

Life on the Murray River

Activity 2

View the 'Life on the Murray River' VR tour at www.lsv.com.au/vr

LEVELS 3 & 4



Key Learning

During this activity, students will learn about traditional uses for various native Australian plants, identify some plants found in their local area and investigate their uses.



Resources

- Smartboard or projector
- Computer access for students
- Appendix A: *Versatile Vegetation* (One copy per student)



Engage

Watch [Bush Food](#) as a whole class. Discuss:

- Which bush foods were mentioned?
- Which bush medicines were discussed?
- Why do you think it was important for these kids to have this experience?



Explore

- Give students a copy of Appendix A: *Versatile Vegetation*. Students are to research some plants (not already mentioned in the video) that were traditionally used for food, medicine or other purposes and complete the table. Students may utilise the following resource from the Australian National Botanic Gardens:

https://parksaustralia.gov.au/botanic-gardens/pub/anbg_educationresources_aboriginalplant_use_150802.pdf



Curriculum

History – Historical Knowledge

Community, remembrance and celebrations

Levels 3 & 4

- A significant example of change and a significant example of continuity over time in the local community, region or state/territory ([VCHHK073](#))

Geography – Geographical Knowledge

Diversity and significance of places and environments

Levels 3 & 4

- Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably ([VCGGK082](#))



Explain

As a whole class discuss:

- How would you describe the relationship between Aboriginal and Torres Strait Islander people and the environment?
- What are some plants that were traditionally used by Aboriginal and Torres Strait Islander people? What were they used for?
- How did people know which plants were edible or could be used for medicine? How was this knowledge passed along?
- What could be challenging about using plants for such a range of purposes? What are the advantages?



Elaborate

- Now challenge students to find out about three types of plants that are found in their own local environment, including possible uses, and complete the bottom section of Appendix A: *Versatile Vegetation*. Use the [The Atlas of Living Australia](#) to assist.



Evaluate

Invite some students to share what they discovered about the plants in their local area. Discuss:

- Where does the food we eat come from? What about medicine/tools/clothing etc?
- Could we use any plants in our local area for another purpose?
- What would be the challenges/benefits?
- How would you describe our relationship with the environment today?

References

Behind the News, 2013. *Bush Food*. [online video] Available at: <http://www.abc.net.au/btn/story/s3775984> [Accessed 2 September 2020]

Australian National Botanic Gardens. *Aboriginal Plant Use in south-eastern Australia*, https://parksaustralia.gov.au/botanic-gardens/pub/anbg_educationresources_aboriginalplantuse_150802.pdf [viewed 2 September 2020]

Atlas of Living Australia. *Atlas of Living Australia*, <https://www.ala.org.au/> [viewed 2 September 2020]

Appendix A Versatile Vegetation

Aboriginal and Torres Strait Islander people have used plants for a variety of purposes (including food, medicine, tools and shelter) for thousands of years. Fill in the chart below as you investigate some interesting plants and their uses.

Plant name	Picture	Where it is found	Uses

Find out about some plants in your local area:

Name:

Picture:

Uses:

Name:

Picture:

Uses:

Name:

Picture:

Uses: