

## 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>Fremantle Peel</b>

## TOPIC INFORMATION

### PURPOSE

To provide experiences in learning about traditional bush foods.

To produce a *Bush Tucker* book using words from the Noongar language.

### STUDENT OUTCOMES

Students:

- experience what bush foods were and are traditionally eaten;
- learn Noongar words for food items they commonly refer to in English;
- participate in activities led by local Noongar people; and
- interact with local Noongar people.

### KEY BACKGROUND POINTS

These activities would be relevant anywhere in the state using local language or dialect to name or describe bush foods of that area. We conducted our sessions covering perspectives of both traditional and contemporary culture, with a K-PP group but the content is suitable for adapting for use with older students.

Activities involve: picture talks; videos of kids/families going hunting; excursions to find bush foods; and drawing pictures of foods gathered or talked about, and labelling them.

### CULTURAL & PROTOCOL CONSIDERATIONS

Ensure appropriate local Aboriginal people are involved. Your AEIO and school community may advise, and the Aboriginal Education Team at Fremantle-Peel District Office may also assist.

Ensure collection of bush foods is permitted by local council, if not you will need to rely on photographic evidence and on sketches and notes.





## RESOURCES

Medium	Author, producer, developer etc	Title	Source
video	Community Health Centre (Mirrabooka)	video made by the Men's Group	contact the Mirrabooka centre
posters	Aboriginal Education Resources Unit 151 Royal Street	<i>Bush Food Poster Kit</i>	may be purchased from Child Education Services, Royal Street, East Perth
video	joint project between: Dept of Health; Dept of Education & Training; Yirra Yaakin Noongar Theatre, in association with Nutrition and Physical Activity Branch	<i>Jordan and Carla's Moorditj Tucker</i>	schools received copies in 2003

## TEACHING AND LEARNING STRATEGIES

### TEACHING RESOURCES

- collection of bush foods charts, books, pictures ...
- Men's Group video (if available)
- video player for class viewing
- Noongar Dictionary (if available – check with Aboriginal education team at the DEO)
- Bush Food Poster Kit
- samples of bush foods
- teacher-prepared chart showing local bush foods labelled with both English and Noongar names
- digital camera for excursion
- drawing/writing materials – pencils, crayons, paper
- clip-boards for excursion

### LESSON STEPS.

The suggestions below provide ideas for a series of lessons. Please feel free to develop and present the information in any way that suits your students' and timetabling requirements.





## Preparation

- **Liaise** with AIEO, DEO Aboriginal Education team, and/or school Aboriginal community to help locate and invite Aboriginal people (Noongar language speakers) who are prepared to visit your class to talk to students about bush foods, and to accompany students on excursion. The DEO team will also advise you about protocols which need to be observed when arranging and during visits.
- **Meet with** your invited guest(s) **and discuss** your proposed lesson(s) and their purpose.
- **Ask** guest speakers about their presentations and how they'd feel most comfortable presenting to students. Also ask if speakers are happy to answer students' questions.
- **Discuss** with Noongar language speakers who agree to accompany your students on an excursion (ideally one per group), what is required. For instance, identifying plants and signs of animals seen on the route, providing the Noongar name for each, and discussing how/if they were eaten/used by traditional Noongar people.
- **Discuss** with students appropriate behaviour towards speakers during visits.
- **Select and prepare** students to welcome and thank visitors.
- **Discuss** proposed visits with your principal and staff, alerting them to required protocols.
- **Read** KEY BACKGROUND POINTS and CULTURAL & PROTOCOL CONSIDERATIONS above.
- **Read/watch** selected recommended resources and plan how best to share information with your students.
- **Invite** your Noongar LOTE teacher to assist in planning and presentation of lessons.
- **Prepare** a chart showing local bush foods with their Noongar and English names.
- **Prepare** for excursion, by following your school policy requirements. Aspects include:
  - identifying suitable trail;
  - devise appropriate activities for students (e. g. sketching, noting names, taking photos ...);
  - engaging guides (Noongar language speakers if possible) and/or co-teachers (LOTE teacher and AIEO) if there are no guides provided at location;
  - invite parents, community members;
  - book transport;
  - organise necessary equipment, e. g. camera, paper, crayons/pencils ...
- **Collect** pictures, books, and charts about bush foods and organize a 'classroom corner' display.

## Implementation – introductory session(s)

### Whole class

- **Show and discuss** Men's Group video to introduce topic, if available, or use the Bush Foods Poster Kit – otherwise begin at next step.
- **Discuss** samples of bush foods that you have collected. What they look like, taste like, how they are/were prepared.
- **Share** experiences of them.
- **Use** charts, pictures and books collected, to find out names of the samples, and to examine other local varieties.
- **Introduce** Noongar and English names of the foods (on your chart) – Noongar LOTE teacher or local guest speakers to assist.

### Working individually

- **Draw** picture of family out bush hunting/gathering foods, and 'write' a story about picture.

### Whole class

- **Present** individual stories and pictures to class or group.

## ASSESSMENT

Observe and record as required, aspects like:

- participation in discussions;





- completion of drawings and stories about a family hunting/gathering foods; and
- presentation of drawing and story to class/group.

**Follow-up session(s)** – these involve guides and co-teachers to share in the excursion

- **Conduct** planned excursion to bush trail, or cultural centre where local Aboriginal people or guides can talk to students about the plants, animals and foods.
- **Follow up** (involve guides and co-teachers who were involved in the excursion if possible) with activities like:
  - ‘Picture talks’ about photographs from excursion – each child may present a talk about a different photo.
  - ‘Talk and draw’ about excursion – these may be individual drawings and stories, and/or class shared story.
  - Each child draws an allocated bush food and ‘writes’ about it, using Noongar and English names for foods – collate pictures and ‘stories’ into a class book.

## ASSESSMENT

Observe and record as required, aspects like:

- participation in excursion;
- participation in class activities and discussions;
- completion of drawings and stories about bush foods;
- ability to use Noongar and English names for bush foods; and
- presentation of ‘picture talk’ to class/group.

Ask for parent and community members’ feedback, and feedback from guides and co-teachers.

### **Acknowledgements / Thanks to contributors.**

Brookman Aboriginal Kindergarten

Merindah Hansen and Cathy Bynder (writers), Alwyn Evans (editor)

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