

**Mt Liebig Two-Way Science Plants Unit**  
**Science Pathways CSIRO, Land and Learning, Tangentyere Council**

Topic	<b>Two-way learning about plants</b>
Rationale	Students learn the names and uses of a selection of plants that are important to their community. They learn the plants' habitats, and about the parts of plants. They discuss Indigenous groupings of plants and are introduced to how Western science groups plants.
Desired results	Students can recognise several plants in the local environment and can say their names, habitats and traditional uses. Students understand that plants can be grouped in different ways. Students can name and label several parts of a plant.
Australian Curriculum links	ACSSU043, ACSSU044, ACSSU073, ACSSU074, ACSSU094, ACSHE061, ACSIS060, ACSIS071, ACSIS086
Learning/teaching activities	<ul style="list-style-type: none"> <li>• Bush trip with elders to look at plants, learn their language names and their uses.</li> <li>• Take photos of a student/s with each plant, and close-up of leaves.</li> <li>• Students collect a sample from each type of plant (that will fit on an A3 piece of paper when flat). If there is fruit or flowers, take a sample of those too. If it's small, such as grass, get roots as well.</li> <li>• Lay specimens down in a row and ask elders to talk about the name and uses of each plant, with someone holding up the specimen. Students repeat the language name of each plant.</li> <li>• Ask elders to talk about the habitat(s) where plants were collected. Is it sandplain, sandhill, rocky hill, mulga wood etc.</li> <li>• Back in classroom: lesson with assistant teacher about grouping (classifying) plants, Western and Indigenous ways. Use bilingual group labels for Indigenous and Western science groupings. Indigenous groups could be plant food, sweet things, medicine, seeds you eat, firewood, tools. Western groupings could be tree, shrub, vine, grass, herb.</li> <li>• Worksheets - students work on 'Plants and habitats', 'Plant story', 'Plant story with adaptations', 'Draw and label a plant' worksheets. Can be done out bush with clipboards or in classroom.</li> <li>• (Optional) When out bush, put each plant specimen between a double sheet of newspaper. Write the language name (from elders) or English name, where known, in pencil next to each specimen. Pile the sheets on top of each other. Put this pile in a box or hold together somehow. Back in the classroom, put some heavy objects, eg books, on top of the pile of newspapers with specimens to press them.  Two or three weeks later, take out the pressed plant specimens. Give each student a specimen to stick on to an A3 sheet, then fill out a plant label (see 'labels for pressed specimens' worksheet) and stick next to the plant.</li> <li>• (Optional) Make a simple book, using the photos of plants from</li> </ul>

	<p>the bush trip. Print a photo of each plant on a separate piece of paper. Give one page to each student and help them write the plant's language &amp; English names and what it is used for (food/medicine/ seeds you eat/sweet things/firewood/tools), either in English or the local language. You could also use the labels for pressed specimens for this activity.</p> <ul style="list-style-type: none"> <li>• See the plants section of Tangentyere's Land &amp; Learning booklet, for more bush and classroom activities to teach students about plants.</li> </ul>
Materials needed	<p>Transport  Relevant language dictionary and picture dictionary  Large sheet or blanket  Worksheets  Clipboards, Pencils (if students will do worksheet out bush)  Old newspapers (for pressing plant specimens)  Camera (photos)  Pages/Cards each with the name of a different Western science (tree/plant/vine/herb/grass) and Indigenous (food/medicine/sweet things/seeds you can eat/tools) plant group. All names in language and English where known.</p>



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