

## CLASSROOM ACTIVITIES STAGE 2 LESSON THREE



### Learning Outcomes

- **PD2-6** Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity
- **PD2-7** Describes strategies to make home and school healthy, safe and physically active spaces
- **EN2-4A** Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies
- **ST2-1WS-S** Questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations



### Resources and Preparation

#### Resources

##### Video (V)

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

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

- Worksheet 12 – Research Project S2: Native Bush Foods
- Information Sheet 3 – Native Bush Foods

##### Materials

- Computers for research
- Pencils

#### Preparation

##### 1 week prior to lesson (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 12 – 1 per pair of students
- 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. In pairs, students research one native bush food.

### Introduction (5 mins)

As a class, recall what they already know about local foods so far and if they can think of anywhere else they can find (free) food locally.

### Activity (45-105 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 why not so many do anymore. Optional: show V12 for a brief history of Australian food.
3. As a class, discuss the video, and share what bush foods they learned about and what they could be used for.
4. Using WS 12, the students can work in pairs on researching one native bush food. Assign each pair their own food to research (see IS 3 for a list). They will investigate the scientific and common name, its appearance, where it is found, how it grows, how it is used and what it tastes like. Students then write a short story about their bush food.
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)

Students can present their findings back to the class. Combining all worksheets will create a library of information that could be bound into a book/folder or displayed in class.

### Assessment

- For:** What do students already know about native foods?
- As:** Can students recall information native bush foods?
- Of:** Were students able to research their allocated food and identify its scientific name, describe characteristics and mention its applications?

### Differentiation

- Extend:** Students can research other native foods from Australia or even another country.
- Simplify:** Teacher guidance during research activity- whole class modelling if required.

### School/Home Link

The stories about the bush foods can be published in the newsletter.

### Duration | 60-120 minutes



## Research Project: Native Bush Foods

Complete the questions below about your native bush food.

You can do this by researching information on the internet or in library books.

<b>Scientific and common names</b>	
<b>Appearance</b> Shape, size, colour	
<b>Where is it found?</b> Name the countries and states Name the traditional custodians of this land	
<b>How does it grow?</b> On trees, bushes, underground, etc.	
<b>How is it used?</b> What is it traditionally used for? What part of the plant is eaten?	
<b>Taste</b> What is the flavour like? How is it eaten?	
<b>Health benefits</b> What is this bush food good for?	
<b>Fun facts</b> Are there any interesting facts about this food?	