

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 3 - Waraburra Nura - Indigenous medicinal plants, Sydney region.

Plants	Outcomes	Activity	Language	Resources
All plants	EN3-2A plan, draft and publish an informative texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience	Plant fact profile / information report In small groups, research one plant in the garden and create a fact profile about it. The profiles can be collated to create a book to keep in the school library, office or near the garden for anyone wanting to learn more about it	Guwing: Sun Gura: Wind Yarra: Eucalyptus, gumtree Mumarri mumarra: Fruit Ngunuy: Food	Garden Profile template Computers for research Waraburra Nura website
Banksia Asplenifolia Eucalyptus Piperita Eucalyptus Pulverulenta Eucalyptus Tereticornis Ficus Coronata Grevillea Laurifolia Hardenbergia Violacea Mentha Satureoides Persoonia Levis	ST3-13MW describe how scientific and technological knowledge about the properties of materials can be used to inform decisions about use for their specific purposes ST3-2VA demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures PD3-7 discuss the benefits of customary Aboriginal health and wellbeing practices QTF 1.3 Problematic Knowledge 3.1 Background Knowledge 3.2 Cultural Knowledge Aboriginal and Torres Strait Islander Histories and Cultures Priority OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place	Medicinal uses of native plants Discuss what remedies students' families use to treat things like headaches, stomach-aches and colds. Look at which native plants in the garden have medicinal purposes. If possible, experiment with using these remedies (e.g. hardening eucalyptus gum, drinking nectar). Research why plants can have medicinal uses (e.g. discuss antiseptic and antifungal properties). <i>Banksia Asplenifolia</i> : Sore throats <i>Eucalyptus Piperita</i> : Sores, burns, cuts, scabies, colds, fevers, ulcers, joint or muscle pain, toothaches, diarrhoea, ringworms, tinea <i>Eucalyptus Pulverulenta</i> : burns, sores, wounds, colds, hay fever, runny noses, conjunctivitis, flu, pneumonia, breathing difficulties, asthma, toothache due to a hole <i>Eucalyptus Tereticornis</i> : Sores, burns, scabies, cuts, scrapes, memory enhancer, frostbite <i>(Stink) Bug from Eucalyptus Tereticornis</i> : diabetes, dry mouth <i>Ficus Coronata</i> : Warts, ringworm <i>Grevillea Laurifolia</i> : Sickness in young children <i>Hardenbergia Violacea</i> : Stomach cramps	Bada: Eat Ngununy: Food Dji: Tea Djirang: Leaves of trees Gana: Smell Wuruna: Go outside Nura: Place, Country Yarra: Eucalyptus, gumtree Yuridyuwa: Sit near Mumarri mumarra: Fruit	Garden Eucalyptus gum Waraburra Nura website

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	<p>Aboriginal and Torres Strait Islander Histories and Cultures Priority OI.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.</p>	<p><i>Mentha Satureoides</i>: Cramps, headlice, cold symptoms <i>Persoonia Levis</i>: Used with another bark to pack a wound <i>Telopea Speciosissima</i>: Burns</p>		
AI Plants	<p>ST3-10LW present ideas and explanations about how the structural features and behaviour of some plants help them to survive in their environment</p> <p>ST3-11LW describes some physical conditions of the environment and how these affect the growth and survival of living things</p> <p>Sustainability Priority OI.3 sustainable patterns of living rely on the interdependence of healthy ecological systems</p>	<p>Companion planting / Importance of locally native plants As a class, brainstorm and investigate what companion planting, how it works and why choosing locally native plants is important for the vitality of the garden.</p>	<p>Duba: The ground Djirang: Leaves of trees</p>	<p>Waraburra Nura website Garden IWB research</p>
Telopea Speciosissima	<p>ST3-9ES identify ways that advances in science and technology have assisted people to plan for and manage natural disasters to minimise their effects</p> <p>GE3-3 examination of how people can prevent and minimise the effects of a bushfire</p> <p>QTF 3.2 Cultural Knowledge</p> <p>Aboriginal and Torres Strait Islander Histories and Cultures Priority OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place</p>	<p>Preventing bushfires Listen to Fran Bodkin talk about how the stems of waratahs can be used to create baskets to 'carry fire' to prevent bushfires. Discuss other ways to prevent bushfires.</p>	<p>Gura: Wind</p>	<p>Waraburra Nura website Garden</p>

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	<p>Aboriginal and Torres Strait Islander Histories and Cultures Priority OI.9</p> <p>The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.</p>			
All plants	<p>MA3-18SP</p> <p>uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables</p>	<p>Favourite plant</p> <p>After learning about every plant, students conduct a survey to find out the class' (or other group's – e.g. buddy class) favourite plant in the garden. Students should develop their own question/s and present their data in an appropriate graph or table (e.g. column graph, two-way table, pie chart).</p> <p>This data could be used to decide which plant features in the school newsletter for the week.</p>	Nura: Place, Country	<p>Waraburra Nura website</p> <p>Garden Student workbooks</p> <p>Graph paper</p>
Banksia Asplenifolia	<p>VAS3.1</p> <p>investigates subject matter in an attempt to represent likenesses of things in the world</p> <p>Aboriginal and Torres Strait Islander Histories and Cultures Priority OI.2</p> <p>Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place</p>	<p>Banksia Asplenifolia artwork</p> <p>Read MCA Aboriginal and Torres Strait Islander Cultural Learning Framework.</p> <p>https://www.mca.com.au/learn/aboriginal-and-torres-strait-islanders/indigenous-cultural-learning-framework/</p> <p>Look at a variety of Indigenous paintings and discuss similarities and differences. Ensure to show a variety of artists, styles, subject matter and form. Discuss that different Indigenous cultural and language groups have different artmaking styles (e.g. dot painting comes from Central Australia). Discuss the subject matter: often depicts connection to Country. Discuss number of colours in several artworks: often few colours but multiple values.</p> <p>Collect fallen banksia cones from the garden and local community (ideally one per person or</p>	<p>Nura: Place, Country</p> <p>Yuridyuwa: Sit near Ngala: Look</p>	<p>MCA Cultural Learning Framework website</p> <p>Waraburra Nura website</p> <p>IWB Google Search</p> <p>Banksia cones</p> <p>Magnifying glass</p> <p>Paint</p> <p>Paintbrushes</p> <p>Art paper</p>

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		<p>small group). This may prompt a discussion of Laws of Harvest and why it's illegal to pick native plants.</p> <p>Listen to Fran Bodkin's story of Banksias.</p> <p>Students use a magnifying glass or viewfinder to look at the banksia cone, and roughly sketch what they see.</p> <p>Students select 3-4 colours and mix various shades, and paint the banksia cone</p>		
Whole garden	<p>VAS3.1 investigates subject matter in an attempt to represent likenesses of things in the world</p> <p>VAS3.4 communicates about the ways in which subject matter is represented in artworks.</p> <p>QTF 1.3 Problematic Knowledge</p>	<p>Garden artwork Students choose a place to sit or stand around the garden, with a pencil, paper and a clipboard (or something to lean on). Students sketch what they see.</p> <p>Photographing or video-recording the class during the sketching process provides an interesting reference when discussing the artworks – e.g. perspectives (students sitting closer to one plant, lighting)</p> <p>Once artworks are complete, students should place their artwork on their desk and invite students to walk silently and observe everyone's artworks. Discuss the similarities and differences: angle of view, patterns, texture, shape, space, subject, proportion, shading, depth, style (realistic, abstract), lines, details.</p>	<p>Ngala: Look Nura: Place, Country Yuridyuwa: Sit near</p>	<p>Waraburra Nura webstite Garden Pencils Art paper Clipboard Camera</p>
All plants	<p>EN3-2A experiment with the use of imagery eg similes, metaphors, personification and sound devices such as alliteration</p>	<p>Describe a selected plant Students write a detailed description of a selected plant from the garden, experimenting with language and literary devices e.g. adjectives, simile, metaphor, alliteration</p>	<p>Ngala: Look Ngara: Listen, hear, think</p>	<p>Waraburra Nura webstite English books</p>

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				Modelled description
All plants	EN3-2A experiment with the use of imagery in poetry eg similes, metaphors, personification and sound devices such as alliteration	Poem about a selected plant Students select a plant from the garden and write a poem (e.g. haiku, diamante) about it.	Ngala: Look Ngara: Listen, hear, think	Waraburra Nura webstite English books Modelled poem
Eucalyptus Piperita Eucalyptus Pulverulenta Eucalyptus Tereticornis Acaia Linifolia Telopea Speciosissima Dianella Revoluta Banksia Asplenifolia Mentha Satureoides	EN3-1A experiment with ways to strengthen and refine spoken texts in order to entertain, inform, or inspire the audience EN3-7C adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events interpret a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express an analytical conclusion about those texts EN3-8D explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life discuss and explore moral, ethical and social dilemmas encountered in texts DRAS3.2 interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms	Role play Fran Bodkin's D'harawal Stories Read Fran Bodkin's 'Foreword' in her D'harawal Stories book or at the start of any of the stories downloaded from the website. Discuss the purpose and significance of 'D'harawal Law Legends' in local contemporary Indigenous culture. In small groups, students choose one of the selected D'harawal Stories that link to a plant in the garden to perform. Students should be given time to read the story, make dramatic choices (e.g. script, narrator, roles, sound, movement) and rehearse. Performances may be in front of the class or their buddy class. After each performance, discuss the underlying message in the selected story. <i>The Story of the seven peacekeepers and the forgotten ones</i> (Eucalypts) https://dharawalstories.files.wordpress.com/2015/05/barra-woori1-2mb.pdf <i>Bundalook: How the Birds got their Colours</i> (Wattle, Waratah, Dianella) https://dharawalstories.files.wordpress.com/2015/05/bundalook-4-5mb.pdf	Ngala: Look Ngara: Listen, hear, think Nura: Place, Country Yanga: Do	Waraburra Nura website Fran Bodkin's 'D'harawal Dreaming Stories'

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	<p>DRAS3.3 devises, acts and rehearses drama for performance to an audience</p> <p>QTF 3.2 Cultural Knowledge 3.6 Narrative</p> <p>Aboriginal and Torres Strait Islander Histories and Cultures Priority OI.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.</p>	<p><i>Guwarra and Goolay'yari: The Whale and The Pelican</i> (Waratah) https://dharawalstories.files.wordpress.com/2015/05/guwarra1-4mb1.pdf</p> <p><i>Miwa Gawaian and Waratah: How the white waratah became red</i> (Waratah) https://dharawalstories.files.wordpress.com/2015/05/miwa-gawaian926kb.pdf</p> <p><i>Pokulbi: How the Dianella Came To Be</i> (Dianella) https://dharawalstories.files.wordpress.com/2018/05/pokulbi-8-3mb.pdf Content warning: Includes abuse, violence and graphic content; may not be suitable for all students. Can be adapted as bullying.</p> <p><i>Wattun'goori: The Story of the Hairy Men How the Banksias Came to Be</i> (Banksia) https://dharawalstories.files.wordpress.com/2015/05/wattungoori922kb.pdf</p> <p><i>Wombat: How the Wombat Lost His Tail</i> (Mentha Satureoides) https://dharawalstories.files.wordpress.com/2015/05/wombat1-6mb.pdf</p>		
<p>Whole garden</p>	<p>EN3-2A plan, draft and publish persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience</p> <p>compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues</p> <p>EN3-5B consider and develop sustained arguments and discussions supported by evidence</p>	<p>Letter to the local council Students write a persuasive letter to the local council, asking them to encourage other schools to build Indigenous Cultural Gardens using locally native plants.</p>	<p>Ngara: Listen, hear, think Nura: Place, Country Yuidyuwa: Sit near Wuruna: Go outside</p>	<p>Waraburra Nura website Garden</p>

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	<p>ST3-2VA demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures</p> <p>QTF 3.5 Connectedness</p> <p>Sustainability Priority Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments</p>			
All plants	<p>EN3-1A plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis</p> <p>QTF 1.1 Deep understanding 1.4 Higher-order thinking 3.5 Connectedness</p> <p>Aboriginal and Torres Strait Islander Histories and Cultures Priority OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place</p>	<p>Teaching buddy class about the garden In small groups, students create a poster, booklet or PowerPoint to teach their buddies about the garden. Students may think about the garden's purpose, its cultural significance, information about the plants, why they need to be careful when touching or tasting plants.</p> <p>See appendix example</p>	<p>Bada: Eat Ngununy: Food Ngala: Look Ngara: Listen, hear, think Wuruna: Go outside Nura: Place, Country Yarra: Eucalyptus, gumtree Yuridyuwa: Sit near</p>	<p>Art supplies Computers Garden Waraburra Nura website</p>

Appendix

Indigenous seasons poster:

- Dharawal annual cycle poster [Image] (2015, September 24). Retrieved September 26, 2018, from <https://dharawalstories.com/2015/09/24/perpetual-calendar/>

