

Bush to Bowl

Teaching resource



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Science and Technology: Stage 1

This resource serves as an example of a teaching and learning sequence focused on engaging students in traditional Aboriginal knowledge of native plants and bushfoods. The content and activities can be adapted to differentiate to students of varying needs and abilities who are accessing the curriculum at different stages. This resource describes a sequence of five lessons which follows the [5-Es learning model](#) for guided science inquiry.

Knowledge and Understanding	Working Scientifically	Design and Production	
<p>ST1-4LW-S describes observable features of living things and their environments</p> <p>ST1-5LW-T identifies how plants and animals are used for food and fibre products</p>	<p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p>	<p>ST2-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity</p>	
Content: Living World			
Plants and animals used for food and fibre Focus question: <i>How do humans use plants and animals?</i> Students: > identify some plants and animals that are grown and used for food production > explore the plants and animals used in customary practices of Aboriginal and Torres Strait Islander Peoples			
Cross curriculum priorities > Aboriginal and Torres Strait Islander histories and cultures > Sustainability			
General Capabilities Intercultural understanding - Literacy - Numeracy - Personal and social capability - Ethical understanding			
Links to other Key Learning Areas			
English EN2-1A, EN2-4A, EN2-10C.	Mathematics MA2-2WM, MA2-1WM, MA2-3WM.	Creative Arts VAS2.2.	HASS: Geography GE2-1, GE2-3.
See appendix 1			

Lesson Sequence



Learning intention: To engage with and understand the value of native bushfoods and traditional Aboriginal knowledge and culture.



Success criteria: To understand the properties and traditional uses of native plants as bushfoods and identify these in the playground or surrounding area.

1. Engage

Key vocabulary: *native, local, habitat, bushfoods, ecosystem, environment, sustainable, connected*

- Engage students in the topic through a class discussion about their own prior knowledge of native bushfoods.
- Discuss whether students know of or have tried any native bushfoods before and notate their ideas of what they know and want to know on a [KWL chart](#). This chart will be updated throughout the learning experience to document students' questions and observations.
- Elicit students' ideas of the meaning of native or non-native plants and discuss the reasons why it is important to encourage native plant growth in our environment.
- Discuss how the particular group of Aboriginal people of the school's area have used native plants for over thousands of years for food, medicine and cultural practices.

2. Explore

Key vocabulary: *senses, look, feel, observe, hear, texture, leaves, stems, flowers, animals, birds, insects, awareness*

- Inform students that they will be undertaking a sensory walk throughout the playground or with their parent in a local area using their senses to see if they can identify native plants. Students are encouraged to smell, feel and inspect plants in their local environment and listen out for sounds of animals or insects. **N.B: For safety concerns, ensure that the plants that students engage with are safe to touch or smell. Only allow students to taste plants if they have been identified as safe for consumption. Prior to this lesson, consult with the schools' allergy and anaphylactic student register.**
- Allow students to take photographs or notate diagrams of plants and create a tally of each time they see that plant in their science journals. They may also decide to take small samples of plants to take back to the classroom and to compare and investigate findings.
- Find a place in the playground for students to sit undisturbed. Encourage students to take a moment to sit in silence and be mindful of their environment. Some guiding questions to encourage awareness may be "*what bush sounds can you hear? Can you hear any different bird calls or animal noises? What different smells do you notice? What coolness or warmth do you feel on your skin? Where is the wind coming from? What part of your body can you feel the sun's heat?*"
- Students are encouraged to draw a sensory map of the different environmental aspects they became aware of.

Appendix 1

English

EN2-1A: communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom and school and community contexts

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

EN2-10C: thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts.

Mathematics

MA2-2WM: selects and uses appropriate mental or written strategies, or technology, to solve problems

MA2-1WM: uses appropriate terminology to describe, and symbols to represent, mathematical ideas

MA2-3WM: checks the accuracy of a statement and explains the reasoning used

Creative Arts (Visual Arts)

VAS2.2: Uses the forms to suggest the qualities of subject matter.

HASS: Geography

GE2-1: Examines features and characteristics of places and environments

GE2-3: Examines differing perceptions about the management of places and environments