



# Excursion to Tomato Lake 3: focus on Aboriginal names for flora and fauna (LOTE)



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	Maths	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 to explore Tomato Lake from an Aboriginal perspective.

## 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).

## 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.

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
website	Department Of Indigenous Affairs		<a href="http://www.dia.wa.gov.au">www.dia.wa.gov.au</a>
website	Department of Conservation and Land Management		<a href="http://www.calm.wa.gov.au">www.calm.wa.gov.au</a>





# TEACHING AND LEARNING STRATEGIES

## TEACHING RESOURCES

- cameras
- clipboards/paper/pencils or pens – for note-taking
- student copies of **Learning Guide 1: Birds of Tomato Lake** (to use in follow-up lesson)
- student copies of **Learning Guide 2: Plants and animals of Tomato Lake**
- student copies of **Learning Guide 3: Flora and fauna** (to use in follow-up lesson)

## 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, dividing them into the number of lessons appropriate for their phase of development and your timetabling constraints.

### Preparation:

- **Where possible, include** Aboriginal staff members, parents or community members in your excursion to Tomato Lake, ideally one per group.
- **Arrange** for a Noongar speaker to accompany you and provide names of plants and animals. This assists students to identify flora and fauna that is native to the area, and also to listen to and say names of flora and fauna in both English and the Noongar language.
- **Visit** Tomato Lake prior to the excursion to plan your walk, **and identify** flora and fauna in the Tomato Lake Environment, naming and photographing them.
- **Check** whether CALM officers are available to take groups.
- **Complete** all DET requirements for an excursion, following your school's policy.
- **Explain** the task to students before leaving school (requirements when on the excursion and on return to school – they will make a book about flora and fauna at Tomato Lake, see Lesson Steps below). Let them know what work will be done at school, and what needs to be done on the excursion. For instance, they need to take notes and record names of flora and fauna in photos they take.
- **Distribute and discuss Learning Guide 2: Plants and animals of Tomato Lake**, before leaving for the excursion. Students may take it with them to see how much of the information they can collect at Tomato Lake.
- **Divide** students into small groups, allocating a staff or community member to each group.

### On the Excursion

Students, in groups, are to participate in an environmental walk around Tomato Lake, focusing on learning about flora and fauna that is native to the area, listening to and saying names of flora and fauna in both English and the Noongar language.

- **Follow DET Excursion Policy regulations.**
- **Walk** around the area as you have planned it.
- **Identify** native flora and fauna as you go.
- **Photograph** specimens found.
- **Listen** to Aboriginal Community member saying the names of plants and animals, and if appropriate to try to repeat the names.
- **Encourage** students to repeat names.
- **Note** names (in English and Noongar) of plants and animals seen.

### After the Excursion

#### Whole class

- **Blackboard or chart** information collected by students.
- **Discuss** flora and fauna seen.
- **Ask** Aboriginal staff member to describe if and how it was used by local Aboriginal people (or ask students to find out this information).
- **Distribute** student copies of **Learning Guide 1: Birds of Tomato Lake**.
- **Discuss** instructions and ask students to complete drawings.





### Follow-up lessons

- **Complete Learning Guide 3: Flora and Fauna** about each animal and plant seen on the excursion.
- **Use** information collected and photographs taken to prepare a booklet on flora and fauna of the Tomato Lake area, providing both English and Noongar names as well as basic information about each.

### ASSESSMENT

- Observation of how students participate, listen and speak during the excursion. (Listens to the target language and gives simple, formulaic responses in the target language.)
- Written notes from the excursion – Do they contain relevant information? Are notes comprehensive?
- Completed booklet of flora and fauna (including English and Noongar language).

### Acknowledgements / Thanks to contributors.

Department of Indigenous Affairs, Canning District Office Aboriginal Services Education Team  
Vanessa Noonan (writer), Alwyn Evans (editor)  
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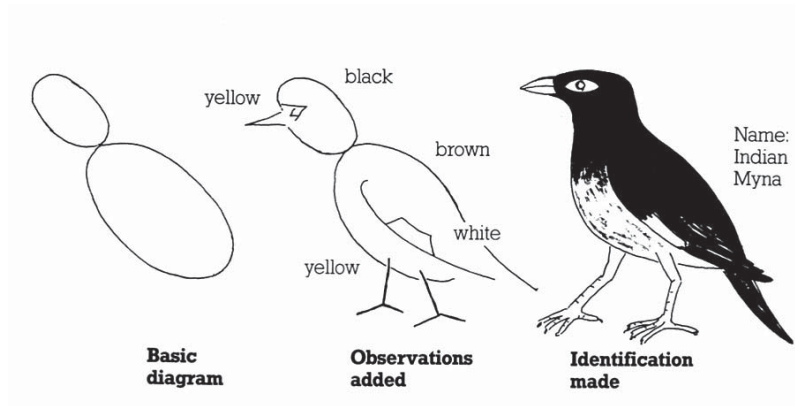
# LEARNING GUIDE 1: Birds of Tomato Lake

Student's name: \_\_\_\_\_ Date \_\_\_\_\_

## INSTRUCTIONS

- From your list of birds you saw at Tomato Lake, choose 3 to draw.
- Use the following example as a guide to help you draw them.

Example:







# LEARNING GUIDE 3: Flora and fauna

Student's name: \_\_\_\_\_ Date \_\_\_\_\_

Insert drawing here:

**Common name:** \_\_\_\_\_

**Aboriginal name:** \_\_\_\_\_

**Botanical name:** \_\_\_\_\_

**Location:**

Insert drawing here:

**Description:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Aboriginal Uses:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

