

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – FOODS

YEAR 3

TASTE OF TASMANIA

Learners compare their diet with the native foods that Tasmanian Aboriginal people have relied upon for millennia. They research a particular food and use appropriate software to create a text that includes information on their chosen food as well as a recipe.

CROSS CURRICULUM PRIORITY

Aboriginal and Torres Strait Islander Histories and Cultures

Organising idea 5

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

Organising idea 6

Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

ACHIEVEMENT STANDARDS

English

Students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information.

Design and Technologies

Students should have opportunities to experience designing and producing products, services and environments.

CONTENT DESCRIPTORS

English

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682).

Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685).

Design and Technology

Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012).

GENERAL CAPABILITIES

Intercultural Understanding

Recognising culture and developing respect

Explore and compare cultural knowledge beliefs and practices

Level 3 – describe and compare a range of cultural stories, events and artefacts

Information and Communication Technology Capability

Investigating with ICT

Locate, generate and access data and information

Level 3 – locate, retrieve or generate information from a range of digital sources

Learning Goals

Learners will:

- » Identify a range of edible Tasmanian native foods.
- » Locate relevant information on a particular food and an appropriate recipe.
- » Create a multimodal ICT-based presentation on their chosen food including a recipe.

Learning Sequence

Activating and Engaging

Story Sharing

Community links

Generate a discussion on how and where learners' foods come from.

Prompt them for any foods that come from somewhere other than a supermarket?

- » Does anyone in your family hunt, fish or garden? Record responses.

Exploring and Discovering

Learning Maps

Inform students that they will be learning about the foods that are important to Tasmanian Aboriginal people.

View a selection of *Native Food and Bush Tucker* clips from the 'Living Cultures – Foods' section of The Orb and refer to the *Diet* 'Investigation'.

Generate a class discussion about what the students noticed about the foods that people discussed.

- » What were the foods?
- » Where were they found?
- » What types of habitats were they found in? (coastal, mountain, river, etc)
- » Who do they think would eat these foods now?
- » How would they access them?

Introduce the poster: [Edible Native Plants of Tasmania](#).

Ask students:

- » Are there any foods that you think are missing from this list? (kangaroo, wallaby, seafood, birds, eggs, etc)

Generate a list of these foods.

Introduce the *Diet* 'Investigation' and add to the list.

Lead a discussion on the differences between the learners' diets and the traditional diets of Tasmanian Aboriginal people.

Ask learners:

- » Why do you think our diets are different now?
- » What changes have occurred in the environment?
- » What changes have occurred for people?

Synthesising and Applying

Deconstruct-Reconstruct

Show an example text from the All Recipes website: [All Recipes – Samphire](#)

Bring learners' attention to the features of the text, such as:

- » information on the food
- » the structure of recipe/procedural text.

Advise students that they will be using PowerPoint or other software to create a similar text.

Have learners choose a food they would like to research (refer to the suggested web pages provided in the resource list).

Discuss and model internet search strategies.

Have learners create and share their presentation.

A selection of the recipes could be made and shared in the class (some ingredients are commercially available).

Success Criteria

Learners:

- » Understand that Tasmanian Aboriginal people accessed a range of native foods.
- » Understand there are cultural differences in the foods people eat and some of the reasons for this.
- » Participate in various class discussions.
- » Conduct internet-based research.
- » Create a multimodal text using appropriate software.

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 or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » PDF Resource: [Edible Native Plants of Tasmania](#)

Samphire

- » [Samphire with lemon and olive](#)
- » [Samphire potato salad](#)

Pigface

- » [Pigface fruit recipes](#)
- » [Juicy side salty fruit](#)

Seaweed

- » [Cooking with kelp](#)
- » [Foraging seaweed home and garden use](#)

Wintercress

- » [Wonderful wintercress recipes](#)

Native Pepper/pepper berry


- » [Mountain Pepper](#)

Wattle Seeds


- » [Wattleseed](#)
- » [How to cook with wattleseed](#)

Glossary

Kelp

A large brown seaweed that typically has a long, tough stalk with a broad frond divided into strips. 

Climate change

A change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels. 

 [Oxford Online Dictionary](#)



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