

CLASSROOM ACTIVITIES

STAGE 3 LESSON THREE



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
- **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables



Resources and Preparation

Resources

Videos

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

Worksheets (WS) and Information sheets (IS)

- Worksheet 17 – Research Project S3: 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 an in-class presentation.
- Complete risk assessment if required.

Prior to lesson

- Print out WS 17 – 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 and present their findings.

Introduction (15 mins)

As a class, recall what was learned 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. 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.
2. As a class, discuss the video, and share what bush foods they learned about and what they could be used for.
3. Assign pairs of students their own native bush food to research using WS 17. They will investigate the geographic areas their plant grows, when it grows, what it produces (what part is consumed), how to consume it safely, what it is often (or traditionally) used for, how you consume it, what it tastes like and what the health benefits are.
4. Each pair creates a poster or PowerPoint 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. Combine all PowerPoint slides to create a complete presentation or all posters can be hung around the class/school.

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 the areas their plant grows, when it grows, what it produces (what part is consumed), how to consume it safely, what it is often (or traditionally) used for, how you consume it and what the health benefits are?

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 PowerPoint slides can be presented to parents or 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.

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

