

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

DEPARTMENT OF  
EDUCATION  
*learners first*

# LIVING CULTURES – MUTTONBIRDING

YEAR 8

The  
**Orb**

MUTTONBIRDING

# MUTTON BIRD MASTERCHEF

Learners investigate the food value and properties of mutton birds and compare it with other wild food caught by Indigenous peoples from around the world. They explore different ways of preparing mutton bird for a global market.

## CROSS CURRICULUM PRIORITY

### Aboriginal and Torres Strait Islander Histories and Cultures

*Organising idea 5*

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

## ACHIEVEMENT STANDARDS

### Design and Technologies

Students explain how social, ethical, technical and sustainability considerations influence the design of innovative and enterprising solutions to meet a range of present and future needs. They explain how the features of technologies influence design and production decisions. Students make choices between different types of networks for defined purposes.

Students explain a range of needs, opportunities or problems and define them in terms of functional requirements and constraints.

## CONTENT DESCRIPTORS

### Design and Technologies

Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032).

Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating (ACTDEK033).

## GENERAL CAPABILITIES

### Critical and Creative Thinking

*Generating ideas, possibilities and actions*

Seek solutions and put ideas into action

Level 5 – predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action

### Ethical Understanding

*Exploring values, rights and responsibilities*

Consider points of view

Level 5 – draw conclusions from a range of points of view associated with challenging ethical dilemmas

### Intercultural Understanding

*Interacting and empathising with others*

Empathise with others

Level 5 – imagine and describe the feelings and motivations of people in challenging situations

## Learning Goals

*Learners will:*

- » Describe the nutritional properties of mutton birds.
- » Compare mutton birds as a food source with other foods caught and prepared by Indigenous people from around the world.
- » Analyse their findings from experimenting and preparing new and traditional mutton bird recipes.

## Learning Sequence

### Activating and Engaging

*Learning Maps*

View the clips from the 'Living Cultures – Muttonbirding' section of The Orb.

Ask learners:

- » How do Aboriginal people prepare mutton birds for cooking and eating?
- » What do the people on the videos tell us about their knowledge of mutton bird meat?
- » How extensive is the demand and market for mutton birds?
- » How could mutton birds become more popular as a food source?

### Exploring and Discovering

*Community Links*

Invite a member of the Aboriginal Sharers of Knowledge (ASK) program to address the class on the following questions:

- » What is the importance of mutton birds to Tasmanian Aboriginal people?
- » How important is it to find new markets for selling mutton birds to people as a food source?
- » Could there be new ways to prepare and cook mutton birds that might appeal to a global market?
- » What are the main issues for Aboriginal people regarding marketing and selling mutton birds?
- » What are distinctive properties and benefits of the mutton bird such as the omega 3 and protein content etc?

#### *Land Links*

Have learners research the practices of other Indigenous people who hunt acquire wild caught food as part of their cultural practices.

Ask learners:

- » What are the similarities between muttonbirding and their chosen research topic from other Indigenous practices?
- » How do other Indigenous people prepare and market their food?
- » What is unique and distinct about the practice of muttonbirding?

Discuss the concepts of abundance and scarcity.

- » How do Aboriginal people care for and protect the rookeries?
- » How do Aboriginal people ensure that there is a supply of birds for themselves and the food market?
- » How could mutton birds be marketed as gourmet food?

#### *Learning Maps*

Have learners:

- » Work with Aboriginal people to prepare and cook mutton birds in a variety of traditional ways to share with the class.
- » Plan, research and investigate alternative ways to prepare and write recipes to cook mutton bird, using poultry in the experimental phase.
- » Review the recipes in collaboration with Aboriginal people.
- » Record the responses to cooking experiments and evaluate the process.
- » Decide on the 'winning' recipe.

### **Synthesising and Applying**

#### *Deconstruct-Reconstruct*

Have learners work with their Aboriginal experts to follow the chosen recipes using actual mutton birds.

Present finding from the experimental process to write a persuasive text on the following statement:

'New ways to prepare and eat mutton birds is important because...'

Or:

'Traditional ways to prepare and eat mutton birds is important because...'

Facilitate a group discussion. Ask learners:

- » Why would it be important to extend the possibilities of preparing mutton birds?
- » Why would it be important to maintain the traditional ways of preparing mutton birds?
- » Who would benefit from changes to tradition?
- » Who may resist any changes to the ways mutton birds are prepared traditionally?

### **Success Criteria**

*Learners:*

- » Explain the nutritional properties of mutton birds.
- » Describe and compare mutton birds as a food source with other foods caught and prepared by Indigenous people from around the world.
- » Report on their findings from experimenting and preparing new and traditional mutton bird recipes and draw conclusion as to the benefits and limitations of each approach.

## Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email [Aboriginal.education.library@education.tas.gov.au](mailto:Aboriginal.education.library@education.tas.gov.au) or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » *Circle*, Jeannie Baker, 2016
- » *Return to the Islands [kit] : the story of Aborigines and the tradition of muttonbirding*, Department of Education, Tasmania
- » DVD – *The Big Dog Connection*, Aboriginal Education Services, Tasmania
- » [TMAG Online Resources](#)

## Glossary

### *Mutton bird*

A shearwater or petrel of the southern oceans. D

### *Muttonbirding*

The seasonal harvesting of the chicks of petrels, especially shearwater species, for food, oil and feathers by recreational or commercial hunters. WP

### *Rookery*

A rookery is a colony of breeding animals, generally birds. ... The word applies to the nesting place of birds, such as crows and rooks, the source of the term. The breeding grounds of colony-forming seabirds and marine mammals (true seals or sea lions) and even some turtles are also referred to as rookeries. WP

D [Dictionary.com](#)

WP [Wikipedia](#)



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