

CLASSROOM ACTIVITIES

EARLY STAGE ONE LESSON THREE



Learning Outcomes

- **PDe-6** Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity
- **PDe-7** Identifies actions that promote health, safety, wellbeing and physically active spaces
- **ENe-9B** Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts



Resources and Preparation

Resources

Video (V)

- Video 6 – [‘Virtual Walkabout’](#) (22:34)
- Video 7 (optional) – [An entree to culture](#) (5:49)
- Video 10 (optional) – [Eating bushtucker in Kakadu](#) (5:28)
- Video 12 – [A History of Australian Food](#) (11:14)

Worksheets (WS) and Information sheets (IS)

- Worksheet 3 – What fruit or vegetable is special to you?
- Information sheet 3 – Native Bush Foods

Materials

- Drawing materials

Preparation

1 week before (optional)

- Contact the local Indigenous community to explore the possibility of an in-class presentation.

- Complete risk assessment if required.

Prior to lesson:

- Print WS 3 – 1 per student
- Print IS 2 – as needed

LEARNING NATIVE FOODS

Students learn about native bush foods. There are options to take students on a virtual walkabout or invite an Indigenous guest speaker. Students complete a worksheet on foods that are special to them.

Introduction (5 mins)

In this lesson the students will learn about native foods. A ‘virtual walkabout’ can be watched or a bushwalk can be included in this lesson. Ask the students to recall what they have learned about local foods so far and if they can think of anywhere else they might find (free) food locally?

Activity (60 mins)

1. Explore the student's knowledge about native bush foods and discuss if they know what they are and if they have any special meaning for them.
2. Show V10 to introduce the topic of ‘native bush foods’. Ask students to note down any new terms and discuss afterwards. Discuss with the students if they think many people eat like in the video and explain why not so many do anymore. Show V12 for brief history of Australian food.
3. Ask students if they can think of a fruit/vegetable that is special to them, their family or community. Discuss different reasons why a food can be special (e.g. cultural, religious, locally grown, family recipe)
4. Students can write about and draw their special fruit/vegetable in WS 3.
5. The class can watch V6 for a virtual walkabout. If possible, connect with your local Indigenous community to explore the option of inviting an expert on native bush foods as a guest speaker.

Conclusion (10 mins)

As a class, discuss what was learned about native bush foods. If there is time left, watch V7 to introduce the concept of ‘eating off the land’.

Assessment

- For:** Students could identify and explain a special food for them.
As: Students could state why native bush foods are important.
Of: Students successfully complete writing activity.

Differentiation

- Extend:** Students can create a poster or presentation of their special food.
Simplify: Students can complete their worksheet together.

School/Home Link

Students can discuss their special foods at home and may bring some to show the class.

Duration | 75 minutes



Worksheet 3.1 | What fruit or vegetable is special to you?

My name is

My special fruit or vegetable is

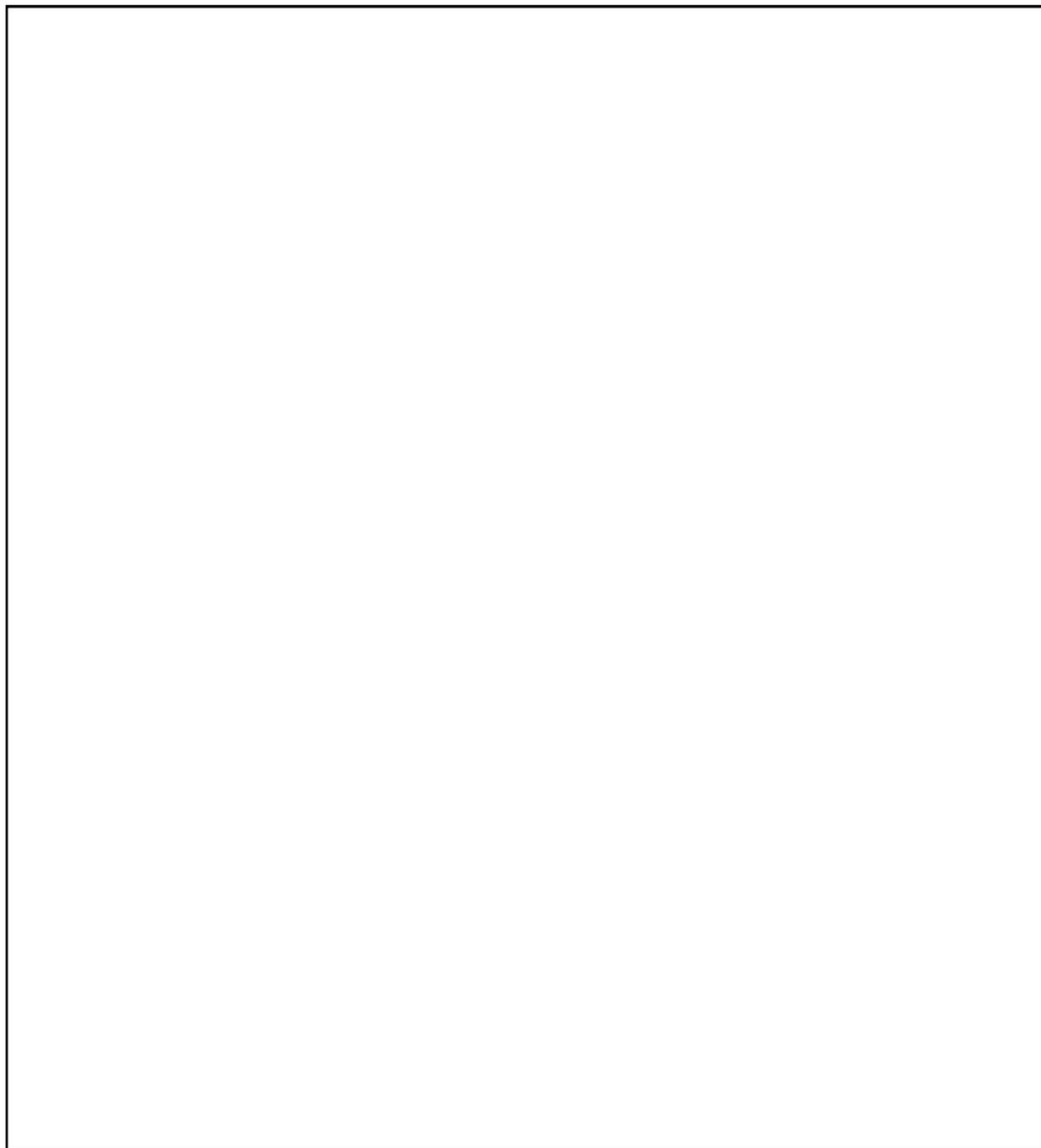
I eat my special fruit or vegetable during

I like to eat my special fruit or vegetable with

I like my special fruit or vegetable because

Worksheet 3.2 | What fruit or vegetable is special to you?

A drawing of my special fruit or vegetable:

A large, empty rectangular box with a thin black border, intended for a drawing of a special fruit or vegetable.