children and adults alike always seem to like that tune, it seems to work well. So I took that tune and then used the vocabulary that's in the books and the vocabulary that's about hunting for honey ants.

And I also try to add a bit of humour and a bit of action so the children are then physically acting because we know that multi-sensory learning is far more successful, so if different neurons in the brain are firing at once it's going to be more successful learning than if we're just looking at a book or just speaking. So if you get the children to move, to act, to think, to speak, perhaps to read at the same time, is all a really good learning strategy.

Teaching scenario

Margaret James: [italic text is sung and accompanied by movements] *Nana dig, dig in the red sand, dig in the red sand — we've got the red sand here — and when you find an ant real big, and when you find an ant real big, grab it with your hand, grab it with your hand, grab it with your hand...*

Interview (part 3)

Margaret James: So we went from the song and we had hidden little paper honey ants in their sandpit which they didn't know about and we then took them out to the sandpit and gave them the opportunity to actually dig for honey ants as closely as we could to the real thing, which they found exciting. And then leading on from that we have a numeracy activity in terms of them counting the ants and who's got the most ants and who's got the least ants.

Teaching scenario

- Margaret James: Now I want you to start digging in the sand in front of you and see if you can find any honey ants in the sand. *Nana, nana, nana dig, dig in the red sand and when you find an ant real big*, look, look, we found some, see if you can find some. See if you can find some more. See how many you can find.
- Child: Ouch. A honey ant bit me.
- Margaret James: [To another child.] Wow! Do you want to put it next to you?
- Child: I found one!
- Margaret James: Great.
- Child: I found some!
- Margaret James: See how many you can find. See if you can find some more.
- Child: I found some!
- Margaret James: Great, how many have you got? How many?
- Child: One.
- Margaret James: One.
- Child: I found one!
- Margaret James: ...and two.
- Child: I found one!