School: TOWN, STATE, POSTCODE

Insert School logo here

An Aboriginal unit of work based on BUSH TUCKER – BUSH TO BELLY (ES1 - SCIENCE UNIT)

Term, Year

Class or stage

UNIT OVERVIEW:	STRUCTURE & ORGANISATION:
During this science unit of work students will take a look at Australian Indigenous bush tucker foods. Students will look at where foods come from and explore the life cycle of plants. They will have the opportunity to recognise and explore how humans, animals and plants stay alive and healthy. The main focus is on Indigenous Australian bush tucker and how plants grow and survive. Students will also have the opportunity to explore, observe, experiment, understand the difference between controlled and varied environments, stages of a plant's life cycle, plant and observe the growth over the term and record findings and predictions. Students will also take a look at how Aboriginal and Torres Strait Islanders used signs from nature to know when to eat certain foods. At the end of the unit students will create an artwork around bush tucker.	Science is taught once a week on a Thursday afternoon and runs for 70 minutes. (Please change to suit your timetable and school)

AUSTRALIAN CURRICULUM OUTCOMES

Biological sciences - (ACSSU002) Living things have basic needs, including food and water.

- recognising the needs of living things in a range of situations such as plants and animals (Bush tucker) in the garden or plants and animals in bushland.
- comparing the needs of plants and animals
- recognising each stage of the life cycle of a plant

Chemical sciences – (ACSSU003) Objects are made of materials that have observable properties.

- sorting and group bush tucker on the basis of observable properties such as colour, texture and flexibility.

Earth and Space sciences - (ACSSU004) Daily and seasonal changes in our environment affect everyday life.

- linking the changes in the daily weather to the way we modify our eating habits. Look at different cultures and foods eaten each season.
- learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them.

Physical sciences – N/A

Nature and development sciences - (ACSHE013) Science involves observing, asking questions about, and describing changes in objects and events.

- sharing observations with others and communicating their experiences.
- exploring and observing using the senses: hearing, smell, touch, sight and taste.

PURPOSE - The purpose of this unit is to:	STUDENT OUTCOMES - By the end of this unit students will be able to:
• Provide opportunities for students to explore where food comes from and the wide variety of food available. • Expose students of Australian Indigenous Bush Tucker and environmental plants. Looking at how Aboriginal and Torres Strait Islander peoples ate from the land and lived sustainably for many of thousands of years. Explore the nutritional value of these foods. • Help develop student's ability to become proud of their heritage and culture and be proud of who they are and where they come from. • Help students recognise and explore the different needs of humans, animals and plants. • Explore the changing weather patterns and how Aboriginal and Torres Strait Islander peoples used signs in the environment as a sign of what foods were ripe and ready to eat. • Explore nine different Australian Indigenous bush foods. • Sort and group bush tucker and other foods into categories such as texture and colour. • Provide students with the opportunity to write and create their own Aboriginal Artwork and story around Australian Aboriginal and Torres Strait Islander bush tucker.	• Recognise the different needs of humans, animals and plants. • Overserve and sort bush tucker according to colour and texture. • Name Aboriginal and Torres Strait Islander bush tucker and where they can be found. • Explain how Aboriginal and Torres Strait Islander peoples knew when to pick certain bush tucker foods from the environment. • Understand and link changes to daily weather patterns modify the way we eat and collect foods. • Share their observations and knowledge about one particular bush tucker by creating Aboriginal art and writing a story to explain their artwork.

Assessment Plan:

What will be assessed:	How will it be assessed:	When will it be assessed:
Recognising the needs of living things – including humans, animals and plants. (ACSSU002)	Observation and bookwork.	Week 2
Observe and sort bush tucker according to textures and colours. (ACSSU003)	Cut and paste activity.	Week 4
Seasonal changes in the environment and how it affects our eating habits, what signs in nature tell ATSI peoples when certain bush foods are ripe or it's time to eat seasonal bush tucker. Naming bush tucker and being able to describe what it looks like. (ACSSU004) (ACSSU002)	Written assessment	Week 9
Creating an artwork and story about a particular bush tucker. (ACSHE013)	Creative arts work	Week 10

Cultural & Protocol considerations:	KEY BACKGROUND POINTS
It is of utmost importance to consult with your AIEO's, Aboriginal Education staff at your school, head office, or Aboriginal community members about aspect of the topic that need to be approached with careful consideration. Especially when speaking about family members as this could cause some very strong emotions that could lead to children being very upset. When working with Aboriginal languages or vocabulary, meanings or even the correct pronunciation of words (maybe ask parents could you record them saying the words or contact someone from the local language and culture nest) make sure to check that it is correct for your area. You can always ask an Aboriginal parent, or your AIEO or give your Aboriginal Education staff at district office a call they would only be too willing to help you and if not will be able to point you in the correct direction.	• A lot of the children today have very low self-esteem so please keep this in mind when asking children to share first or even share at all. Give them some time to experience success and give praise when they do. Most Indigenous children do not like to speak in front of large groups so maybe start with guided speaking and listening activities in small peer groups. • You may want to use the stories of their journeys or stories about bush tucker. Use the artwork at the end of the unit to create a bush tucker book, or even get an elder or ATSI community member to take you on a local excursion looking at bush tucker plants in your area. • When asking children personal questions about their journeys make sure to be very mindful of student's background, as most Aboriginal children get quite upset when speaking about families, especially if they have deceased relatives. • Keep in mind the bush tucker plants in this unit are from different states and territories, you may want to replace these plants with local plants from your area. • Use Google Earth or Google Maps to show bush tucker plants from your local area, ask a local elder or your local Land Councils for more information of where you might find local bush tucker plants.

\

Science & Technology Program — Term. Year — Teachers Name: — Stage. Class

Term			
01	02	03	04

Week										
01	02	03	04	05	06	07	08	09	10	11

Outcomes

Biological sciences
(ACSSU002) Living things have basic needs, including food and water.

Indicators

- recognising the needs of living things- humans, animals and plants
- comparing the needs of plants and animals

Learning intensions	Success criteria
To understand that all living things have basic needs to survive.	• I can distinguish the difference between needs and wants. • I can name the first nation peoples and traditional care takers of the land on which I live.

Aboriginal Pedagogy

- Story Sharing
- Deconstruct – Reconstruct
- Non-Linear
- Land-Links
- Community Links.
- Non-Verbal
- Learning Maps
- Symbols and Images

Key Inquiry Questions

Key inquiry questions

- What are some things humans need to survive?
- What do plants and animals need to survive?
- Who were the first people to live in Australia?
- Who are the traditional care takers of the land on which we live?

Resources

- Worksheets 1, 2 & 3

Language

Needs, wants, healthy, unhealthy, Aboriginal, Torres Strait Islander,

Teaching & Learning Activities | Reg

Introduce the word 'food'. Ask class questions and discuss.
What is food?
Why do we need it?
Where does it come from?
What are healthy food choices?
What are unhealthy food choices? Why are they unhealthy?

Discuss the words SURVIVE, NEEDS & WANTS. Define each word. Discuss some of the things humans need to survive and things we want. Discuss - What do animals need to survive? What do plants need to survive? Student's then complete worksheet 1 & 2 Needs and Wants. Worksheet 1 - Encourage students to draw pictures of objects they need to survive and objects they want but not necessarily needed to survive. Students then complete Worksheet 2, students label their pictures by sounding out words and writing them beside each picture. E.g.: plants need sunlight, water, soil, wind to spread seeds etc.

Students then come back to the floor. Ask students if they know some of the similarities between the needs of humans, plants and animals. Teacher to record on the whiteboard. Ask students if they know who the traditional caretakers of Australia are? Ask if they have heard the words Aboriginal or Torres Strait Islanders? What do they know about them? Are there any Aboriginal or Torres Strait Islander children in the class? Aboriginal and Torres Strait Islander People do not like the terms Aborigines or Indigenous as these are too generic (never call ATSI people Aborigines as this term is very disrespectful). Discuss that they like to be called by their language or country they were born on. Show an ATSI languages Australian map on smartboard and discuss (show Aboriginal countries and Torres Strait Islands country). Discuss their flags and meaning of colours. Look for the country your school is situated on and write the name on the board. Then discuss Worksheet 3, Traditional care takers of the land. Discuss how ATSI peoples lived sustainably for over 60 thousand years and looked after the land, rivers and oceans. Take discussion focus back to sustainable living for 60 thousand years as Aboriginal and Torres Strait Islanders NEEDED to take care of the land, as it gave them everything they needed to survive. Students then complete Worksheet 3.

Once everyone has completed the worksheet, return to floor and sit in a yarning circle and ask students for one thing they have learned from today's lesson (teacher to write their answers on a sticky note and then students stick their note on the Science wall before leaving).

Science & Technology Program | Term. Year | Teachers name: | Stage. Class

Term			
01	02	03	04

Week										
01	02	03	04	05	06	07	08	09	10	11

Outcomes

Biological sciences

(ACSSU002) Living things have basic needs, including food and water.

Indicators

- Students are able to recognise Australian Indigenous Bush Tucker and environmental plants.
- Students will look at how Aboriginal and Torres Strait Islander peoples ate from the land and lived sustainability for many of thousands of years. Explore the nutritional value of these foods. (bush tucker and McDonalds)

Learning intensions

- To be able to recognise Australian Indigenous bush tucker and plants.
- To understand Aboriginal and Torres Strait Islander lived sustainably for thousands of years.

Success Criteria

- I can cut and paste bush tucker pictures to their correct names.
- I can discuss why a particular bush tucker food is good for you. (Nutritional value)
- I can name ways the Aboriginal and Torres Strait Islander people looked after the land.

Aboriginal Pedagogy

- Story Sharing
- Deconstruct – Reconstruct
- Non-Linear
- Land-Links
- Community Links
- Non-Verbal
- Learning Maps
- Symbols and Images

Key Inquiry Questions

Key inquiry questions

- How did Aboriginal and Torres Strait Islander people survive thousands of years?
- What sort of food would ATSI people eat? Where would they get it from?
- How do they know what to eat and what not to eat?
- What are some bush tucker foods?
- What's the difference between eating Bush Tucker and McDonalds?
- What's the nutritional value of these foods?

Resources

- Worksheets 4, 5, 6
- ATSI Sustainable living info sheet

Language

healthy, unhealthy, Aboriginal, Torres Strait Islander, Sort, categories, classify, scientists.

Teaching & Learning Activities | Reg

Revise last lesson and ask for volunteers to tell you some things they learned last week.

Discuss who the First Nation Peoples are? (Aboriginal and Torres Strait Islander Peoples). Show ATSI languages Australian map again. Ask students can they remember what the name of the traditional care takers of their area are? Ask questions during discussion: How did Aboriginal and Torres Strait Islander people survive for thousands of years before there were shops? How did ATSI people live off the land? Where did they get their food? Introduce the term 'bush tucker'. Have discussion on prior knowledge of bush tucker. Ask questions: What are bush foods? Where does it come from? Watch video '60,00 Year Old bush Tucker Food in Australia'. Ask questions: What are some of the foods you saw in the video? (Teacher to draw pictures of plants students discuss on the whiteboard for students to refer back to) (warrigal greens, salt bush, lomandra grass, pippies & pig face) Students discuss how these could be eaten. Would these types of plants be found in all areas of Australia? Discuss the different climates and how it effects plant life. Discuss that in different climates there would be different bush tucker. Students go back to their desks and complete Worksheet 4. Once complete, students come back to floor and discuss the difference between healthy foods and unhealthy foods and the nutritional value of these foods. Discuss with students that scientists sort objects into categories to help classify them. Tell students they are going to be sorting foods into categories such as healthy and unhealthy foods. Go over Worksheets 5 & 6 then students complete the worksheet.

Then come back to floor and discuss with students how Aboriginal people lived sustainably for tens of thousands of years by living off the land and looking after the land. (Teacher to read info sheet on Aboriginal people living sustainably – discuss the use of all parts of the animal and also discuss how Lomandra grass was used not just for food but for weaving baskets). Discuss the difference between then and now in sustainability and what we have available now that we didn't back then. Plastics, cars, fuels, etc. Show pictures of sustainable land practices and non-sustainable land practices. (PowerPoint slide) Have a class discussion on each picture.

Students then go off and discuss in pairs what they could do at home to practice sustainability, eg: plant their own veggie garden, recycle, use less plastics etc. Students draw a poster of all the things they could do at home to help look after the land and waterways.

To finish lesson off ask students if they have any questions about today's lesson. Have 5 minutes Q & A session.

Science & Technology Program — Term. Year — Teachers Name: — Stage. Class

Term			
01	02	03	04

Week										
01	02	03	04	05	06	07	08	09	10	11

Outcomes

Biological sciences

(ACSSU002) Living things have basic needs, including food and water.

Indicators

- Recognising and sequencing each stage of the life cycle of a plant.
- Predict what might happen to plants if it didn't get all the things it needed to survive.

Learning intensions	Success criteria
• To be able to recognise Australian Indigenous bush tucker and plants. (Lomandra Grass and weaving) • To be able to sequence the life cycle of a plant and name each stage of the life cycle. • I can predict what would happen to a plant if it didn't get what it needed to survive.	• I can discuss what with peers what Lomandra grass is used for by Aboriginal and Torres Strait Islander peoples. • I can cut and paste the life cycle of a plant in the correct sequence. • I can name the needs of a plant and draw them. • I can draw my predictions of plants growth.

Aboriginal Pedagogy

- Story Sharing
- Deconstruct – Reconstruct
- Non-Linear
- Land-Links
- Community Links
- Non-Verbal
- Learning Maps
- Symbols and Images

Key Inquiry Questions

Key inquiry questions

- What can you remember about Lomandra grass?
- What does a plant need to grow?
- How do plants grow?
- Where do plants come from?
- What is a life cycle?
- What are stages in a plant's life cycle?
- What would happen to the plant if it didn't get any sunlight?
- *What would happen if a plant didn't get water? – what were you trying to say?*

Resources

- Worksheets 7, 8.
- Plastic cups, cotton balls, water, seeds. (experiment - growing a plant)

Language

Lomandra grass, weaving, life cycles, stages, predictions

Teaching & Learning Activities | Reg

Show a picture of Lomandra grass and ask students if they can remember the name of the plant? How did Aboriginal and Torres Strait Islander peoples use this plant? (weaving and eating the white part of the plant) What was made from the grass when it was dried? (google images)

Ask the question: What do plants need to grow? How do they grow? Where does the plant come from? Tell students that all living things have a life cycle, just like us. We are born and we go through different stages of life. Eg: baby, toddler, pre-schooler, primary school, teenager, adult & old person. Each of these are stages in a life cycle. Ask students what they might know about the stages of how a plant grows? What stages are in the life cycle of a plant? Watch video of the life cycle of a plant.

Show students cut and paste worksheet, discuss the process of the life cycle of a plant and model how to sequence each stage on the board. Then students go back to their desks and complete Worksheet 7 independently.

Once students have completed their worksheets they then come back to floor and discuss each stage in a yarning circle. *Get students to name each stage the process of what happens (what?)*. Then students can plant a seed and watch it grow over the coming weeks. Teacher will put a few extra plants in and have them in different places in the classroom and students can predict what might happen to each of the seeds/plants over the coming weeks. Allow students time to plant their seed, water it and sit it in a sunny spot. Make sure to have students' names on the plastic cups.

Discuss the word 'prediction' what does it mean? Ask questions: What would happen if the plant didn't get sunlight? What would happen if it didn't get water? Students then go back to their desks and complete prediction worksheet 8. Once students have completed their predictions, students return to floor and discuss their predictions with class. Teacher can do a up a tally graph of the predictions and display on science wall for class to look back on.

Science & Technology Program | Term. Year | Teachers Name: | Stage. Class

Term			
01	02	03	04

Week										
01	02	03	04	05	06	07	08	09	10	11

Outcomes

Chemical sciences
(ACSSU003) Objects are made of materials that have observable properties.

Indicators

- sorting and grouping bush tucker on the basis of observable properties such as colour, texture and flexibility.

Learning intensions	Success criteria
• To be able to recognise that plants are made up different properties. • To be able to sort plants into categories such as soft or hard, smooth or rough.	• I can distinguish the different textures of bush tucker and sort them into categories. • I can sort bush tucker into categories such as soft, hard, smooth, rough.

Aboriginal Pedagogy

- Story Sharing
- Deconstruct – Reconstruct
- Non-Linear
- Land-Links
- Community Links
- Non-Verbal
- Learning Maps
- Symbols and Images

Key Inquiry Questions

Key inquiry questions

- What can you observe and find out just by looking at a plant?
- Is it hard?
- Is it soft?
- Is it smooth?
- Is it rough?
- How do you know what it would feel like?
- What were your observations?

Resources

- Bush tucker photos
- Worksheets 9, 10

Language

Predictions, cycle, stages, feel, smooth, rough, soft, hard, flexible, categories, observations, experiment, controlled, varied,

Teaching & Learning Activities | Reg

Get students to measure the growth of their plant and record their findings in their journals. Mark down how it has changed after they watered it last week.

Revise last lesson – ask Q's: What are the stages of a plant's life cycle? Has your plant grown? Were your predictions right about the plants?

Show pictures of bush tucker. Discuss: How do they look? How do they feel? How could they tell what it would feel like? How would it be eaten? What colours do you see? What categories can we group the plants in? (soft, hard, smooth, rough)

Teacher models what to do with Worksheet 9 by sorting pictures into categories/groups based on the observations of the texture of each plant. Students then go back to their desks and complete the worksheet independently.

Give students time after completing their worksheet to observe the growth of their plant. Students draw a picture of it in their books and record a sentence describing its growth. (Use Worksheet 10 – plant journal)

Students then come back to the floor and share their journal entries about their plant's growth. Ask observation questions: Did your plant grow? If so, why do you think that? Did everybody's plant grow the same amount? If not, why do you think that? What is something we could do to help them all grow? What observations did you make about teachers' plants in the different areas of the classroom? Discuss controlled experiments and varied experiments and why they are different.

Early Finishers: students then draw a picture in their books of their favourite bush tucker and write a sentence about its texture.

SCIENCE & TECHNOLOGY PROGRAM — TERM. YEAR

TEACHERS NAME: — STAGE. CLASS

TERM			
01	02	03	04

WEEK										
01	02	03	04	05	06	07	08	09	10	11

OUTCOMES

Earth and Space sciences
(ACSSU004) Daily and seasonal changes in our environment affect everyday life.

INDICATORS

- linking the changes in the daily weather to the way we modify our eating habits. Look at how different bush tucker foods are eaten in different climates/seasons.
- learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them.

Learning intensions	SUCCESS CRITERIA
• To be able to recognise changes in the weather and how it relates to foods we eat. • To understand how Aboriginal and Torres Strait Islander peoples use signs in nature as a way of knowing what foods are in season.	• I can draw and label the different foods I eat for different seasons. Eg: summer and winter. • I can draw and write about the signs in nature that Aboriginal and Torres Strait Islander peoples used to know what foods were ready to eat.

ABORIGINAL PEDAGOGY

- Story Sharing
- Deconstruct – Reconstruct
- Non-Linear
- Land-Links
- Community Links
- Non-Verbal
- Learning Maps
- Symbols and Images

KEY INQUIRY QUESTIONS

Key inquiry questions

- What does categories mean?
- What is observation?
- What are the seasons?
- Do we eat differently in each season?

RESOURCES

- Worksheets 11, 12,

LANGUAGE

Category, observing, predictions, seasons, summer, autumn, winter, spring, environment.

TEACHING & LEARNING ACTIVITIES — REG

Get students to measure the growth of their plant and record their findings in their journals. Mark down how it has changed after they watered it last week.

Revise last lesson – ask Q's: What does the word category mean? What is someone doing when they are observing something? What were your predictions about your plant? Did your plant grow last week? What were the measurements? What are seasons?

Discuss each season (Summer, Autumn, Winter, Spring). What clothes do we wear? Why? What signs in nature tell you the season is changing? E.g.: blue sky, sunny, hot, people wearing shorts and a singlet, what season is it? Leaves falling from trees, leaving changing colours? What season? Continue discussing the different signs we see that helps us to know what season or time of the year it is. Do you eat differently in Summer than in Winter? What do you eat in Summer? Why? What do you eat in Winter? Why? Complete Worksheet 11 independently at desks.

Watch video about how the Gumbaynggirr people would look for signs in the environment to know what foods were ready to eat. (Video)

After watching video show a map of Australia and show where Gumbaynggirr country is in NSW (Nambucca Heads, NSW). Ask questions: How did the Gumbaynggirr people know how to look after the land? Why did they move around? In Autumn, what are some of the signs that the Gumbaynggirr people used to tell that food was ready to be collected? Students complete Worksheet 12 independently.

Give students 5 minutes to complete this week's plant observation journal entry.

Discussion on floor. Questions: Do you think the signs would be same in Northern Territory? Why/why not? Discuss the different environment and how climates are different in areas in Australia. Could show the different photos by showing google images of each climate or place in Australia. Show where Torres Strait Islands are on the map and ask what bush foods might be eaten there compared to Alice Springs.

Question: Do you know of any bush tucker around your town? Who might know? How could we find out?
*maybe get an Aboriginal education worker to come in next week and discuss bush tucker around your area.

SCIENCE & TECHNOLOGY PROGRAM TERM. YEAR

TEACHERS NAME: STAGE. CLASS

TERM			
01	02	03	04

WEEK										
01	02	03	04	05	06	07	08	09	10	11

OUTCOMES

Earth and Space sciences

(ACSSU004) Daily and seasonal changes in our environment affect everyday life.

INDICATORS

- To learn, sort, draw and label foods that are available each season.
- discuss how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them.

Learning intensions	SUCCESS CRITERIA
• To learn, sort, draw and label foods available in stores during each season. • To understand how Aboriginal and Torres Strait Islander peoples use signs in nature as a way of knowing what foods are in season.	• I can sort, draw and label foods available each season. • I can discuss with a partner the signs in nature that tell Aboriginal and Torres Strait Islander peoples that bush tucker is ready to eat.

ABORIGINAL PEDAGOGY

- Story Sharing
- Deconstruct – Reconstruct
- Non-Linear
- Land-Links
- Community Links
- Non-Verbal
- Learning Maps
- Symbols and Images

KEY INQUIRY QUESTIONS

Key inquiry questions

- What are some categories we could use to class plants?
- What observations did you take of your plant?
- Did your plant grow last week, if so by how much?
- How do Aboriginal and Torres Strait Islander People know when bush tucker is ready to eat?
- What bush tucker plants do we have in our community?
-

RESOURCES

- If possible, get your Aboriginal education worker to discuss bush tucker around your area.
  (If you do not have one do some research and show photos to class, or get in touch with someone at your local Aboriginal Lands Council to see if they are willing to come in and chat about bush tucker in your area)
- Worksheets 13, 14, 15

LANGUAGE

Seasons, summer, autumn, winter, spring, signs, nature, seasonal, stem, roots, leaf.

TEACHING & LEARNING ACTIVITIES | REG

Get students to measure the growth of their plant and record their findings in their journals. Mark down how they have changed after they watered it last week.

Revise last lesson – ask Q's: Who can remember what we did last week in science? What are the seasons? What are some categories we could use to class plants?

Note: If you are able to get your Aboriginal Education worker/ local community member to come in and speak to class about bush tucker in your local area. Spend first 15 minutes of lesson going over some questions the students might ask the visitor regarding bush tucker.

Advise the students they will be getting a visit from a local community member and they will be talking about bush tucker that can be found in your area. Tell them we need to come up with some questions about bush tucker. (If you can't get a local community member into your class do some research on bush tucker plants around your area and show pictures and talk about the plants you found).

Ask: What are the four main seasons? Do people eat different foods for each season? How do they know what foods are ready to eat? Discuss the fact that different fruits and veggies only grow certain time of the year. Show students seasonal food guide website. Discuss what fruits and veggies they like and gather information of what seasons they would be available. Students go back to their desks and complete Worksheet 13 Seasonal foods.

After completing Worksheet 13, students return to floor and T. asks questions? What foods are available during Winter? Do this for each season. Then ask students how do people know what foods are ripe to eat? Discuss signs that indicate a fruit would be ripe. E.g.: colours, size, etc.

Ask how Aboriginal people know when bush foods are ready to eat? (Think about video last week, where Michael explained some of the signs in nature that told them when to eat certain foods).

If time permits finish lesson by giving students 5 minutes to make predictions about their plant for next week. How much more will it grow? What can I do to make it grow bigger? (Worksheet 14). Early finishers: Teacher to discuss parts of a plant and complete Worksheet 15.

Science & Technology Program | Term. Year | Teachers name: | Stage. Class

Term			
01	02	03	04

Week										
01	02	03	04	05	06	07	08	09	10	11

Outcomes

Earth and Space sciences

(ACSHE013) Science involves observing, asking questions about, and describing changes in, objects and events.

Indicators

- Exploring plants with our senses.

Learning intensions

- To observing and describing plants (herbs) using our 5 senses.

Success Criteria

- I can describe different plants (herbs) by observing each one using my senses.
- I can name what senses are needed to recognise certain herbs.

Aboriginal Pedagogy

- Story Sharing
- Deconstruct – Reconstruct
- Non-Linear
- Land-Links
- Community Links
- Non-Verbal
- Learning Maps
- Symbols and Images

Key Inquiry Questions

Key inquiry questions

- What are our five senses?
- What senses could you use for recognising a plant?
- When would we use our senses?
- How could using our senses help us to stay safe?
-

Resources

A variety of herbs and plants for students to test their senses on. (mint, rosemary, dill, parsley, eatable flowers- violas, beans, carrots)

- Worksheets 16, 17

Language

Senses, see, touch, taste, smell, hear, herbs.

Teaching & Learning Activities | Reg

Revise last lesson – ask Q's: Who can remember what we did last week in science? What are the parts of a plant? What are our 5 senses?

Discuss what each of the senses are and when we could use them. How do our senses help us?

Show the students the herbs you got from the store. Discuss with students the texture, colour, smell, taste etc. of each of the plants. Scribe on the whiteboard words that you used to describe each one, write what senses you used to get that descriptive word. Students then complete Worksheet 16 independently at their desks.

Once students have completed their worksheet, they return to the floor. Go over rules and expectations of leaving the classroom on class school walk. Discuss with students that Aboriginal people have a deep connection with the land and never took anything from country that they didn't use. Discuss that each plant or living thing are connected to people. Treating plants with respect and caring for country by not taking or hurting plants or animals. Every time a leaf or flower was taken from a plant ATSI people would touch the tree or plant and speak to it. Making sure not to take from sick looking plants but only healthy plants.

Go for a walk around the school and look for and collect a variety of plants in the school grounds. Bring all plants students collect and put on a table in the classroom. Discuss with students that they are going to observe each plant by using their senses. Students take in turns discussing and using their senses to describe one of the plants they collected. Allow a few minutes for questions. Complete Worksheet 17.

Return to floor for class discussion. Question and answer time. Questions: What senses did we use today? How do our senses help us? Do you think animals have senses? How and why would they use them? How can we design an artwork using our senses? (write answers down – refer back to in week 10). What things would I draw/paint/create to show the sense of Smell? Taste? Touch? Sight? Hear?

Early finishers: Choose one of the senses and create a picture for it. E.g.: Smell – flowers, eyes, colours, (e.g.: all things you would see) Then write a sentence about painting and the sense that was used.

SCIENCE & TECHNOLOGY PROGRAM TERM. YEAR

TEACHERS NAME: STAGE. CLASS

TERM			
01	02	03	04

WEEK										
01	02	03	04	05	06	07	08	09	10	11

OUTCOMES

Earth and Space sciences

(ACSHE013) Science involves observing, asking questions about, and describing changes in, objects and events.

INDICATORS

- Exploring connection to country
- Biodiversity and relationships with land and people

Learning intensions	SUCCESS CRITERIA
• To understand what connection to country is for Aboriginal and Torres Strait Islander Peoples. • To understand the relationships ATSI people have with creation.	• I can write about 3 ways Aboriginal and Torres Strait Islander people connect to country. • I understand the relationship between

ABORIGINAL PEDAGOGY

- Story Sharing
- Deconstruct – Reconstruct
- Non-Linear
- Land-Links
- Community Links
- Non-Verbal
- Learning Maps
- Symbols and Images

KEY INQUIRY QUESTIONS

Key inquiry questions

- What does acknowledgement mean?
- Why is it important?
- Why is it important for Aboriginal and Torres Strait Islanders to acknowledge country?
- What is connecting to country?
- What are some ways Aboriginal and Torres Strait Islanders connect to country?
- How does it make them feel to be on country?
- How can you connect to country?

RESOURCES

- Teacher info sheets on Acknowledgment of country and connection to country.
- Worksheets 18, 19

LANGUAGE

Acknowledgement, connection, super-relationships, biodiversity,

TEACHING & LEARNING ACTIVITIES | REG

Revise last lesson – ask Q's: Who can remember what we did last week in science? What are some of the objects/plants we found around our school grounds? What did we do with them? How do our senses help us?

Discuss acknowledging country (see information sheet). Watch video 'Acknowledgement of Country'. Discuss with the class the term super-relationships, explain that Aboriginal and Torres Strait Islander people have a special relationship with the land, animals, plants and have a deep knowledge of how important we all are in the biodiversity relationships on earth. How can we acknowledge country at school? When should we as a class acknowledge country? When should we as a school acknowledge country? What is connection to country? How do Aboriginal and Torres Strait Islanders connect to country? How does being on country make ATSI people feel? How do you feel when you are out on country? What is your favourite place outside? Why is that your favourite place? How does it make you feel being in your favourite spot outside? What are some ways you can connect and respect country? (list on board)

Students go back to their desks and independently complete Worksheet 18. Teacher will scribe the local Indigenous care takers of the land in your area. Once students have completed worksheet, teacher asks for volunteers to share their ideas on connecting to country and caring for country. Discuss the importance of connecting to country and caring for country.

Early finishers: Complete Worksheet 19.

SCIENCE & TECHNOLOGY PROGRAM TERM. YEAR

TEACHERS NAME: STAGE. CLASS

TERM			
01	02	03	04

WEEK										
01	02	03	04	05	06	07	08	09	10	11

OUTCOMES

Biological sciences
(ACSSU002) Living things have basic needs, including food and water.

Earth and Space sciences
(ACSSU004) Daily and seasonal changes in our environment affect everyday life.

INDICATORS

- Seasonal changes in the environment and how it affects our eating habits, what signs in nature tell ATSI peoples when certain bush foods are ripe or it's time to eat seasonal bush tucker.
- Naming bush tucker and being able to describe what it looks like. (ACSSU004) (ACSSU002)

Learning intensions	SUCCESS CRITERIA
• To name and describe at least 2 types of bush tucker. • To draw pictures and label ways Aboriginal people know when certain bush foods are ready to eat.	• I draw, name and use the 5 senses to describe bush foods. • I can draw signs/symbols in nature that tell ATSI people that foods are ready to eat.

ABORIGINAL PEDAGOGY

- Story Sharing
- Deconstruct – Reconstruct
- Non-Linear
- Land-Links
- Community Links
- Non-Verbal
- Learning Maps
- Symbols and Images

KEY INQUIRY QUESTIONS

Key inquiry questions

-

RESOURCES

- Bush tucker posters
- Worksheets 20-24

LANGUAGE

TEACHING & LEARNING ACTIVITIES

Revise last lesson – ask Q's: Who can remember what we did last week in science? Why is connecting to country important? Why do we need to help take care of country? What is bush tucker? What are our 5 sense? What is super-relationship? What is biodiversity?

Show posters of the bush tucker plants we have learned about? Discuss each picture. Revise the 5 senses and how we use them to help us describe certain objects. Ask questions what are some of the signs in nature that tell us that these foods are ready to eat?

Students complete written assessment. Worksheet's 20-24 (back to back)

Early finishers design an art work about bush tucker.

REG

SCIENCE & TECHNOLOGY PROGRAM TERM. YEAR

TEACHERS NAME: STAGE. CLASS

TERM			
01	02	03	04

WEEK										
01	02	03	04	05	06	07	08	09	10	11

OUTCOMES

Biological sciences
(ACSSU002) Living things have basic needs, including food and water.

Earth and Space sciences
(ACSSU004) Daily and seasonal changes in our environment affect everyday life.

INDICATORS

- Seasonal changes in the environment and how it affects our eating habits, what signs in nature tell ATSI peoples when certain bush foods are ripe or it's time to eat seasonal bush tucker.
- Naming bush tucker and being able to describe what it looks like. (ACSSU004) (ACSSU002)

Learning intensions	SUCCESS CRITERIA
• To name and describe at least 2 types of bush tucker. • To draw pictures and label ways Aboriginal people know when certain bush foods are ready to eat.	• I draw, name and use the 5 senses to describe bush foods. • I can draw signs/symbols in nature that tell ATSI people that foods are ready to eat.

ABORIGINAL PEDAGOGY

- Story Sharing
- Deconstruct – Reconstruct
- Non-Linear
- Land-Links
- Community Links
- Non-Verbal
- Learning Maps
- Symbols and Images

KEY INQUIRY QUESTIONS

Key inquiry questions

- How do we tell stories through art?
- What story will your art tell about Aboriginal and Torres Strait Islander peoples?

RESOURCES

- Bush tucker posters
- Worksheets 20-24

LANGUAGE

TEACHING & LEARNING ACTIVITIES

REG

Revise last lesson, show bush tucker plants again and discuss. Display posters of the different environments and discuss what types of bush tucker they might find in those areas.

Students create an artwork that represent Aboriginal or Torres Strait Islander bush tucker. Students use paints or oil pastels to create their art work. Leave poster displayed on board for inspiration while they create.

Once students have created an artwork student will then write a description of the artwork, the story behind it. Teacher may scribe if needed.

Teacher reflections/overview