

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – FIBRES

YEAR 1

The
Orb

FIBRES**HIDDEN FOREST**

Learners identify characteristics and growing conditions of kelp growing in Tasmanian waters. They learn about how Aboriginal people regard kelp as a cultural resource and examine texts that illustrate the relationship people have with kelp forests.

CROSS CURRICULUM PRIORITY**Aboriginal and Torres Strait Islander Histories and Cultures***Organising idea 2*

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

ACHIEVEMENT STANDARDS**English**

Students make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

CONTENT DESCRIPTORS**English**

Discuss how authors create characters using language and images (ACELT1581).

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582).

GENERAL CAPABILITIES**Critical and Creative Thinking**

Inquiring – identifying, exploring and organising information and ideas

Identify and clarify information and ideas

Level 2 – identify and explore information and ideas from source materials

Ethical Understanding

Understanding ethical concepts and issues

Explore ethical concepts in context

Level 2 – discuss ethical concepts within a range of familiar contexts

Intercultural Understanding

Interacting and empathising with others

Consider and develop multiple perspectives

Level 2 – express their own perspectives on familiar topics and texts, and identify the perspectives of others

Learning Goals

Learners will:

- » Explore text which explore or relate to kelp.
- » Compare the text with their own experience.
- » Investigate where you might find kelp in Tasmania.
- » Describe the texture and appearance of objects found in kelp forests.

Learning Sequence**Activating and Engaging***Land Links*

Read *The Hidden Forest* by Jeannie Baker to the learners.

Ask learners:

- » Look at the images: what animals might you find in a kelp forest?
- » Where would you find kelp a kelp forest in Tasmania?

Use a map and locate marine reserves and significant kelp forests of the world.

Arrange for learners to explore sensory tubs with different types of seaweed and objects found in the text.

NOTE TO TEACHER:

Ensure the objects remain in water to compare textures with land-based materials later.

Have learners describe and record their observations.

Ask learners to try using similes to describe their experience. Example: the kelp was as soft as velvet; the colour was as golden as the sun.

Ask learners:

- » How did the Ben feel when he first saw the kelp?
- » How did Ben feel when Sophie showed him the kelp forest?

Encourage learners discuss how Ben's point of view changes when he goes below the surface.

Have learners draw what they imagine the kelp forests would look like from beneath the water.

Exploring and Discovering

Land Links

Non-verbal

Have learners explore sensory tubs filled with land-based resources (grasses, seeds, bark and stone).

Ask learners to make similes based upon what they feel. For example, as rough as sandpaper or as dry as the desert.

Have learners compare and contrast the sea-based resources to the land-based resources. Complete a whole class word wall for each set of resources.

Ask learners:

- » What could the land-based resources be used for?
- » What could the sea-based resources be used for?

Investigate Tasmanian Aboriginal kelp water carriers.

Synthesising and Applying

Community Links

Ask learners:

- » Looking at the land-based resources and comparing them to the sea-based resources, can you see anything that could be used to carry water?
- » Do you know of anything naturally occurring in Tasmania that could carry water?
- » What characteristics does a material need to carry water?

Discuss with learners the importance of being able to carry water.

Ask learners:

- » If we wanted to find out how to make kelp water carriers who should we ask?

Invite an Aboriginal Sharer of Knowledge into the classroom to guide learners in making kelp water carriers.

Have learners present their water carriers, along with a recount of their investigation, for display in their school community.

Success Criteria

Learners:

- » Consider the point of view of a character within a text.
- » Use descriptive language (experimenting with simile) to describe natural objects.
- » Make predictions about resources available to carry water.
- » Share their knowledge with others.
- » Consider how to sensitively investigate culture.

GOING FURTHER:

Learners investigate the eco system of kelp forests. Using food chains and webs, explore which animals rely upon kelp forests to live.

Explore the resources of Jeannie Baker and investigate the ways in which kelp forests are threatened by human activity.

Complete an author study of Jeannie Baker and look at her theme of conservation that run through her texts. Make links to Aboriginal and Torres Strait Islander histories, and link to land management practices.

Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email Aboriginal.education.library@education.tas.gov.au or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » The story: [The Hidden Forest](#)
- » Wikipedia: [Kelp Forest Map](#)
- » Website: [Jeannie Baker](#)
- » Colouring in template: [National Geographic Kelp Forest Ecosystem](#)

AEC	Aboriginal Elders Council of Tasmania
C	Cambridge Dictionary
D	Dictionary.com
G	General understanding
O	Oxford Online Dictionary

Glossary

Endemic

Native and restricted to a certain place. **O**

Fibre

Aboriginal people have used in the past and continue to use natural fibres – plant and animal – to make useful and important objects. **G**

Habitat

The natural environment in which an animal or plant usually lives. **C**

Interconnection

To connect with or be related to each other. **C**

Introduced species

An introduced species (alien species, exotic species, non-indigenous species, or non-native species) is a species living outside its native distributional range, which has arrived there by human activity, either deliberate or accidental. **D**

Life cycle

The series of changes in the life of an organism including reproduction. **G**

Resource

A useful or valuable possession or quality of a country, organization, or person. **C**

Simile

An expression which describes a person or thing as being similar to someone or something else. **C**

Water carriers

Kelp baskets or carriers were used mainly to carry water and as drinking vessels. **AEC**



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