

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – FOODS

YEAR 6

The  
**Orb**

**FOODS**

# BIODIVERSITY, FOOD AND FARMING FOR A HEALTHY PLANET

Learners undertake a research task into sustainable food production practices and compare these to traditional Tasmanian Aboriginal food production practices, before completing their own checklist detailing ways they can contribute positively to a sustainable future.

**CROSS CURRICULUM PRIORITY****Aboriginal and Torres Strait Islander Histories and Cultures**

*Organising idea 2*

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

**Sustainability**

*Organising idea 3*

Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

**ACHIEVEMENT STANDARDS****Design and Technology**

Students describe competing considerations in the design of products, services and environments, taking into account sustainability and how design and technologies contribute to meeting present and future needs.

**English**

Students select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas and contribute actively to class and group discussions, using a variety of strategies for effect.

**CONTENT DESCRIPTORS****Design and Technology**

Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021).

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019).

**English**

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713).

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709).

**GENERAL CAPABILITIES****Intercultural Understanding**

*Recognising culture and developing respect*

Explore and compare cultural knowledge, beliefs and practices

Level 4 – describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom

**Literacy**

*Comprehending texts through listening, reading and viewing*

Navigate, read and view learning area texts

Level 4 – navigate, read and view subject-specific texts with some challenging features and a range of graphic representations

**Learning Goals**

*Learners will:*

- » Know that Aboriginal people had sophisticated and sustainable food and land management practices.
- » Understand the way food is produced today and the impact this has on the Earth's resources.
- » Make their own action list of ways they can contribute positively to a sustainable future.

## Learning Sequence

### Activating and Engaging

#### Story Sharing

#### Community Links

View *Coastal Gathering* with Rodney Dillon on Bruny Island, from the 'Living Cultures – Foods' section of The Orb.

Rodney speaks about sustainable fishing and his knowledge of the environmental indicators and what they tell him. Generate a class discussion with students brainstorming all they learnt from Rodney.

Ask learners:

- » What does Rodney say about how much he takes when he goes fishing?
- » What changes does Rodney mention happening over the years?
- » What does Rodney say about fish stocks?
- » How might commercial fishing affect Rodney's practices?
- » Why do you think the 'wider societies' views on fish stocks is different to Rodney's and others?
- » What might Rodney mean when he says 'You can't compete with the ocean. It's a powerful thing. You've got to work with it, not against it'.

#### Land Links

Now view *Bush Tucker* from the 'Living Cultures – Foods' section of The Orb. Generate a class discussion and ask learners:

- » What might Hank mean when he says 'if I look after the bush and the land, it'll keep providing for me'?
- » How can we look after the land?

Discuss with learners that Aboriginal people have lived sustainably in Australia for up to 80,000 years.

### Exploring and Discovering

#### Non-verbal

#### Learning Maps

In pairs, have students work their way through the following online resource: [Biodiversity, Food and Farming for a Healthy Planet](#).

Begin with the introduction and the 'Biodiversity' section. Print copies of the [Crossword puzzle](#) and have learners complete to check for understanding. Ask learners to share their answers with the class.

Have learners work through the 'Food' section and print the [activity](#) at the end for completion. Share answers.

Continue through to the 'Farmers' section and the [activity](#) to check for understanding followed by the 'Farming' section and the associated [activity](#).

### Synthesising and Applying

#### Deconstruct-Reconstruct

#### Non-linear

Discuss the content of these sections and compare with the traditional practices of Aboriginal people, which continued right up until colonisation. For more information refer to the *Diet* 'Investigation' in the 'Living Cultures – Food' section of The Orb.

Discussion could include:

- » seasonal gathering of eggs and plants
- » women hunting birds, possums and smaller animals
- » women expert at hunting seals
- » men hunting larger animals such as kangaroo
- » every part of an animal used
- » all waste produced was natural and biodegradable
- » no pollution in food production
- » management of the land with fire to encourage new growth and provide feeding plains for certain animals
- » 'working with the land, not against it'
- » sophisticated and detailed knowledge of the environment.

Finally, ask students to complete the 'Take Action' section and the final [activity](#) about what they can do to contribute positive to a sustainable future.

### Success Criteria

#### Learners:

- » View The Orb and participate in class discussions around traditional Aboriginal food production practices.
- » Identify sustainable approaches to food production.
- » Describe biodiversity and how farming practices cause effect.
- » Complete associated activities and make their own action plan of ways to contribute to a sustainable future.

## 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
- » Online resource: [Convention on Biological Diversity](#)

## Glossary

### *Biodiversity*

Originating or occurring naturally in a particular place; native. O

### *Sustainable practices*

A practice that maintains a condition without harming the environment. An example of sustainable is the practice of reduce, reuse and recycle. D

### *Diet*

Food or drink considered in terms of its qualities, composition, and its effects on health. The food eaten, as a particular person or group and the food or feed habitually eaten or provided. D

D [Dictionary.com](#)

O [Oxford Online Dictionary](#)



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