

Bujari Gamarruwa! - Welcome!

Acknowledgement of Country

We acknowledge the custodians that make up this country we call **Wa'ran** (Sydney) who have cared for and cultivated the plants included in this resource for tens of thousands of years. We pay respect to the Elders both past and present, acknowledging them as the custodians of knowledge of this place and its natural resources.

From the writers of these resources:

We are UTS Faculty of Education students, non Indigenous Australians and wrote this as a way to learn more about our country, its living Indigenous culture and methodologies to share this information with students in a respectful and engaging way. Thank you to D'harawal educator Shannon Foster who guided us in the writing of this resource and to UTS ART for creating the Waraburra Nura garden and website!

Methodologies for incorporating Indigenous Knowledges into classrooms:

When using this resource we encourage you to acknowledge that the information is derived from D'harawal women Fran Bodkin and Shannon Foster. This information has been shared with us to share with you to share with your students. We encourage you to go through the resources, hear from Fran speak about individual plants on the website and share your interests from the information we've provided. Where possible share Fran's voice with your students, we want to encourage you to use Indigenous voices whenever possible.

We suggest you approach this resource with humility, respect and curiosity! Its Ok to feel uncomfortable, in fact, get comfortable with feeling uncomfortable! We felt uncomfortable but we asked for help and are sharing our research with you.

If talking about Indigenous culture is new or daunting to you, we encourage you to learn with your students, when questions come up that you are unable to answer utilise the opportunity to research and learn alongside your students. Your local Aboriginal Land Council, Indigenous Seniors and families in your community can be rich resources of knowledge and stories.

Using the resources and website:

On the resources page of the www.waraburranura.com website you will find a series of documents that compliment the activities for each stage including:

1. How to build your own garden (we encourage this!)
2. A list of Sydney plants
3. A list of words and translations from Wa'ran (Sydney) that relate to nature

Each resource from Early Stage 1 to Stage 3 includes activities and their NSW curriculum outcomes.

Enjoy!

- Lara, Kate, Taylor, Arianna 2018

Stage 1 - Waraburra Nura - Indigenous medicinal plants, Sydney region.

Plant	Outcomes	Activity	Key Language	Resources
<p>Acacia Linifolia</p>	<p>ST1-1VA shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities</p> <p>ST1-10LW describes external features, changes in growth of living things</p> <p>CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families:</p> <ul style="list-style-type: none"> - identifies local Aboriginal place names and stories about the land - listens to Aboriginal stories and songs and views Aboriginal artworks and dance <p>ENS1.6 Demonstrates an understanding of the relationship between environments and people:</p> <ul style="list-style-type: none"> - recognises that Aboriginal people have interacted positively with the environment for a long time 	<p>Listen to audio on the Waraburra Website for http://waraburranura.com/plants/acacia-linifolia/</p> <p>After the video ask students to record 3 facts in their science journals.</p> <p>Then walk around school and in the Garden to see if students can identify the plant within the garden. Ask students to utilise senses of sight touch smell to determine the characteristics of the plant and write in their science journals their discoveries.</p> <p>Extra information:</p> <p><i>“The wood is used for the making of implements and weapons. The leaves and young twigs are bruised then thrown into water holes or slowly moving streams to stun fish.”</i></p> <p>- Aunty Francis Bodkin</p> <p>Attracts Wildlife: Bees, Seed eating birds, Butterflies, Other insects.</p>	<p>Burudyara – Butterfly Gana – Smell Ngala - Look Guganagina - Kookaburra</p>	<p>Smart Board</p> <p>Journal</p> <p>Garden</p>

Stage 1 - Waraburra Nura - Indigenous medicinal plants, Sydney region.

<p>Banksia Asplenifolia</p>	<p>ST1-4WS explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas</p> <p>ST1-9ES identifies ways that people use science in their daily lives to care for the environment and the Earth's resources</p> <p>CCES1 Describes events or retells stories that demonstrate their own heritage and the heritage of others: - listens to and talks about stories of other families and their heritage, including countries of origin and Aboriginality</p> <p>ENS2.5 Describes places in the local area and other parts of Australia and explains their significance: - recognises the importance of some Aboriginal land and water management practices</p>	<p>Listen to audio on the Waraburra Website for Banksia Asplenifolia. http://waraburranura.com/plants/banksia-asplenifolia/</p> <p>Science experiment on tastes. Speak about sustainability and not picking all the flowers and why this is present in Indigenous culture.</p> <p>Student learn the techniques of using the flowers in hot water to make a tea for sore throat. They use a packet tea of lemon and ginger and have the flowers in hot water in another cup.</p> <p>Students are selected from random to come and try the different teas, then guess to see if they can identify the difference. Some flowers are saved to have with munch and crunch as well. Students record the tastes they tasted with both teas and how they could tell the difference. Students are then asked to go into the garden and sit and draw the plant next to their explanations in a scientific drawing. With labels. Including where the witchetty grub may be hiding.</p> <p>Extra Information: <i>"The nectar from the hot flowers was mixed with hot water and taken to treat sore throats. When the nectar was running, children were encouraged to eat the flowers - you didn't have to encourage them, as soon as they saw the nectar running they were there anyway. The grub inhabiting the trunk and branches of the tree was eaten raw or cooked; this is the famous witchetty grub - the recommendation is to eat it cooked."</i> - Aunty Francis Bodkin</p>	<p>Wuruna - Go outside</p> <p>Bada - eat</p> <p>Ngununy - food</p> <p>Yuridyuwa - Sit near</p>	<p>Smart Board</p> <p>Journal</p> <p>Garden</p> <p>Hot water</p> <p>Kettle</p>
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Stage 1 - Waraburra Nura - Indigenous medicinal plants, Sydney region.

<p>Telopea Speciosissima,</p>	<p>ST1-14BE describes a range of places and spaces in the local environment and how their purposes influence their design.</p> <p>HT1-4 Demonstrates skills of inquiry and communication</p> <p>CCS1.1 Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities:</p> <ul style="list-style-type: none"> - retells the original stories associated with traditions of their family and community, including Dreaming stories, religious stories, recounts, narratives - recognises Aboriginal peoples as the first Australians - locates some Aboriginal place names found in the local area and identifies the meanings and origins attached to them 	<p>Listen to audio on the Waraburra Website for Telopea Speciosissima; http://waraburranura.com/plants/telopea-speciosissima/</p> <p>Create a Plant ask the children to create their own Telopea. Ideas for materials:</p> <p>Stem - cardboard tube from foil or cling film roll, Roots - long pipe cleaners, wool, string Flower - cake cases, milk bottle tops, paper plates Leaves - card/paper</p> <p>Compare Plants: compare Telopea to other plants other other plant in the garden, in their science journal. They should conclude that whilst plants can look very different, they have the same basic structure. Looking at the differences between plants will help the children when they come to identify them.</p> <p>Extra Information: <i>"The nectar could be gathered - was gathered during the day and it could be used as a food for young babies, more particularly babies who can't take any kind of milk including mother's milk. The sap is used to heal burns; it is a traditional, very, very old traditional method. You just milk the sap by cutting a small gash in the stem, you milk the sap and you spread it over burns. We used the stems of the waratah to weave baskets in which to carry our fire because we didn't make fire, we carried it."</i> - Aunty Francis Bodkin</p>	<p>Ngununy - food</p> <p>Mumarri mumarra – Fruit</p> <p>Wuruna - Go outside</p> <p>Ngara - Listen, hear, think</p> <p>Yarra - Eucalyptus, gum-tree</p>	<p>Smart Board</p> <p>Journal</p> <p>Garden</p> <ul style="list-style-type: none"> - cardboard tube from foil or cling film roll, straws - long pipe cleaners, wool, string - cake cases, milk bottle tops, paper plates - card/paper
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<p>Eucalyptus Tereticornis</p>	<p>CCS1.2 Identifies changes and continuities in their own life and in the local community: - gathers information about the Aboriginal peoples that live in their community</p> <p>ST1-4WS explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas</p>	<p>Tree Identification As homework, the students could identify as many eucalyptus trees as they can – in their gardens, the park, on their way to school etc. Perhaps they could take photographs of them or sketch them.</p> <p>Ask the children to sketch the Eucalyptus Tereticornis, and Can they see any signs of creatures that rely on the tree - either for food or shelter?</p> <p>Tree Art Challenge the children to produce a painting/sketch/collage/model etc that celebrates the beauty of our trees.</p> <p>Extra Information: <i>“Gum of the Eucalyptus Tereticornis could be collected, mixed with warm water and applied to sores and burns, scabies, cuts baby scrapes when they fall over, anything like that. When the gum had hardened, it could be soaked in warm water and when soft applied to skin lesions where it would form a film over the lesion. This was like a bandaid but it was an antiseptic bandaid. You could change it a couple of times a day or it fell off and you had to put a new one on.”</i> – Aunty Francis Bodkin</p>		<p>Smart Board</p> <p>Journal</p> <p>Garden</p> <p>Sketching Paper</p> <p>Coloured pencils and crayons</p>
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<p>Mentha Satureoides</p>	<p>ST1-2VA demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures</p> <p>HT1-1 Identifies and describes significant people, events, places and sites in the local community over time</p> <p>CUES1 Communicates some common characteristics that all people share, as well as some of the differences: - identifies languages spoken in the class and in the community, including Aboriginal languages</p> <p>CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families: - identifies local Aboriginal place names and stories about the land - listens to Aboriginal stories and songs and views Aboriginal artworks and dance</p>	<p>Listen to link on the Warraburra Nura site http://waraburranura.com/plants/mentha-satureoides/</p> <p>Read story on the site about <u>How The Wombat Lost His Tail</u>, and introduce discussion about the mites and how wombats population is decreasing due to the mites, and introduced plants killing the Mentha Satureoides.</p> <p>Then record their thoughts and feelings about this discussion in their journals, and comment on the books illustrations.</p> <p>Extra Information:</p> <p><i>“The Mentha Satureoides, this is my favourite. The whole plant was bruised and boiled and the liquid given to women who were suffering menstrual disorders, it stopped the pain and also stops pain that you get when women get when they’re suffering from menopause. But there is a great use and a lot of people because it’s such a little insignificant plant and you walk on it and get a nice peppermint smell you just really don’t notice it but it stops lice in children’s hair.</i></p> <p><i>Down our way we’ve planted it in all the schools and the mums just pick some and rub their kids head with it and it repels lice. It also, the wombats - how we discovered and there’s a great story about it on the site. The wombats used to roll in it to stop the mites that gave them the mange but when the white men came the cows really loved it and so they ate it all. And now there’s only tiny little pockets of it left which is why the poor old wombats are still suffering from the mange.”</i></p> <p>– Aunty Francis Bodkin</p>	<p>Bada - eat</p> <p>Nura - Place or Country</p> <p>Duba - The ground</p> <p>Ngara - Listen, hear, think</p>	<p>Smart Board</p> <p>Journal</p> <p>Garden</p>
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