



Game lesson title	Discovering Paperbark		
Brief intro	<p>The <i>Paperbark</i> game provides an interactive experience that allows students to explore Country while navigating the life of a curious wombat. Throughout the game, students encounter the landscapes, plants, and animals of Australian bush.</p> <p>This lesson is a part of a six-lesson unit of work inspired by the immersive and captivating videogame called Paperbark. Each lesson in the unit of work is designed to highlight the cultural significance of Country for First Nations peoples, and how the natural elements in <i>Paperbark</i> connect to the knowledge and practices of First Nations people in Australia.</p>		
Lesson hook	Students will explore the game <i>Paperbark</i> and reflect on how the Australian landscape depicted in the game connects to First Nations peoples’ knowledge of the environment.		
Suggested year level	Grade 5-6	Suggested age level	10 - 12
Suggested duration	60 minutes (Lesson 1 of 6)	Costs involved? (detail below)	Purchase of app is \$5.99 AUD per device.
Author	You are free to copy, communicate and adapt this lesson plan which was created by Tanna Hardinge and licensed under a Creative Commons Attribution 2.0 . Artwork courtesy of Paperhouse Games.		
Subject/s			
<input checked="" type="checkbox"/> Geography, History, Literacy, Intercultural Capability, Cross Curriculum Priorities: Learning about Aboriginal and Torres Strait Islander histories and cultures			
Curriculum/Capabilities Alignment (VIC/AC) and Skills			
Please find the relevant VIC and AC Curriculum points			
VCGGK094 – Geography : Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places.			



VCHHK089 – History: The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples

VCELY329 – Literacy: Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images, and sound appropriate to purpose and audience

VCELY319 – Literacy: Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

VCICCD012 – Intercultural capability: Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups

AC Capability: Literacy

AC Capability: Information and Communication Technology (ICT)

AC Capability: Critical and Creative Thinking

AC Capability: Intercultural Understanding

Game Used	<u>Paperbark</u>		
Game play required?	Yes		
CLASSIFICATION	DEVICE/s	INTERNET REQUIRED?	COST (RRP)
N/A	iPad, Laptop, Tablet	Yes	Purchase of app is \$5.99AUD per student.
Important note about Game Classification			
As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit https://www.classification.gov.au/ and https://www.commonsense.org/education/ to guide you.			



How are games used by students in the lesson?

- ☐ **Watchers** – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry.
- ☒ **Players** - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc.
- ☐ **Makers** - learning through making games (coding, creative production, teamwork, leadership)
- ☐ **Explorers** (Minecraft) – imaginative, self-directed, exploratory/sandbox learning.

eSafety Considerations

This game is to be played on an iPad or tablet with access to the internet.

Prior knowledge/skills (Required/Recommended/References)

No specific skills are required for this lesson. It is recommended that students have some prior knowledge of Aboriginal and Torres Strait Islander peoples, histories, and cultures for the effective delivery of this lesson.

Student outcomes

Learning goals

KNOW: The importance of Country for First Nations peoples

BE ABLE TO: Collaboratively proceed through the *Paperbark* game chapters.

IMPROVE: Knowledge of Aboriginal and Torres Strait Islander culture

LESSON SEQUENCE

Prep & introduction activities

Teacher preparation:

- Please familiarise yourself with the cultural protocols for Koorie Education in Victorian schools. You can access this [here](#). Where possible, we strongly encourage you to engage with your local Aboriginal community and Traditional Owners for further consultation. Download the guide from VAEAI [here](#).
- Ensure that the *Paperbark* app is downloaded onto devices for students to use in pairs. Use a splitter and 2 x headphones. The audio is important for the story.

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- We highly recommend teachers play through the game themselves before teaching (approx 20 min). This will mean you can skip back to previous chapters in the menu which does not become an option until the game is played once (see pic)
- You will need access to an IWB, large screen or projector to model playing *Paperbark* as a class. To do this, ensure Chromecast or Screen Mirroring is installed on your Ipad (join the same WIFI as TV).



- If you have the book *Wilam: A Birrarung Story*, print out the pdf: Lesson 1 vocabulary from the book *Wilam* and laminate.

Introduction activities (5 minutes):

(Download Class Presentation Powerpoint)

- Reminder of what flora and fauna is
- Introduce the *Paperbark* game to students. You may like to describe the game in your own words, or you can use the description below:

*"Paperbark is a game that tells a charming short story of the bush, a wombat, and a very hot Australian Summer. It presents a sincere representation of Australian bushland which is inspired by iconic historical and contemporary landscape artists and Australian children's literature. The player follows a sleepy wombat who spends its day exploring and foraging, while in search for a new home. As the story unfolds, new locations are discovered, the adventure builds with the heat of the day. The game has been created as a love letter to wandering through the bush and will resonate with anyone who grew up in Australia or is interested in it. The natural environment that we will see in *Paperbark* is designed around Victoria and includes flora and fauna which are native to the state."*

- Connect your device to the projector or screen. Ask students to access their devices and open the app *Paperbark*.
- Explain to students that you will now complete *Chapter 1, The Paperbark Tree* together as a class. To guide the wombat they tap the

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	<p>screen, they can collect tokens but these are non-essential. Prompt students to pay attention to the flora and fauna as they play.</p> <p>Try to discuss questions from students about the game play as they arise.</p>
Main lesson activities	<p>Player and scribe (20 minutes):</p> <ul style="list-style-type: none"> - Ask students to find a partner as they will complete the rest of the game in pairs. Some students may not finish the game in lesson 1 – that’s okay. - Explain to students that each partner will be both a player and a scribe. The scribe needs to write a dot-point summary of the natural features they observe such as plants, animals, and the environment. The player is to work their way through the game within their allocated time. - Each student will have ten minutes to complete their role. Ensure that students are notified once ten minutes has passed so they can rotate roles. <p>Notice and think (10 minutes):</p> <ul style="list-style-type: none"> - You will facilitate a discussion about the game, and the observations of students. Begin by asking students to share what they noticed about the environment of the game. You may like to ask students to refer to their dot-point summary to guide their responses. - Once students have shared what they noticed, invite students to think deeply about the environment of the game. The aim for this part of the activity is to get students thinking about the seasons. Use the questions below to guide the discussion: <p>Which Western season is the game set in (Autumn, Spring, Summer, Winter)?</p> <p>What do you know about the Western seasonal calendar?</p> <p>Are the weather conditions we experience easily summarised by four predictable seasons?</p> <ul style="list-style-type: none"> - Explain to students that the Kulin People who are the First Nations people of Victoria describe the climate of the state as seven seasons opposed to four seasons. This provides a better explanation of the changing weather of Victoria. This is called the ‘Seven Seasons of the Kulin People’. <p>These seasons can be summarised as –</p> <p>Biderap, Dry Season (Jan-Feb)</p>

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	<p>luk, Eel Season (March)</p> <p>Waring, Wombat Season (April-July)</p> <p>Guling, Orchid Season (Aug)</p> <p>Poorneet, Tadpole Season (Sep – Oct)</p> <p>Buarth Gurru, Grass Flowering Season (Nov)</p> <p>Garrawang, Kangaroo-Apple Season (Dec)</p> <p>Source: Inspiring Victoria</p> <p>Ask students which season their birthday falls in? What does it look and feel like? Also, compare Melbourne’s month of December (in Western season of Summer -hot, dry, sunny skies) with the Kulin season Garrawang, Kangaroo-Apple Season (Dec) which describes long days, short nights, dry thunder storms, red fruits, etc.</p> <p>You may like to display the image below to students or print and laminate a</p> <div data-bbox="435 1120 1377 1657"> <p>Seven Wurundjeri Seasons</p> <ul style="list-style-type: none"> Biderap/dry season Luk/eel season Waring/wombat season Guling/orchid season Porneet/tadpole season Buath Gurru/grass flowering season Kangaroo apple season </div> <p>visual guide for them.</p> <p>Source: Yarra City Council – Nature Strategy: Protecting Yarra’s Unique Biodiversity 2020 – 2024.</p>
<p>Reflection activity</p>	<p>Research (15 minutes)</p> <ul style="list-style-type: none"> Explain to students that Country is a proper noun, which is why it is usually capitalised in Australian English. First Nations people refer to Country in the same way that they refer to a person. For example, Country needs time to heal.



	<ul style="list-style-type: none"> - Invite students to use their devices to read through the following web pages and use their new knowledge to write their responses to the reflection questions in an exercise book: <p>What is Country? (note some may respond with the Western definition eg Australia, New Zealand etc, help them to redefine this with research).</p> <p>What is the importance of Country to First Nations peoples and culture?</p> <p>Recommended web pages for students (share to their google classroom):</p> <p>https://www.commonground.org.au/article/what-is-country</p> <p>https://aiatsis.gov.au/explore/welcome-country</p> <p>https://www.evoves.com.au/connection-to-country/</p> <ul style="list-style-type: none"> - After ten minutes, ask students to come together to share their understanding of Country with the class. Utilise this as an opportunity to acknowledge the Country that you are learning on during this lesson. You can use this PDF of the AIATSIS map to identify where you are located.
<p>Differentiation: modification, extension and inclusion notes</p>	<p>Modification:</p> <p>For the discussion activities, you could provide students with learning difficulties, printed copies of the discussion questions. This may help with any auditory processing delays.</p> <p>Extension (30 minutes):</p> <ul style="list-style-type: none"> - Students will select a Nation (and the accompanying seasonal calendar) from the Indigenous Weather Knowledge section on the Bureau of Meteorology. You can access the website here http://www.bom.gov.au/ - Invite students to read through the information provided about the area of Country they've selected. - Give students the option to select one of the tasks below to complete and demonstrate their knowledge: <p>Option 1: You are a reporter, and your task is to publish a brief written report that provides information on the seasonal calendar you've selected.</p> <p>Option 2: You are an artist, and your task is to create a visual representation of the seasonal calendar with brief annotated descriptions.</p>



Student Homework/Further Work
You could provide the extension task as homework for students to allow them to deepen their understanding of Country and the seasons that First Nations people have observed and documented for millennia.
Assessment
Formative and observational: student notes, student contributions to class discussion, student contributions to creative activity, student group participation and collaboration.

ACMI Game Lessons acknowledges the support of the Department of Education Training, Victoria, through the Strategic Partnerships Program.



Game lesson title	Understanding Australia's Flora and Fauna		
Brief intro	<p>The <i>Paperbark</i> game provides an interactive experience that allows students to explore Country while navigating the life of a curious wombat. Throughout the game, students encounter the landscapes, plants, and animals of Australian bush.</p> <p>This lesson is a part of a six-lesson unit of work inspired by the immersive and captivating app videogame Paperbark. Each lesson in the unit of work is designed to highlight the cultural significance of Country for First Nations peoples, and how the natural elements in <i>Paperbark</i> connect to the knowledge and practices of First Nations people in Australia.</p>		
Lesson hook	Students will create a digital journal using online graphic design tool, Canva. Using their digital journal, students will research flora and fauna of their choice and create an informative scrapbook page for each.		
Suggested year level	Grade 5-6	Suggested age level	10 - 12
Suggested duration	65 minutes	Costs involved? (detail below)	Basic Canva Account is free. Paperbark game cost included Lesson 1.
Author	You are free to copy, communicate and adapt this lesson plan which was created by Tanna Hardinge and ACMI and is licensed under a Creative Commons Attribution 2.0 . Artwork courtesy of Paperhouse Games.		
Subject/s			
<input checked="" type="checkbox"/> English, Geography, Visual Arts, Cross Curriculum Priorities: Learning about Aboriginal and Torres Strait Islander histories and cultures			
Curriculum/Capabilities Alignment (VIC/AC) and Skills			
Please find the relevant VIC and AC Curriculum points			



VCELY329 – Literacy: Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience

VCELY319 – Literacy: Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

VCGGK094 – Geography: Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places.

VCAVAP031 – Visual Arts: Create and display artwork considering how ideas can be expressed to an audience.

AC Capability: [Literacy](#)

AC Capability: [Information and Communication Technology \(ICT\)](#)

AC Capability: [Intercultural Understanding](#)

Game Used	Paperbark		
Game play required?	Not in this lesson, however knowledge and experience from playing the game in Lesson 1 is recommended.		
CLASSIFICATION	DEVICE/s	INTERNET REQUIRED?	COST (RRP)
N/A	iPad, Laptop, Tablet	Yes	Basic Canva Account is free. Paperbark game cost included Lesson 1.
Important note about Game Classification			
As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit https://www.classification.gov.au/ and https://www.common sense.org/education/ to guide you.			
How are games used by students in the lesson?			
<input type="checkbox"/> Watchers – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry.			



☐ **Players** - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc.

☒ **Makers** - learning through making games (coding, creative production, teamwork, leadership)

☐ **Explorers** (Minecraft) – imaginative, self-directed, exploratory/sandbox learning.

eSafety Considerations

This game is to be played on an iPad or tablet with access to the internet.

Prior knowledge/skills (Required/Recommended/References)

No specific skills are required for this lesson. However, it is required that students have completed the game *Paperbark*. Please see lesson one in this unit for guidance with this. It is further recommended that students have some prior knowledge of Aboriginal and Torres Strait Islander peoples, histories, and cultures for the effective delivery of this lesson.

Student outcomes

Learning goals

KNOW: Important details about Australia's flora

BE ABLE TO: Research different types of Australia's flora

IMPROVE: Knowledge of traditional use of plants for First Nations peoples

LESSON SEQUENCE

Prep & introduction activities

Teacher preparation:

- Please familiarise yourself with the cultural protocols for Koorie Education in Victorian schools. You can access this [here](#). Where possible, we strongly encourage you to engage with your local Aboriginal community and Traditional Owners for further consultation. Download the guide from VAEAI [here](#).
- Ensure that students have access to a device with internet access. A device with touch screen capabilities and/or a stylus/pen is preferable as it will allow students to draw.
- Download and print A3 vocabulary list from *Wilam* book (if the class owns a copy). Not essential.



	<p>Introduction activities (10 minutes)</p> <ul style="list-style-type: none"> - Begin with a recap of lesson 1 to refresh. If some students didn't complete the game, you can give them 5 more minutes to do this at start of lesson. - Instruct students to log into their devices and go to https://www.canva.com/en_au/ - If students do not have an account with Canva, they will need to sign up to create a Canva account with their school email and personal details. - Once students are signed in, ask them to search for 'scrapbook' or 'journal' templates in the search bar. Explain to students that they will be using this Canva file as a digital journal throughout the unit to document their work.
<p>Main lesson activities</p>	<p>Research (40 minutes):</p> <ul style="list-style-type: none"> - In the game, students would have observed a range of different Australian flora and fauna. Using the images of the flora and fauna from the game, ask students to select two to research, they can identify them using the common name. The list is for your reference – for students see the downloadable sheets with the images (with & without the scientific names). <i>Note the images and lists are downloadable with this Unit from the ACMI website.</i> <p>FLORA:</p> <p>Acacia pycnantha (Golden Wattle) Daviesia Genistifolia (Broom Bitter Pea) Murnong (Daisy Yam) Persicaria (Knotweed) Thelymitra pauciflora (Slender Sun Orchard) Myrtaceae (Eucalyptus) Callistemon (Lemon Bottlebrush & Willow Bottlebrush)</p> <p>Other Australian flora not pictured on sheets, but they could still research:</p> <p>Banksia Integrifolia (Coast Banksia) Grevillea glossadenia (Grevillea) Syzygium smithii (Lilly Pilly) Lomandra longifolia (Basket Grass) Leptospermums (Australian tea tree) Chamelaucium (Wax flower) Lomandra (Mat-rush)</p>

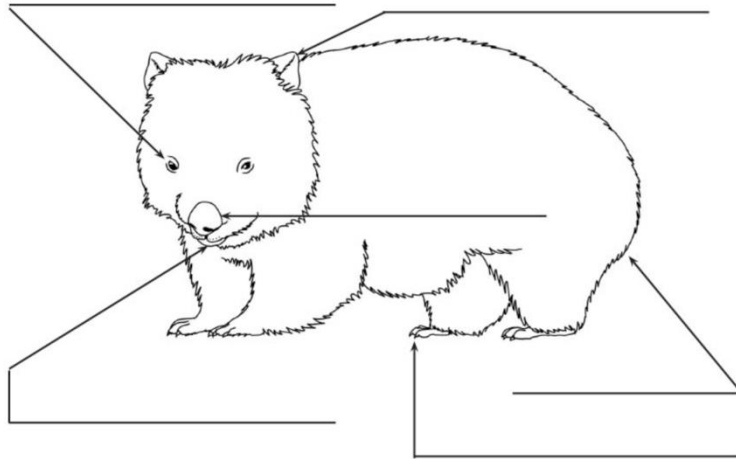




	<p>FAUNA: Vombatus ursinus (Wombat) Malurus cyaneus (Blue Fairy Wren) Strepera graculina crissalis (Pied Currawong) Dacelo novaeguineae (Kookaburra) Calyptorhynchus banksii (Black Cockatoo) Cacatua alba (White Cockatoo) Tiliqua scincoides (Blue-tongue Skink) Cyclochila australasiae (Cicada)</p> <ul style="list-style-type: none"> - Explain to students they need to research information about the types of flora or fauna they have selected, using their devices. They will collect research on the following: <p>Scientific and/or Indigenous name of plant/animal</p> <p>Then they can choose one of the following: 5 points of key information and facts about the plant/animal</p> <p>OR the traditional use of the plant for First Nations peoples – students may like to use the website below to assist them: (https://www.anbg.gov.au/gardens/visiting/exploring/aboriginal-trail/)</p> <p>OR a dreaming story featuring the fauna</p> <p>Images of plant/animal (students can use artwork from the downloadable sheets in their Canva journals).</p> <ul style="list-style-type: none"> - Using this information, students are to return to Canva to create two informative ‘scrapbook’ pages on each plant they have selected. Canva will allow students to customise each page, including images, text and fun graphics. - Allow students five minutes at the end of the activity to share their scrapbook pages with their peers. You may like to invite students to participate in a short gallery walk whereby each student leaves their device on their desk to allow others to view it as they walk in a clockwise direction around the classroom.
<p>Differentiation: modification, extension and inclusion notes</p>	<p>Modification if you are short on time, the students can write their research on sheets instead of Canva.</p> <p>Extension (20 minutes):</p> <ul style="list-style-type: none"> - Students participate in a labelling a wombat diagram (see below). They may need to research information about the characteristics of wombats to supplement their knowledge.



Label the Wombat (Common)



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Wombat (Common) (Coarse-haired Wombat)

Vombatus ursinus

They are short, squat, and muscular.

The ears are small and covered in hair.

They have thick, coarse fur that can range in color from cream to dark brown.

That have a rounded head, and small eyes.

The tip of the nose is hairless.

Their front teeth (incisors) are sharp and continue to grow through out their lives.

They have short legs with sharp claws for digging.

They have a small tail.

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- Please see a worked example of a wombat diagram below:

Source: <https://www.exploringnature.org/db/view/Wombat-Labeling-Page>



Student Homework/Further Work

Student homework: Walk on Country (15 minutes):

Students take a walk outside in their local area or back garden. Find a place to stop and get in touch with their senses. Ask the students to think about the following as they sit still:

What can you hear? See? Feel? Taste? Touch?

Ask students if they can identify any flora and fauna. Students could be instructed to collect a variety of flora from their local area and/or backyard. Students can use their research skills to identify the type of flora. Students would bring in their samples of flora for a 'show and tell' exercise in class.

Further work (20 minutes):

In Lesson 1, students deepened their understanding of the term Country and the importance of Country to First Nations peoples and culture. Using their work from the reflection activity, instruct students to create a journal entry, 'I Am' poem for the term, Country.

You may like to give students the template below to use:

I am... (two traits or characteristics)
I wonder... (something curious)
I hear... (a sound in nature)
I see... (a sight in nature)
I want... (a desire)
I am... (first line of the poem repeated)
I pretend...(something to imagine)
I feel... (a feeling you hold about nature)
I touch... (a texture in nature)
I worry... (an issue that may arise)
I cry...(something that evokes sadness)
I am... (first line of the poem repeated)
I dream... (a wish you have for nature)

Assessment

Formative and observational: student notes, student contributions to class discussion, student work completed in digital diary, student group participation and collaboration.

ACMI Game Lessons acknowledges the support of the Department of Education Training, Victoria, through the Strategic Partnerships Program.



VICTORIA
State
Government

Department
of Education



Game lesson title	Exploring and experimenting with bush foods		
Brief intro	<p>The <i>Paperbark</i> game provides an interactive experience that allows students to explore Country while navigating the life of a curious wombat. Throughout the game, students encounter the landscapes, plants, and animals of Australian bush.</p> <p>This lesson is a part of a six-lesson unit of work inspired by the immersive and captivating app videogame Paperbark. Each lesson in the unit of work is designed to highlight the cultural significance of Country for First Nations peoples, and how the natural elements in <i>Paperbark</i> connect to the knowledge and practices of First Nations people in Australia.</p>		
Lesson hook	Students will learn about the traditional bush foods of Aboriginal and Torres Strait Islander peoples. Students will use their knowledge to research and design a recipe card that showcases one or more traditional bush foods.		
Suggested year level	Grade 5-6	Suggested age level	10 - 12
Suggested duration	65 mins	Costs involved? (detail below)	Purchase of app is \$5.00 AUD per device.
Author	You are free to copy, communicate and adapt this lesson plan which was created by Tanna Hardinge and ACMI and is licensed under a Creative Commons Attribution 2.0 . Artwork courtesy of Paperhouse Games.		
Subject/s			
<input checked="" type="checkbox"/> English, Geography, Cross Curriculum Priorities: Learning about Aboriginal and Torres Strait Islander histories and cultures			
Curriculum/Capabilities Alignment (VIC/AC) and Skills			
Please find the relevant VIC and AC Curriculum points			
VCELY319 – Literacy: Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.			



VCGGK094 – Geography: Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places.

AC Capability: [Literacy](#)

AC Capability: [Information and Communication Technology \(ICT\)](#)

AC Capability: [Intercultural Understanding](#)

Game Used	Paperbark		
Game play required?	Not in this lesson, however knowledge and experience from playing the game in Lesson 1 is recommended.		
CLASSIFICATION	DEVICE/s	INTERNET REQUIRED?	COST (RRP)
N/A	iPad, Laptop, Tablet	Yes	Purchase of app is \$5.00 AUD per device.
Important note about Game Classification			
As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit https://www.classification.gov.au/ and https://www.commonsense.org/education/ to guide you.			
How are games used by students in the lesson?			
<input type="checkbox"/> Watchers – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry. <input checked="" type="checkbox"/> Players - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc. <input type="checkbox"/> Makers - learning through making games (coding, creative production, teamwork, leadership) <input type="checkbox"/> Explorers (Minecraft) – imaginative, self-directed, exploratory/sandbox learning.			
eSafety Considerations			
This game is to be played on an iPad or tablet with access to the internet.			



Prior knowledge/skills (Required/Recommended/References)	
No specific skills are required for this lesson. However, it is required that students have completed the game <i>Paperbark</i> . Please see lesson one in this unit for guidance with this. It is further recommended that students have some prior knowledge of Aboriginal and Torres Strait Islander peoples, histories, and cultures for the effective delivery of this lesson.	
Student outcomes	
Learning goals	KNOW: How traditional bushfoods can be used in modern cooking
	BE ABLE TO: Create a recipe card using one or more traditional bushfoods
	IMPROVE: Knowledge of traditional bush foods and cooking practices
LESSON SEQUENCE	
Prep & introduction activities	<p>Teacher preparation:</p> <ul style="list-style-type: none"> - Please familiarise yourself with the cultural protocols for Koorie Education in Victorian schools. You can access this here. Where possible, we strongly encourage you to engage with your local Aboriginal community and Traditional Owners for further consultation. Download the guide from VAEAI here. - You will need access to a projector or screen to show a video to students. - Ensure that students have access to a device with access to the internet. You may wish to share the lesson URLs to their classroom accessible server. <p>Introduction activities (10 minutes):</p> <ul style="list-style-type: none"> - In the video, First Nations man Christian Hampson, CEO of Yerrabingin discusses some of his favourite bush foods and how they can be eaten. - Play video. The video has a duration of 8 minutes and 12 seconds. Access it here: https://www.youtube.com/watch?v=Lmm51Cyf9_8 - Invite students to discuss the video after viewing. Ask students if they have had any of these bush foods before, or if they'd be interested in trying bush foods.




Main lesson activities	<p>Design a recipe card (40 minutes):</p> <ul style="list-style-type: none">- Read passage of information to students: <p>“When European settlers colonised Australia, they had little understanding of the vast knowledge that Aboriginal and Torres Strait Islander people possessed about the land, and the food it provided. Many different types of bush foods that First Nations people grew and harvested for thousands of years still exist today. Most traditional bushfoods are widely used and experimented with in Australian society”.</p> <ul style="list-style-type: none">- Students will design a recipe card for a recipe that is involves traditional bush foods, and native flavourings. Students will need access to a device to research different recipes, and to create the design card.- Provide students with the list of native ingredients (below). Students can use this list to find a recipe that involves one or more of these bush foods: <p>Desert quandong Bunya nut Finger lime Saltbush Lemon myrtle Tasmanian pepperberry Wattle seed Kangaroo Macadamia Warrigal greens Paperbark (as a cooking tool) Kakadu plum</p> <ul style="list-style-type: none">- You can give students a list of websites to kick start their research: <p>https://deadlystory.com/icms_docs/309149_Flavours_of_the_Coast_-_Koori_Cookbook.pdf</p> <p>https://www.taste.com.au/recipes/collections/native-australian-food</p> <p>https://www.sbs.com.au/food/blog/2021/06/30/13-recipes-celebrate-australian-bush-foods</p> <p>https://www.delicious.com.au/recipes/collections/gallery/recipes-native-australian-ingredients/odaqdh0g?page=3</p>
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	<ul style="list-style-type: none"> - Once students have found a recipe that includes one or more of the key ingredients, they ready to move onto their recipe card. The recipe card must contain ingredients, directions/method, servings, duration, and an image. - Students are to design their card in their digital journal, by searching 'recipe card templates' into their Canva account. You can access these by clicking here. Ensure they digitally share the recipe with you. - Allow five minutes at the end of the activity for students to discuss their recipes with the class. You may like to pair students together who have chosen the same ingredient so they can discuss how the ingredient is used differently in their respective recipes. <p>Optional: Create a class cookbook (extension for another day)</p> <ul style="list-style-type: none"> - Obtain a digital copy of each students' recipe card and create a digital cookbook for students and their families! - The class could use blank A4 paper to draw the front and back cover of the cookbook! Once students are finished, scan the paper using your school's printer. - If students save their recipe card as a PDF in Canva, you can merge all PDFs together using Adobe Acrobat or a similar software. Make sure you include the front and back cover!
Optional reflection activity	<p>A New Home project (15 minutes):</p> <ul style="list-style-type: none"> - Play video. The video has a duration of 3 minutes and 9 seconds. You can access it here: https://www.youtube.com/watch?v=WQ8NiPKTavQ - After viewing, ask students to reflect on the 'A New Home' chapter of the <i>Paperbark</i> game where the wombat felt safe and comfortable in its new home. <p>You can display the image below to jog their memory -</p>

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	 <ul style="list-style-type: none"> - Ask students to brainstorm how they could create 'A New Home' for traditional bushfoods at their school, like the students in the video who had established an Indigenous Garden that was abundant with traditional bushfoods. It is recommended that you document their discussion on a whiteboard, laptop, or written notes. - Using student ideas and concepts, write a short pitch on your device using a projector or screen. This will allow students to follow and contribute to the process of writing the pitch. - If possible, students could present the pitch at their next student council meeting (or similar) for 'A New Home' project at their school.
Differentiation: modification, extension and inclusion notes	Inclusion: <ul style="list-style-type: none"> - For the videos in this lesson, you may like to provide students with a written transcript of each video which can be obtained via YouTube. This will assist students with a variety of accessibility needs.
Student Homework/Further Work	
<p>Get in contact with your local First Nations community, Traditional Owner groups, and councils. They may be able to get you into contact with a First Nations person with expertise in traditional bush foods and may be able to facilitate a cooking class for the students.</p>	
Assessment	
<p>Formative and observational: student notes, student contributions to class discussion, student viewing of videos, student recipe cards, student group participation and collaboration.</p>	

ACMI Game Lessons acknowledges the support of the Department of Education Training, Victoria, through the Strategic Partnerships Program.



Game lesson title	Understanding traditional land management		
Brief intro	<p>The <i>Paperbark</i> game provides an interactive experience that allows students to explore Country while navigating the life of a curious wombat. Throughout the game, students encounter the landscapes, plants, and animals of Australian bush.</p> <p>This lesson is a part of a six-lesson unit of work inspired by the immersive and captivating app videogame <i>Paperbark</i>. Each lesson in the unit of work is designed to highlight the cultural significance of Country for First Nations peoples, and how the natural elements in <i>Paperbark</i> connect to the knowledge and practices of First Nations people in Australia.</p>		
Lesson hook	Students will work collaboratively to read a chapter of Young Dark Emu and create a poster with their group that summarises the key elements of the chapter. Students will learn about traditional land management of First Nations peoples as students present their information to the class.		
Suggested year level	Grade 5-6	Suggested age level	10 - 12
Suggested duration	70 mins	Costs involved? (detail below)	Basic Canva Account is free. Paperbark game cost included Lesson 1.
Author	You are free to copy, communicate and adapt this lesson plan which was created by Tanna Hardinge and ACMI and is licensed under a Creative Commons Attribution 2.0 . Artwork courtesy of Paperhouse Games.		
Subject/s			
<input checked="" type="checkbox"/> English, Geography, Visual Arts, Cross Curriculum Priorities: Learning about Aboriginal and Torres Strait Islander histories and cultures			
Curriculum/Capabilities Alignment (VIC/AC) and Skills			
Please find the relevant VIC and AC Curriculum points			



VCELT336 – **English:** Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others

VCELY337 – **English:** Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills

VCGGK094 – **Geography:** Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places

VCGGK096 – **Geography:** Environmental and human influences on the location and characteristics of places and the management of spaces within them

VCGGC087 – **Geography:** Describe and explain interconnections within places and between places, and the effects of these interactions

AC Capability: Intercultural Understanding

AC Capability: Literacy

AC Capability: Personal and social capability

Game Used	<u>Paperbark</u>		
Game play required?	Not in this lesson, however knowledge and experience in playing the game in lesson 1 (especially Chptr 4 The Bushfire) is recommended.		
CLASSIFICATION	DEVICE/s	INTERNET REQUIRED?	COST (RRP)
N/A	iPad, Laptop, Tablet	Yes	Basic Canva Account is free. Paperbark game cost included Lesson 1.
Important note about Game Classification			
As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit https://www.classification.gov.au/ and https://www.common sense.org/education/ to guide you.			
How are games used by students in the lesson?			



- ☐ **Watchers** – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry.
- ☒ **Players** - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc.
- ☐ **Makers** - learning through making games (coding, creative production, teamwork, leadership)
- ☐ **Explorers** (Minecraft) – imaginative, self-directed, exploratory/sandbox learning.

eSafety Considerations

This game is to be played on an iPad or tablet with access to the internet.

Prior knowledge/skills (Required/Recommended/References)

No specific skills are required for this lesson. However, it is required that students have completed the game *Paperbark*. Please see lesson one in this unit for guidance with this. It is further recommended that students have some prior knowledge of Aboriginal and Torres Strait Islander peoples, histories, and cultures for the effective delivery of this lesson.

Student outcomes

Learning goals

KNOW: Traditional land management techniques of First Nations peoples

BE ABLE TO: Read a chapter of [Young Dark Emu](#)

IMPROVE: My ability to work and collaborate with my peers

LESSON SEQUENCE

Prep & introduction activities

Teacher preparation:

Please familiarise yourself with the cultural protocols for Koorie Education in Victorian schools. You can access this [here](#). Where possible, we strongly encourage you to engage with your local Aboriginal community and Traditional Owners for further consultation. Download the guide from VAEAI [here](#)

- You will need access to a projector or screen to show a video to students.

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- Preparation for class write up the *Lesson 4 guided reading questions* on the board for discussion. Print out the questions for guided reading and put inside the books at each chapter. We have simplified the questions for guided reading. The second question originally written would be good for further investigation.
- Consider which students would work well together in small groups, reading strengths particularly
- This lesson requires copies of the text, *Young Dark Emu*. These can be hardcopy or digital but must be able to be accessed by multiple students at once. The first chapter read by the author Bruce Pascoe can be accessed for [here](#) (starts after ad). The full audiobook can be access via Borrowbox.

Introduction activities (20 minutes):

- In the video, First Nations writer and anthologist Bruce Pascoe talks about how Aboriginal people managed fire and the land for many thousands of years, and invites us to reflect on the lessons we can take with us as we face worsening climate damage.
- Play video. The video has a duration of 4 minutes. Access it here: <https://youtu.be/gyRBQIOUI1I?si=ASKa6f5Ux5qlZNXd>
- Invite students to extend their thinking about Bruce Pascoe's presentation by writing an entry in their digital journal that responds to one of the following questions:

How do you think caring for Country helps maintain a connection to it?

What can Australians learn from how First Nations peoples care for the environment?

How can Australian society offer more opportunities for First Nations people to care for Country, and share their expertise?



Understanding Young Dark Emu (40 minutes):

- Divide students into six groups and give each group a number between one to six.
- Each group reads the chapter that corresponds to their group number. Have them write their answers on their guided reading questions (printed before hand).

Introduction:

Why did Bruce Pascoe write this book? What did he wants reads to know about?

Extension question: What do we know about how Aboriginal people were viewed by colonialists?

Chapter 2 (choose strong readers for this one)

How was the land maintained and cared for by First Nations people?

Extension question: What types of food did Aboriginal people grow and harvest?

Chapter 3:

What is aquaculture? Can you find an example from the chapter?

Extension question: What other types of aquaculture systems were created by First Nations peoples?

Chapter 4:

What did Charles Sturt discover? How did the Aboriginal people live in the villages?

Extension question: What did the shelters look like?

Chapter 5:

What methods of food storage were used by Aboriginal people?

Extension question: Are these methods used by people in society today? How have they adapted, or evolved?

Chapter 6:

How did Aboriginal people learn to use fire safely?

Extension question: How could these teachings help us today?

- After each group completes their guided reading questions, come together to share their responses.



	<p>For teachers to assign chapters to groups:</p> <p>Introduction is 2 pages total Chapter 2 - answer on page 6 of 10 pages – for strong readers Chapter 3 - answer in first of 6 pages Chapter 4 - answer in first two of 8 pages Chapter 5 - 3 pages total Chapter 6 - fire first two of 6 pages</p> <p>Teaching in Victoria? You may like to focus on the Victorian content for specific chapters. For example:</p> <p>Chapter 2 – Page 23 Chapter 3 – Page 38-42</p>
Optional reflection activity	<p>Written reflection (10 minutes):</p> <ul style="list-style-type: none"> - In their digital journal, invite students to reflect on the Paperbark game and respond to the questions below: <p>How might this type of environment be managed in real-life? How can land management assist with natural disasters, such as bushfires?</p>
Differentiation: modification, extension and inclusion notes	<p>Modification:</p> <p>For the Young Dark Emu activity, you may like to preselect same-ability of students and set them a specific chapter based on their ability as the chapters range in length and complexity.</p>
Student Homework/Further Work	
N/A	
Assessment	
Formative and observational: student notes, student contributions to class discussion, student work completed in digital diary, group posters, student group participation and collaboration.	

ACMI Game Lessons acknowledges the support of the Department of Education Training, Victoria, through the Strategic Partnerships Program.



Game lesson title	Design the next chapter		
Brief intro	<p>The <i>Paperbark</i> game provides an interactive experience that allows students to explore Country while navigating the life of a curious wombat. Throughout the game, students encounter the landscapes, plants, and animals of Australian bush.</p> <p>This lesson is a part of a six-lesson unit of work inspired by the immersive and captivating app videogame <i>Paperbark</i>. Each lesson in the unit of work is designed to highlight the cultural significance of Country for First Nations peoples, and how the natural elements in <i>Paperbark</i> connect to the knowledge and practices of First Nations people in Australia.</p>		
Lesson hook	Students will brainstorm, plan and design the next chapter of <i>Paperbark</i> . Students are required to use their knowledge and understanding of how First Nations people care for Country in their chapter development.		
Suggested year level	Grade 5-6	Suggested age level	10 - 12
Suggested duration	65 mins	Costs involved? (detail below)	Basic Canva Account is free. Paperbark game cost included Lesson 1.
Author	You are free to copy, communicate and adapt this lesson plan which was created by Tanna Hardinge and ACMI and is licensed under a Creative Commons Attribution 2.0 . Artwork courtesy of Paperhouse Games.		
Subject/s			
<input checked="" type="checkbox"/> English, Geography, Visual Arts, Cross Curriculum Priorities: Learning about Aboriginal and Torres Strait Islander histories and cultures			
Curriculum/Capabilities Alignment (VIC/AC) and Skills			
Please find the relevant VIC and AC Curriculum points			
VCAVAP031 – Visual Arts: Create and display artwork considering how ideas can be expressed to an audience			



VCELT328 – English: Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced

AC Capability: [Critical and Creative Thinking](#)

AC Capability: [Literacy](#)

AC Capability: [Information and Communication Technology \(ICT\)](#)

AC Capability: [Personal and Social Capability](#)

Game Used	Paperbark		
Game play required?	Some more game play at the start if you have time.		
CLASSIFICATION	DEVICE/s	INTERNET REQUIRED?	COST (RRP)
N/A	iPad, Laptop, Tablet	Yes	Basic Canva Account is free. Paperbark game cost included Lesson 1.
Important note about Game Classification			
As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit https://www.classification.gov.au/ and https://www.commonsense.org/education/ to guide you.			
How are games used by students in the lesson?			
<input type="checkbox"/> Watchers – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry. <input checked="" type="checkbox"/> Players - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc. <input type="checkbox"/> Makers - learning through making games (coding, creative production, teamwork, leadership) <input type="checkbox"/> Explorers (Minecraft) – imaginative, self-directed, exploratory/sandbox learning.			
eSafety Considerations			



This game is to be played on an iPad or tablet with access to the internet.

Prior knowledge/skills (Required/Recommended/References)

No specific skills are required for this lesson. However, it is required that students have completed the game *Paperbark*. Please see lesson one in this unit for guidance with this. It is further recommended that students have prior knowledge of Aboriginal and Torres Strait Islander peoples, histories, and cultures for the effective delivery of this lesson.

Student outcomes

Learning goals

KNOW: How to include new knowledge in my work

BE ABLE TO: Create the next chapter for *Paperbark*

IMPROVE: My descriptive writing through character development

LESSON SEQUENCE

Prep & introduction activities

Teacher preparation:

- Please familiarise yourself with the cultural protocols for Koorie Education in Victorian schools. You can access this [here](#). Where possible, we strongly encourage you to engage with your local Aboriginal community and Traditional Owners for further consultation. Download the guide from VAEAI [here](#).
- Download the Paperbark Concept Art.zip file to share.

Introduction activities (5 minutes):

- If you have time, let the students have another 5-10 minutes of gameplay to refresh their engagement.
- As a class, brainstorm what could happen next in the *Paperbark* game, after the final chapter. Use the questions below to guide the brainstorm:

What do you think was missing from the ending of *Paperbark*?

How can we include what we've learnt about First Nations people and how they care for Country in the next chapter?

What new setting or environment could we create? Consider sounds, shadows, flora, fauna. Think about the 7 seasons – what might the next be? Look at the garden around the house – a veggie box – what native ingredients might grow there? Bush Medicine? Who might live in the house?

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Main lesson activities

Character profile (10 minutes):

- Students are to extend their thinking beyond the final chapter 'A New Home' of *Paperbark* by brainstorming in their digital journal.
- Students must respond to the questions below to develop a character profile:

Who owns the home?

What do they look like? You can describe their appearance in written sentences, or you can sketch (or do both!)

What is their story? How are they connected to Country?

How might they care for their home, and the environment they live in?

How could this character appear in the new chapter?

Designing (40 minutes):

- Using their character profile as a planning tool, students will commence designing the next chapter of *Paperbark*. Students tick off each task of the criteria below to assist them in their designing of the next chapter:

Criteria -

- ☐ Class brainstorm about the next chapter
- ☐ Create your character profile

Students could choose one activity from the following:

- ☐ Write a brief 80-100 word synopsis about the next chapter. Give your chapter a title, and ensure that you include traditional bushfoods, land management techniques and/or native flora and fauna in your chapter.
- ☐ Create a map for your chapter. You can design this digitally in your digital journal on Canva. The map must include a new setting and route for the wombat, and your character to explore.
- ☐ Draw the graphics you will include in your chapter. Students can look at the concept art from PaperHouse Studios that shows how they communicate their ideas in rough sketches. Show the artwork from the Paperbark Concept Art.zip file.



Reflection activity	Show and tell (10 minutes): <ul style="list-style-type: none">- Group students into small groups of four.- In their groups, each student will share the details of the next chapter they've designed with their group members.- Encourage students to give positive and constructive feedback to their group members.
Differentiation: modification, extension and inclusion notes	Modification: <ul style="list-style-type: none">- The duration of the 'Designing' activity can be extended at the discretion of the teacher. Some students may need support in completing this task.
Student Homework/Further Work	
Further work: <p>Teachers wishing to do more creative development with students, access these free online resources provided by ACMI.</p> <p>Game Builder</p> <p>Film It</p> <p>Stop Motion animation</p>	
Assessment	
<p>Summative: assess students' understanding of key concepts and knowledge explored in the unit through their completion of the next chapter of <i>Paperbark</i>. The inclusion of the 'Further Work' activity would provide further evidence for summative assessment.</p> <p>It is recommended that you assess students on their ability to implement each element of the criteria successfully into their chapter.</p>	

ACMI Game Lessons acknowledges the support of the Department of Education Training, Victoria, through the Strategic Partnerships Program.



Game lesson title	Understanding the impacts of Climate Change		
Brief intro	<p>The <i>Paperbark</i> game provides an interactive experience that allows students to explore Country while navigating the life of a curious wombat. Throughout the game, students encounter the landscapes, plants, and animals of Australian bush.</p> <p>This lesson is a part of a six-lesson unit of work inspired by the immersive and captivating app videogame <i>Paperbark</i>. Each lesson in the unit of work is designed to highlight the cultural significance of Country for First Nations peoples, and how the natural elements in <i>Paperbark</i> connect to the knowledge and practices of First Nations people in Australia.</p>		
Lesson hook	Students will explore the impacts of climate change, and they will reflect on how these could be mitigated. Students discuss how the knowledge and expertise of Aboriginal and Torres Strait Islander communities could guide Australians in how they care for Country.		
Suggested year level	Grade 5-6	Suggested age level	10 - 12
Suggested duration	60 mins	Costs involved? (detail below)	Basic Canva Account is free. Paperbark game cost included Lesson 1
Author	You are free to copy, communicate and adapt this lesson plan which was created by Tanna Hardinge and licensed under a Creative Commons Attribution 2.0		
Subject/s			
<input checked="" type="checkbox"/> English, Geography, Visual Arts, Cross Curriculum Priorities: Learning about Aboriginal and Torres Strait Islander histories and cultures			
Curriculum/Capabilities Alignment (VIC/AC) and Skills			
Please find the relevant VIC and AC Curriculum points			
VCSSU073 – Science: Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people’s lives			



VCGGK094 – Geography: Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places

VCGGK096 – Geography: Environmental and human influences on the location and characteristics of places and the management of spaces within them

VCELY330 - English: Reread and edit own and others' work using agreed criteria for text structures and language features

VCELY319 – English: Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

AC Capability: Critical and Creative Thinking

AC Capability: Literacy

AC Capability: Information and Communication Technology (ICT)

Game Used	Paperbark		
Game play required?	Not in this lesson, however knowledge and experience from playing the game in Lesson 1 is recommended.		
CLASSIFICATION	DEVICE/s	INTERNET REQUIRED?	COST (RRP)
N/A	iPad, Laptop, Tablet	Yes	Basic Canva Account is free. Paperbark game cost included Lesson 1.
Important note about Game Classification			
As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit https://www.classification.gov.au/ and https://www.commonsense.org/education/ to guide you.			
How are games used by students in the lesson?			
<input type="checkbox"/> Watchers – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry.			



☒ **Players** - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc.

☐ **Makers** - learning through making games (coding, creative production, teamwork, leadership)

☐ **Explorers** (Minecraft) – imaginative, self-directed, exploratory/sandbox learning.

eSafety Considerations

This game is to be played on an iPad or tablet with access to the internet.

Prior knowledge/skills (Required/Recommended/References)

No specific skills are required for this lesson. However, it is required that students have completed the game *Paperbark*. Please see lesson one in this unit for guidance with this. It is further recommended that students have some prior knowledge of Aboriginal and Torres Strait Islander peoples, histories, and cultures for the effective delivery of this lesson.

Student outcomes

Learning goals	KNOW: How climate change is influenced by the collective actions of individuals
	BE ABLE TO: Describe the impacts of climate change for Australia
	IMPROVE: Knowledge of climate change and its impact

LESSON SEQUENCE

Prep & introduction activities

Teacher preparation:

- Please familiarise yourself with the cultural protocols for Koorie Education in Victorian schools. You can access this [here](#). Where possible, we strongly encourage you to engage with your local Aboriginal community and Traditional Owners for further consultation. Download the guide from VAEI [here](#).

Introduction activities (10 minutes):

- In this video, the ways in which First Nations people care for Country and their knowledge of sustainability is highlighted.
- Play video for students. The video has a duration of 4 minutes and 19 seconds. Access the video here: https://www.youtube.com/watch?v=Bi_sKQsfCLO



	<ul style="list-style-type: none"> - After viewing, ask students to turn and talk to the person next to them about their thoughts and feelings about the video. - Invite students to share what they discussed with their peer, with the rest of the class. You may like to cold-call students.
Main lesson activities	<p>Understanding the impact (10 minutes):</p> <ul style="list-style-type: none"> - In this video, students will learn about climate change. Play the video. The video has a duration of 1 minute and 52 seconds. Access it here: https://www.youtube.com/watch?v=QIQ-MEZgRGY - After viewing, divide the students into small groups and provide them with butcher's paper. Instruct each group to list as many impacts as possible of climate change that they can think of in five minutes. - Encourage each group to work collaboratively to generate a comprehensive list of the impacts of climate change. - Once groups have compiled their lists, ask each group to share their list of climate change impacts. As they share, write down the impacts mentioned by each group on a whiteboard to create a detailed list for the class. <p>Investigate the impact (20 minutes):</p> <ul style="list-style-type: none"> - Students will work independently by selecting one of the impacts from the class generated list, to research in detail. - Each student must write a minimum of six dot points of key facts and information about their chosen impact in their digital journal. Encourage students to include any images or visuals. - Where possible, recommend students to include the perspectives of First Nations peoples on their selected impact. <p>Discuss the solutions (10 minutes):</p> <ul style="list-style-type: none"> - Lead a discussion based on the impacts of climate change that students have researched. Use the questions below to guide your discussion: <p>Which climate change impacts are most concerning to you? Why?</p>

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	<p>How do you think these impacts affect the environment and people's lives?</p> <p>Are there any specific First Nations practices that could help us mitigate climate change impacts?</p> <p>How do you think the knowledge and practices of First Nations peoples can help us address the impacts of climate change?</p> <p>How can we incorporate and respect First Nations peoples and their knowledge in our efforts to care for the environment?</p>
Optional Reflection activity	<p>Digital journal buddies (10 minutes)</p> <ul style="list-style-type: none"> - Allocate each student a buddy and explain to students that they are responsible for reading and editing the digital journal of their buddy. - Students will need to write a short paragraph of feedback for their buddy on the final page of their journal using the following sentence stems: <p>Three things I liked about your journal were...</p> <p>Two pieces of constructive feedback I have for you are...</p> <p>One thing you could improve on is...</p>
Differentiation: modification, extension and inclusion notes	<p>Extension:</p> <ul style="list-style-type: none"> - If you have time, you could watch the ABC News In-Depth episode on First Nations solutions to combating climate change. Access the video below: https://www.youtube.com/watch?v=Z8x1DS2-WSs - You could read the article to the students that discusses The First Scientists https://www.commonground.org.au/article/the-first-scientists
Student Homework/Further Work	
<p>Further work:</p> <ul style="list-style-type: none"> - You could facilitate your students sharing their knowledge of caring for Country with other students, and members of the community. This could be in the form of a year level presentation, written letters, a community project with local First Nations peoples, and a newsletter article. 	
Assessment	
<p>Formative and observational: student contributions to class discussion, student work completed in digital diary, student feedback, student group participation and collaboration.</p>	



ACMI Game Lessons acknowledges the support of the Department of Education Training, Victoria, through the Strategic Partnerships Program.