



LEVEL 3 HONEY

WEEK 1

45 mins per session

| Session focus | Resources | Whole class focus | Independent or teacher lead groups | Sharing group (feedback) |
|-------------------|--|--|--|--|
| Session 1: | <p>'Session 1 images'</p> <p>The Living Archive of Aboriginal Languages website</p> <p>'LAAL screen shots'</p> | <p>Introduce new science topic- honey (learning about plants, animals and Indigenous knowledges)</p> <p>Brainstorm knowledge about honey</p> <p>Pre-assessment: students write a short information report without teacher guidance about honey</p> | <p>Students use 'session 1 images' to stimulate small group discussions</p> <p>Each group reports back to the class about their discussions and more is added to the brainstorm (using another colour to track growth)</p> <p>Direct students to the Living Archive of Aboriginal Languages and instruct them to search for the term honey http://www.cdu.edu.au/laal/ 'LAAL screen shots' provides more information</p> | <p>Prompt students to discuss what they found on the website (including honey, Indigenous people and Aboriginal languages)</p> <p>Update the brainstorm poster in another colour</p> |
| Session 2: | <p>Printed books about honey from The Living Archive of Aboriginal Languages website</p> <p>DVD 'Walangeri- Yarralin NT Australia'</p> | <p>Read some of the books about honey from The Living Archive of Aboriginal Languages website http://laal.cdu.edu.au/search/?q=honey&v= You can use the electronic version or print them</p> <p>Start with 'Gukuli' Njay Gukarrina' and read the pictures</p> <p>Then read 'Modjarnh with Queenie Brennan'</p> <p>Discuss how it is helpful to have the English translations on each page for your class</p> | <p>Organise the students to</p> <ul style="list-style-type: none"> cut and paste the translations on the appropriate pages and use the books in the class library find where the books were written and in which language 'place and language display' provides more information | <p>Watch the 'Walangeri' DVD and then update the brainstorm poster in another colour</p> |
| Session 3: | <p>DVD 'Walangeri- Yarralin NT Australia'</p> <p>Power Point presentations -modelling -group 1-4</p> | <p>Read through the brainstorming poster</p> <p>Prompt the students to discuss the 'Walangeri' DVD Watch it again and focus the students attention to the location (so you can update the place and language display), how did George know how to find the wild honey, what is other name that the narrator calls native bees, what can the wax be used for, how will there be plenty of honey for next time?</p> | <p>Model research skills using the 'Jawoyn- Plants and Animals' (Modelling Sugarbag and seasons)</p> <p>Organise the students into small groups so they can research Aboriginal peoples knowledge about wild honey</p> <ul style="list-style-type: none"> Group 1 (Native trees and grasses) Group 2 (Jawoyn bush tucker) Group 3 (Sugarbag website) Group 4 (Honey and health poster) | <p>Each group reports back to the class about their research and more is added to the brainstorm in another colour</p> |
| Session 4: | <p>Honey and health posters</p> | <p>Read through the brainstorming poster (and possibly organise and elaborate on the existing ideas)</p> <p>Discuss the honey and health posters to prepare the students for creating their own posters</p> <p>Discuss expectations appropriate for your students</p> | <p>Students working on creating a poster about wild honey, including native bees and trees</p> | <p>Students share their work and learning</p> |