



# Excursion to Tomato Lake 2: safety at Tomato Lake (Health & Physical Education)



Tomato Lake, an Aboriginal Perspective Across the Curriculum (APAC) sequence of activities for K – 7

- Excursion to Tomato Lake 1: history of Tomato Lake (T & E)
- **Excursion to Tomato Lake 2: safety at Tomato Lake (Health & Physical Education)**
- Excursion to Tomato Lake 3: focus on Aboriginal names for flora and fauna (LOTE)
- Excursion to Tomato Lake 4: focus on art (The Arts)
- Excursion to Tomato Lake 5: meeting place (English)
- Excursion to Tomato Lake 6: gathering information about vegetation at Tomato Lake (Mathematics)

## CURRICULUM INFORMATION

### PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
	✓	✓	

### MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S&E	T&E
✓	✓	✓ ✓	✓	✓	✓	✓	✓

### VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓	✓	✓	✓	✓

### DISTRICT

This lesson has been developed by teachers in the following district:
<b>Canning</b>

## TOPIC INFORMATION

### PURPOSE

To provide students with an opportunity for students to explore Tomato Lake from an Aboriginal perspective, focussing on health and safety issues.

### STUDENT OUTCOMES

Students:

- understand their own biology and that of other living things, and recognize the interdependence of life (Science – Life and Living).
- use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct (Mathematics – Measurement).
- **demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles (Health & Physical Education – Self Management Skills).**
- understand that people’s actions and values are shaped by their understanding and interpretation of the past (Society & Environment – Time, Continuity and Change).





- design, adapt, use and present information that is appropriate to achieving solutions to technology challenges (Technology & Environment – Information).
- comprehend and communicate in the target language through listening and responding and speaking (Languages Other Than English – Listening and Responding and Speaking).
- generate artworks that communicate ideas (The Arts – Art Ideas; Art Skills and Processes; Art Responses and Arts in Society).
- write for a range of forms using conventions appropriate to audience, purpose and context (English – Writing).

### STUDENT OUTCOMES (Health)

Students:

- use personal and group decision-making skills.
- consider how thoughts impact on feelings, attitudes and behaviour.

Investigating situations and events independently and with peers

Students:

- focus on things that can be changed.
- use strategies to manage emotions before undertaking a decision-making process.

### KEY BACKGROUND POINTS

Tomato Lake measures approximately 350 metres (North-West/South-East axis) by approximately 80 metres. It is located in a recently landscaped park between Oats Street, President Street and Kambalda Way, in Kewdale.

As far as could be ascertained, no permanent camps were located in recent times in the vicinity of the swamp which has been drained and landscaped to form the existing lake. It was, however, a favoured turtle-fishing site for Aboriginal people from the Guildford area and was visited frequently for that purpose. Men would dive for the turtles and fish while the boys were taught these skills. Women would make baskets from reeds and bushes, and nets to catch fish and gather food in the area.

Read the Department of Education and Training booklet, *Tomato Lake*, for information about many aspects of Tomato Lake.

### CULTURAL & PROTOCOL CONSIDERATIONS

It is vital that teachers consult Aboriginal Elders in their community and/or the District Advisory Council. Also consult with the Aboriginal personnel in your school and District Education Office Aboriginal Services team to learn correct protocols before teaching Aboriginal culture and/or language (e. g. Noongar language to be taught by a Noongar person; Torres Strait languages to be taught by a Torres Strait Islander ...). Pay particular attention to how people should conduct themselves in the environment.

### RESOURCES

Medium	Author, producer, developer, etc	Title	Source
booklet	Department of Education and Training	<i>Tomato Lake</i>	check with District Education Office





# TEACHING AND LEARNING STRATEGIES

## TEACHING RESOURCES

- clip board
- pencils
- paper
- digital camera

## LESSON STEPS

The lesson in this series titled **Excursion to Tomato Lake 1: history of Tomato Lake (T & E)**, provides an excellent introduction to the series and also a background for the excursions. We suggest you complete that lesson prior to this.

Please use the following ideas in ways that best suit your students' needs. This lesson is planned to use with another excursion, such as those described in other lessons in this series:

- Excursion to Tomato Lake 3: focus on Aboriginal names for flora and fauna (LOTE)
- Excursion to Tomato Lake 4: focus on art (The Arts)
- Excursion to Tomato Lake 5: meeting place (English)

## Preparation

- **Organise** excursion to Tomato Lake according to DET guidelines and your school policy (or you may adapt it and base this lesson on a previous excursion).
- **Consult** with Aboriginal elders and/or the Aboriginal personnel in your school and District Education Office Aboriginal Services team to learn protocols, and examine early records of maps and pictures of area.
- **Where possible, include** Aboriginal staff members, parents or community members in your excursion to Tomato Lake, ideally one per group as you will be around water.
- **Arrange** for a Noongar speaker to accompany you and provide names of plants, animals and other things in the environment.
- **Explain** to students before leaving school what you are going to do on the excursion and on return to school.
- **Organise** students to be responsible for taking photos on the excursion.
- **Check and organise** student health records as a variety of insects may be found around lake.
- **Organise** medical kit and mobile phone.
- **Ensure** all students have lunches, snacks and water for day excursion.
- **Organise** students into groups or pairs with an adult allocated to each group or pair, and ensure students relate to each other.

## Implementation

### Before leaving the class

#### Whole class

- **Teach** students about safety issues when walking near water and check appropriate shoes.
- **Discuss** need for safety precautions at all times and consequences of failing to observe them, both on themselves and others.
- **Check** that all students have hats on, lunches, snacks and water bottles, discussing why each is necessary to maintain good health.

#### Working in groups

- **Discuss** group decision-making, and the roles and skills required.
- **Ask** students to develop a group list of behaviours expected from everyone during an excursion.





### Whole class

- **Have groups report back** and **record** a composite list of behaviours on board.
- **Discuss** each behaviour and why it is important for everyone to observe – raise issues like impact on other students or people at the place you're visiting in terms of feelings/emotions, as well as consequences.
- **Come** to a class consensus about the list of behaviours to expect, and what will happen to anyone who chooses to behave unacceptably.
- **Explain** procedures students are expected to follow once leaving classroom until returning to classroom.

### Embark on excursion ...

### ASSESSMENT

Aspects may include

- Observation of students' participation and behaviour with assigned adults and partners.
- Observing that all students have appropriate shoes and hats.
- Checklist that all students have lunches and water bottle.
- Participation in the group decision-making process.
- Participation in oral activities/discussions about safety issues raised on excursion to Tomato Lake.
- Observation of how students accept and react to the list of expected behaviours.

### Acknowledgements / Thanks to contributors

Department of Indigenous Affairs

Christine Reich (writer), Alwyn Evans (editor)

Produced by DUIT Multimedia for the Aboriginal Perspectives across the Curriculum program.

