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| **Relevant Victorian Curriculum Content Descriptors** |
| **Levels D and Foundation Literacy**  Recognise that sentences are key units for expressing ideas [(VCELA143)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA143)  Explore the different contribution of words and images to meaning in stories and informative texts [(VCELA145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA145)  Identify topic and key events in texts that reflect personal and familiar experiences [(VCELT113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT113)  Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences [(VCELT148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT148)  **Intercultural Capability F - 2**  Identify what is familiar and what is different in the ways culturally diverse individuals and families live [(VCICCB001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB001)  Describe their experiences of intercultural encounters in which they have been involved [(VCICCB002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB002) |



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| **Key Questions** | **Key Objectives (knowledge and skills)** | **Suggested Assessment** |
| * What is an example of a traditional Aboriginal or Torres Strait Islander Meal? * What is the importance of traditional Aboriginal or Torres Strait Islander meals in regards to culture? * How is traditional Aboriginal or Torres Strait Islander cooking different to modern day cooking? * How do Aboriginal and Torres Strait Islander families share recipes and methods, and what is the importance of this? | * Create a short sentence about whether the student likes or dislikes damper, and what kind of damper they enjoy. (Predictive Chart writing with extension). * Make their own batch of damper * Understand the way in which damper and other recipes are shared through families and generations * Know how to make a traditional indigenous meal * Understand the importance of food in traditional indigenous culture | * Predictive chart writing sentences * Practical component of cooking damper * Paper display of sentence and relevant artwork * Informal assessment of understanding of traditional indigenous meals and culture through discussions and activities |

**Lessons**

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| **#** | **Focus** | **Objectives** | **Resources** | **Activities** |
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| 1 | **Engaging with our local community (including about damper)**   * Visit to Bangerang Cultural Centre * Importance of family tradition and sharing knowledge and skills * Seeing the cooking methods and tools of traditional indigenous meals (damper) | * To see the traditional cooking implements and methods, as explained by a tour guide at the cultural centre. * Students can listen to stories from an indigenous community member who will have stories of their own experiences around cooking, and can share the importance of learning these methods from family members and continuing the traditions and stories of the family. | * Booking at the Bangerang Cultural Centre, details below;   1 Evergreen Way, Shepparton, Vic 3630  (03) 5831 1020 | Tour of the local cultural centre, viewing real artefacts and other models depicting traditional cooking and other activities.  Students can hear stories and learn from an indigenous community member who will have stories of their own experiences around cooking, and can share the importance of learning these methods from family members and continuing the traditions and stories of the family.  Tours are very engaging and will aid in linking literacy tasks to the unit of work, giving relevance.  Students can get up close and personal with several artefacts and hear several stories of local indigenous families and their ways of life including cooking methods and meals relative to the local area. |
| 2 | **Introducing the text: Damper**   * On reading the book as a group, and familiarizing students with the book being about indigenous families and a popular meal * Using an ALD and modeling to write sentences on the whiteboard as a class * Capital letter at start of sentence, punctuation * Importance of family tradition and sharing knowledge and skills | * For students to have used an ALD to choose whether they like or dislike damper, and what they would eat with their damper, and create a sentence for students as a class on the whiteboard. * For students to recognize the influence of family members on the child in the books personal take on cooking damper | * “Damper” ALD (Aided Language Display) * The book; Damper. By Sue Briggs-Pattison and Bev Harvey, illustrated by Donna Leslie   Many schools will have copies of this book in their libraries or as part of their Guided Reading collections.   * Whiteboard (or butcher paper if you would like to retain sentences and modeling) | Read the book Damper as a class.  On the whiteboard, demonstrate the start of the sentence “I like \_\_\_\_\_ damper” and choose a spread that you would like to eat damper with.  Going around the class, ask every single student what they would like to eat on damper, and model that sentence on the white board.  Discussion on whether you have heard of, or had Damper before. Did you know it was a traditional indigenous meal? How did you learn to cook it? |
| 3 | **Further exploring the text Damper**   * Revisiting the book ‘Damper’ and its message of family tradition and sharing knowledge through generations * Using an ALD and modeling on the whiteboard to write a sentence * Capital letter at start of sentence, punctuation * Importance of family tradition and sharing knowledge and skills | * For students to have used an ALD to choose whether they like or dislike damper, and what they would eat with their damper, and create a sentence, using the sentence start as modeled on the whiteboard. * For students to recognize the influence of family members on the child in the books personal take on cooking damper * For students to think about who in the family they might cook damper with, forethought for future lessons | * “Damper” ALD (Aided Language Display) * The book; Damper. By Sue Briggs-Pattison and Bev Harvey, illustrated by Donna Leslie * Whiteboard (or butcher paper if you would like to retain sentences and modeling) * Students will require their writing books and utensils (including ‘alternative pencils’ and AAC) | Read the book Damper as a class.  On the whiteboard, demonstrate the start of the sentence “I like \_\_\_\_\_ damper” and choose a spread that you would like to eat damper with.  Students to use the start of the sentence as modeled on the whiteboard to write their sentences in their books or with their alternate pencil method (for example Co-Writer),  Students should have a finished sentence of “I like (chosen spread) damper” written. Sentence should include a capital letter at the start and correct punctuation (full stop).  Discussion on how you might alter damper. Does your family use a different recipe? (Eg lemonade in the mix)  Discussion on the importance of family communication to share the recipes and methods through generations. Do you have a traditional family recipe? |
| 4 | **Food and Family**   * Revisiting the book ‘Damper’ and its message of family tradition and sharing knowledge through generations * Using an ALD and modeling on the whiteboard to write a sentence * Use of linking word “with” * Capital letter at start of sentence, punctuation * Importance of family tradition and sharing knowledge and skills | * For students to have used an ALD to choose whether they like or dislike damper, and what they would eat with their damper, and create a sentence, using the sentence start as modeled on the whiteboard. * Use linking word “with” to extend sentence to whom in their family the student would like to cook damper with * For students to recognize the influence of family members on the child in the books personal take on cooking damper | * “Damper” ALD (Aided Language Display) * The book; Damper. By Sue Briggs-Pattison and Bev Harvey, illustrated by Donna Leslie * Whiteboard (or butcher paper if you would like to retain sentences and modeling) * Students will require their writing books and utensils (including ‘alternative pencils’ and AAC) | Read the book Damper as a class.  On the whiteboard, demonstrate the start of the sentence “I like \_\_\_\_\_ damper” and choose a spread that you would like to eat damper with. Leave a blank space in your sentence for the students to fill with their topping of choice, the model and explain linking word “with”, continue sentence “with my (insert family member)  Finished sentences should look like and read like “I like \_\_\_\_ damper with my \_\_\_\_”  Example; “I like jam damper with my Mum”. |
| 5 | **Food and Family (cont.)**   * Revisiting the book ‘Damper’ and its message of family tradition and sharing knowledge through generations * Use of linking word “with” * Capital letter at start of sentence, punctuation * Using an ALD * Sentence structure * Importance of family tradition and sharing knowledge and skills | * For students to have used an ALD to choose whether they like or dislike damper, and what they would eat with their damper, and create a sentence * Use linking word “with” to extend sentence to whom in their family the student would like to cook damper with * For students to recognize the influence of family members on the child in the books personal take on cooking damper * Use recount of previous lessons and knowledge, as well as self-correction to sort words to create predictive chart writing sentence | * “Damper” ALD (Aided Language Display) * The book; Damper. By Sue Briggs-Pattison and Bev Harvey, illustrated by Donna Leslie * Whiteboard (or butcher paper if you would like to retain sentences and modeling) * Pre-cut out sentences, cut into individual words and punctuation, all words required to create the sentence “I like \_\_\_ damper with my \_\_\_\_” * ALD cut up for students to use their preferred options to fill the gaps in the constructed sentences | Read the book Damper as a class.  On the whiteboard, demonstrate the start of the sentence “I like \_\_\_\_\_ damper” and choose a spread that you would like to eat damper with. Leave a blank space in your sentence for the students to fill with their topping of choice, the model and explain linking word “with”, continue sentence “with my (insert family member)  Remove example from the whiteboard, and distribute words for students to arrange their own sentences, as well as visual options from the ALD’s cut up for students to fill in the sentences with these preferred options.  Finished sentences should look like and read like “I like \_\_\_\_ damper with my \_\_\_\_”  Students to read their own sentences to themselves for self-correction, and read to the class.  Photocopy students work to take with them for following lessons.  Students to add a picture (hand drawn for those capable, alternative pencil options for other students) to decorate sentences to take with them to show at following lessons out of the classroom.  These pages can also be bound to make a class book for morning readers once taken on excursions. |
| 6 | * Skill and process of cooking damper over the fire * Importance of family tradition and sharing knowledge and skills * Seeing the cooking methods and tools of traditional indigenous meals (damper) | * To cook a traditional damper (possibly) over a fire with instruction, guidance and support from a local indigenous community member * Listen to stories from the local indigenous community member of their family, their tradition, cooking methods and more * Hands on experience of cooking a meal, and gaining their own story to pass on to future generations of knowledge and skill of a traditional indigenous cooking style and meal | Organise a local community member to come in and cook damper with the students.   * Teachers may know a parent or school community member who could assist with this. * Otherwise your KESO may be able to support with organising a community member who can support (be sure to talk with the KESO about appropriate remuneration of this person) | A hands on experience of cooking a meal, and gaining their own story to pass on to future generations of knowledge and skill of a traditional indigenous cooking style and meal.  Lesson may vary in outcomes, depending on the location of the lesson, and who is assisting in running the lesson and their personal learning intentions for the students (work with your KESO and the community member to determine these learning intentions prior).  Students may want to share their sentences and artwork with those running the cooking session. |