

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – FOODS

YEAR 10

The
Orb

FOODS

IS IT ETHICAL? IS IT SUSTAINABLE?

Learners choose a food production currently used in Australian food industries to investigate and evaluate the various ways food is produced before comparing it with the food production practices and philosophies of Tasmanian Aboriginal people.

CROSS CURRICULUM PRIORITY**Aboriginal and Torres Strait Islander Histories and Cultures***Organising idea 3*

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Sustainability*Organising idea 7*

Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

ACHIEVEMENT STANDARDS**History**

Students process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes and develop texts, particularly explanations and discussions, incorporating historical argument.

Design and Technology

Students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

CONTENT DESCRIPTORS**History**

Identify and analyse the perspectives of people from the past (ACHHS190).

Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193).

Design and Technology

Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044).

GENERAL CAPABILITIES**Intercultural Understanding***Recognising culture and developing respect*

Explore and compare cultural knowledge beliefs and practices

Level 6 – critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time

Interacting and empathising with others

Consider and develop multiple perspectives

Level 6 – present a balanced view on issues where conflicting views cannot easily be resolved

Literacy*Comprehending texts through listening, reading and viewing*

Navigate, read and view learning area texts

Level 6 – navigate, read and view a wide range of more demanding subject specific texts with an extensive range of graphic representations.

Learning Goals*Learners will:*

- » Develop knowledge of the various food production practices in Australia.
- » Understand the philosophy of food production from a Tasmanian Aboriginal perspective.
- » Investigate and evaluate various ways of food production for their ethical and sustainable practices.

Learning Sequence**Activating and Engaging***Community Links**Land Links*

Invite an Aboriginal Sharer of Knowledge via the ASK program to discuss their experience and philosophy on food production.

View any or all of the clips from the 'Living Cultures – Foods' section of The Orb and *Tried and True* from the 'Living Cultures – Fibres' section. Highlight to learners any time people talk about sustainable practices and the philosophy of hunting and using all parts of the animal. Generate a class discussion around the aspects of sustainability, ethics and also waste.

Ensure students understand the Aboriginal people have lived in Australia for 80,000 years or more and not only survived but thrived. They had a healthy and nutritious diet and none of the issues we have now such as diabetes and obesity.

Discuss the traditional ecological knowledge that would have been developed to sustain people for so long.

Ask students some general questions about what they may already know and think about food production in Australia. Generate a class discussion:

- » What types of foods do we eat?
- » Where does our food come from?
- » What are the different ways food is produced?

Exploring and Discovering

Learning Maps

Land Links

Arrange the students into groups of three with a mixture of literacy levels if possible, and ask them to choose a food production currently used in Australia. For example:

- » Agriculture
- » Dairy
- » Meat and livestock
- » Fishing and aquaculture.

Ask students to think about the following questions when conducting their research:

- » What are the different ways of producing the food?
- » What is needed in the production of that food?
- » What are the different processes needed to make it ready for sale?
- » In what ways does it impact the environment?
- » In what ways does it impact humans?
- » In what ways does it impact animals?
- » Are there alternative ways to produce this food?

Non-linear

Below are a list of resources that students can use to make a start in their investigation. However they should also find their own resources to complete a thorough investigation, focussing on local producers where possible.

Community Links

- » YouTube clip: [Farms and people's connections to them](#)
- » Resource: [Biomes that produce our food, industrial materials and fibre](#)
- » YouTube clip: [Exploring the production and marketing of seafood](#)
- » YouTube clip: [Low impact sustainable agriculture](#)
- » YouTube clip: [CERES Environment Park](#)
- » YouTube clip: [Producing cattle and sheep...and beef and lamb](#)
- » YouTube clip: [Sustainable fisheries and aquaculture](#)
- » YouTube clip: [Exploring farms that produce our meat and wool](#)
- » Website: [Australian Eggs](#)

Ask students to make a final decision on the ethics and sustainability of the food production and suggest alternative practices or measures that could be taken to improve these considerations.

Synthesising and Applying

Story Sharing

Symbols and Images

Once students have completed their inquiry, they should create a multi-modal presentation to share with the class. Encourage students to be creative in their presentation and format.

Highlight to students that there are always multiple perspectives on complex issues with conflicting views and that everyone's views should be respected.

Success Criteria

Learners:

- » Develop knowledge of traditional Tasmanian Aboriginal food production and philosophy.
- » Conduct an inquiry into the various food production in Australia.
- » Evaluate them for their ethical and sustainable practices.
- » Create a multi-modal presentation of their findings.

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

Glossary

Traditional Environmental Knowledge or Traditional Ecological Knowledge

Traditional ecological knowledge describes indigenous and other forms of traditional knowledge regarding sustainability of local resources. As a field of study in anthropology, TEK refers to “a cumulative body of knowledge, belief, and practice, evolving by accumulation of TEK and handed down through generations through traditional songs, stories and beliefs. **WP**

Ethical

Relating to beliefs about right and wrong. **CO**

Sustainable

Supporting the needs of the present without compromising the ability of future generations to support their needs. **AC**

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|-----------|-----------------------|
| AC | Australian Curriculum |
| CO | Collins Dictionary |
| WP | Wikipedia |



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