

## CLASSROOM ACTIVITIES

# STAGE ONE LESSON THREE



### Learning Outcomes

- **PD1-6** Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity
- **PD1-7** Explores actions that make home and school healthy, safe and physically active spaces
- **EN1-9B** Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts
- **ST1-4LW-S** Describes observable features of living things and their environments
- **ST1-5LW-T** Identifies how plants and animals are used for food and fibre products



### Resources and Preparation

#### Resources

##### Video (V)

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

##### Worksheets (WS) and Information sheets (IS)

- Worksheet 8 – What food is special to you?
- Information sheet 3 – Native Bush Foods

#### 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 out WS 8 – 1 per student
- Print out IS 3 – 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 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 can find (free) food locally? Discuss food safety with the students (see IS3).

### 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 many of the foods from the video have a cultural and personal meaning for Indigenous people. Optional: 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 complete WS 8 to explore their special fruit/vegetable.
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 V10 to introduce the concept of 'eating off the land'.

### Assessment

- For:** Students could recall what foods are grown locally.
- As:** Students understand the significance of bush foods and their importance.
- Of:** Students successfully complete worksheet activity.

### Differentiation

- Extend:** Students can create a poster or presentation of their important food.
- Simplify:** Students are supported to complete worksheet or a given a fruit/vegetable to work on.

### School/Home Link

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

### Duration | 75 minutes



**Worksheet 8.1 | 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 get my special fruit or vegetable from

---

I like to eat my special fruit or vegetable with

---

I like my special fruit or vegetable because

---

**Worksheet 8.2 | What fruit or vegetable is special to you?**

*Draw a comic about your special fruit or vegetable.*

**Title:** \_\_\_\_\_

