

## WithOnePlanet

- > Module 2:  
Culture
- > Level:  
Year 5 to 6
- > Section:  
Plants in our culture
- > Unit outline  
for teachers



# Module: **Culture**

Plants in our culture – Australia and Timor Leste

Unit outline for teachers

years **5 to 6**

WithOnePlanet.org.au

INQuIRY     



**WithOnePlanet**

Climate change education  
An xpan Foundation initiative



## Australian Curriculum covered in this unit:

INQuIRY

Learning area		General capabilities		Cross-curriculum priorities	
✓	English	✓	Literacy	✓	Aboriginal and Torres Strait Islander histories and cultures
✓	Mathematics	✓	Numeracy	✓	Asia and Australia's engagement with Asia
✓	Science	✓	Information and communication technology (ITC) competence	✓	Sustainability
✓	History	✓	Critical and creative thinking		
✓	Geography	✓	Social and personal competence		
	Visual arts	✓	Ethical behaviour		
		✓	Intercultural understanding		

## Plants in our culture – Australia and Timor Leste

### A unit for Years 5 to 6

## Unit outline for teachers

### Introduction

Culture is something that surrounds us all. Everything we do, from the way we view the world to the way we interact with it, is based on our culture. The WithOnePlanet culture model looks at culture with a focus on three different areas; Plants, People and Place. While some elements of Plants, people and place are present within all the units, each year level has a major focus. In Years 5 to 6, the focus is on plants. In Years 7 to 8, the main focus is on people and in Years 9 to 10, the main focus is on place.

The Plants in our culture Years 5 to 6 unit looks at plants and how we use them in our everyday lives. Students are also encouraged to explore the plants we use for food, and discover how farming practices in Australia and Timor Leste vary greatly and result in us getting our food in very different ways. Students will be able to discuss the consequences of not looking after the environment.

*'The **Plants in our culture** unit looks at culture with a focus on three different areas; plants, people and place. It is an ideal way to investigate the role plants play in our culture and to foster understanding of cultural literacy of students in the classroom.' The **WithOnePlanet culture model** looks at culture with a focus on three different areas; plants, people and place.'*



## Unit at a glance – INQuIRY teaching and learning model

The WithOnePlanet INQuIRY teaching and learning model provides opportunities for students to:

- > be involved and immerse themselves in an area of learning
- > formulate questions
- > investigate, review and develop a deeper understanding
- > construct new knowledge and skills
- > build informed opinion and seek resolution.

INQuIRY model	Lesson sequence	At a glance
 <p><b>INQuIRY Introduce</b></p> <p>The focus of the <i>Introduce</i> phase is to spark students' interest and engagement, stimulate their curiosity and elicit their existing beliefs about the topic. Students' existing ideas and questions can then be taken into account in future lessons.</p>	<p><b>Lesson 1</b> <b>Thinking about plants</b></p> <p>Students contribute their knowledge about how we need and use the plants in our environment, how this might differ with how others need and use plants in their environments, and why it is important to look after our plants and environments.</p>	<p>This lesson aims to capture the students' interest and elicit students' questions to find out what they know about plants, why plants are important, how different cultures use them, why it is important to look after plants, and what can happen if we don't look after them.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>&gt; Use the sorting tree to sort out some different concepts regarding plants.</li> <li>&gt; Watch some videos on plants, and take notes, make summaries, and write down their thoughts about those videos.</li> <li>&gt; Use a KWHL thinking tool to record what they think they know, what they would like to know, how they can find out about plants, how we use them differently in different cultures, why it is important to look after plants, and what can happen if we don't look after our plants.</li> <li>&gt; Discuss with others their understandings from these two activities, including the reasons they have for their understandings.</li> </ul>
 <p><b>INQuIRY Question</b></p> <p>The focus of the <i>Question</i> phase is for students to develop an essential question or a small number of essential questions that accurately reflect their ideas and thoughts from the <i>Introduce</i> phase and act as a springboard for their learning in the <i>Investigate</i> phase.</p>	<p><b>Lesson 2</b> <b>The real question about plants</b></p> <p>Big questions about plants Students develop an essential question about plants.</p>	<p>This lesson aims to use the understandings, information and questions developed during the <i>Introduce</i> phase of the INQuIRY process to assist students in determining the essential questions that will form the basis of their investigation.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>&gt; distil the learning from the <i>Introduce</i> phase and consider the key questions that arise for them from this learning</li> <li>&gt; develop one or more essential questions about plants for use in the <i>Investigate</i> phase of the INQuIRY process.</li> </ul>

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INQuIRY

## Investigate

The *Investigate* phase (lessons 3-7) is designed to provide students with hands-on experiences of culture and how we use plants in different cultures. Students explore ideas, collect evidence, discuss their observations and keep records. The *Investigate* phase ensures all students have a shared experience that can be discussed and explained.

In the *Investigate* phase students develop a literacy product to represent their developing understanding. They discuss and identify patterns and relationships within their observations. Students consider the current views and deepen their own understanding.

### Lesson 3 Describing plants

Students carry out activities on recognising and describing plants.

This lesson aims to provide students with some knowledge of plants and how we can describe them based on the shape of the plant (habit), the arrangement of flowers and leaves, and the characteristics of those flowers and leaves.

There is also an extension activity, where students can create and use their own plant press.

### Lesson 4 How are plants used

Students look at the different things that they use plants for in their culture, and then compare that with the different ways people use plants in Timor Leste.

This lesson aims to provide students with thought provoking content, and encourage them to think about the different ways they use plants in their everyday lives. Students are also given the opportunity to draw comparisons between the way they use plants in their lives, and the way people use plants in Timor Leste.

There is also an extension activity, where students can hear and learn some plant related words in Tetum, the language of Timor Leste.

### Lesson 5 Creating a book on how we use plants

Students make a book about what they use plants for.

This lesson provides students with the opportunity to create a class book around the topic 'What we use plants for in Australia/in our class/in our lives'. This book is being created to share with peers in Timor Leste. This gives students the invaluable opportunity to link directly with children in another country, and think about the wider world.

### Lesson 6 The food we eat and where it comes from

Students look at the food we eat and how we get our food and compare that with Timor Leste. Students touch on agricultural production, and play a maths game where they are farmers in Timor Leste.

This lesson provides students with the opportunity to explore the kinds of food they eat, and place this in the context of the wider world and the types of food people eat in other places. Students also investigate how we get our food in Australia, how people get their food in Timor Leste, and explore the concepts of commercial farming and subsistence farming. Students also explore the concepts of industrialisation and colonisation and think about how these things have had an effect on the types of farming practices that are used today.

Students are also able to consolidate their mathematics skills, while putting themselves in the shoes of Timorese farmers, through the *Growmaths* game.

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	<p><b>Lesson 7</b> <b>Looking after the environment</b></p> <p>Students look at why it is important to look after our environment, and the impacts of not looking after our environment.</p>	<p>This lesson encourages students to think about actions and consequences. Students think about the type of things that could happen to the environment, and then step back and identify what could lead to this happening, and what actions could help avoid these scenarios. Students then create a 'Make your own adventure' book, which incorporates the actions and consequences of these actions that the students have identified.</p>
<p> <b>INQUIRY Review</b></p> <p>The <i>Review</i> phase is designed to provide students with hands-on experiences of culture phenomena. Students explore ideas, collect evidence, discuss their observations and keep records.</p> <p>The <i>Review</i> phase ensures all students have a shared experience that can be discussed and explained.</p>	<p><b>Lesson 8</b> <b>What have we learned?</b></p> <p>Students review their understanding of the unit.</p>	<p>This lesson provides students with an opportunity to review their understandings, knowledge and skills that have been learnt during the unit and to identify any gaps that exist.</p> <p>It provides students with an opportunity to reflect on the success of their own learning strategies and tools, and to identify any of these with which they require additional support.</p>
<p> <b>INQUIRY Your future</b></p> <p>The <i>Your future</i> phase is designed to provide opportunities for students to take their learning about plants into a new cycle of inquiry in their own preferred direction.</p> <p>In the <i>Your future</i> phase students develop a literacy product to represent their new understandings. They discuss and identify patterns and relationships within their observations. Students consider the current views about plants and extend their own understanding.</p>	<p><b>Lesson 9</b> <b>Where to next?</b></p> <p>Students decide where to go next on their journey learning about plants and culture.</p>	<p>This lesson provides students with an opportunity to think about what they have learned and what they would like to learn next. Students are also encouraged to think about how they can take what they have learned and use it in their own future.</p>



## WithOnePlanet **Big questions about big ideas**

The WithOnePlanet curriculum seeks to engage students in the big idea of culture, what it is and how it varies – both here in Australia and in the Asia-Pacific region, specifically Timor Leste. The WithOnePlanet *Culture module* is based on five big questions. These questions can be explored at all levels from Foundation to Year 10, with ever-increasing complexity as students move through each unit. In Years 5 to 6, there is a greater focus on culture and how it relates to plants. In Years 7 to 8, the focus shifts to culture and people, and in Years 9 to 10, the focus is on culture and place.

The table below outlines these big questions and provides specific detail about how these ideas can be tackled in Years 5 and 6.

Big Ideas	What is my cultural environment?	How is my cultural environment different from other places?	What are some of the influences that shape cultural environments?	Why is it important to look after our natural and cultural environments?	How do we look after people and the places they live in into the future?
Big ideas	We all live within specific environments. These include the natural environment (plants), cultural environment (people), and geographical environment (place).	The cultural, natural and geographic environments in Australia are different from those in other places like Timor Leste.	There are many influences that have shaped our cultural environments to make them what they are today.	Without diverse and healthy cultural and natural environments, there are many negative impacts on communities.	We all need to work together to respect our environments and cultures, and work together to create a sustainable future.
Years 5 to 6	We all use plants in our culture. There are many different types of plants that we use for many different things. Plants can be processed for consumption in many different ways.	In Timor Leste, there are many different types of plants that people use for many things. People in Timor Leste process their own plants to use for food, shelter, etc.	Over time, people have introduced new plant species to different countries for many different purposes. People process plants differently in different places because of the history of industrialisation in some countries, but not others.	We rely on plants to survive. When we don't look after our plants, impacts on the environment can lead to less food, less oxygen, global warming, natural disasters and many other things.	We can look after the environment by planting trees, reducing our consumption of energy generated from fossil fuels and paper products, and switching to forms of renewable energy.



## Alignment with the Australian Curriculum: English

The table below identifies how the lessons align with the Australian Curriculum (AC) strands and sub-strands and provides hyperlinked codes to the source document.

Strand	Sub-strand	Year level	Code	Years 5 to 6 content descriptions	Lesson
Literacy	Interacting with others	5	ACELY1969	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and presenting and justifying a point of view.	1, 2, 3, 4, 6, 7, 8, 9
			ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues, and choose vocabulary and vocal effects appropriate for different audiences and purposes.	1, 2, 3, 4, 6, 7, 8, 9
			ACELY1700	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements.	2, 3, 8
		6	ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions.	1, 2, 3, 4, 6, 7, 8, 9
			ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience.	1, 2, 3, 4, 6, 7, 8, 9
			ACELY1710	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.	2, 3, 8
	Interpreting, analysing, evaluating	5	ACELY1702	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning.	3, 6
			ACELY1703	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.	1, 3, 4, 6
		6	ACELY1712	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example tables of contents, glossaries, chapters, headings and sub-headings.	3, 6
			ACELY1713	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.	1, 3, 4, 6
Creating texts	5	ACELY1704	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.	5, 7	

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Strand	Sub-strand	Year level	Code	Years 5 to 6 content descriptions	Lesson
			ACELY1705	Reread and edit students' own and others' work using agreed criteria for text structures and language features.	3, 5, 7
			ACELY1707	Use a range of software, including word processing programs, with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements.	3, 5, 7
		6	ACELY1714	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.	5, 7
			ACELY1715	Reread and edit students' own and others' work using agreed criteria and explaining editing choices.	3, 5, 7
			ACELY1717	Use a range of software, including word processing programs, learning new functions as required to create texts.	3, 5, 7, 8

## Alignment with the Australian Curriculum: Science

The table below identifies how the lessons align with the Australian Curriculum (AC) strands and sub-strands and provides hyperlinked codes to the source document.

Strand	Sub-strand	Year level	Code	Years 5 to 6 content descriptions	Lesson
Science understanding	Biological sciences	5	ACSSU043	Living things have structural features and adaptations that help them to survive in their environment.	4, 5, 6, 7
		6	ACSSU094	The growth and survival of living things are affected by the physical conditions of their environment.	1, 2, 3

## Alignment with the Australian Curriculum: History

The table below identifies how the lessons align with the Australian Curriculum (AC) strands and sub-strands and provides hyperlinked codes to the source document.

Strand	Sub-strand	Year level	Code	Years 5 to 6 content descriptions	Lesson
Historical knowledge and understanding	The Australian colonies	5	ACHHK094	The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.	1, 6
			ACHHK094	The impact of a significant development or event on a colony, for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, and drought.	1, 6

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## Alignment with the Australian Curriculum: Geography

The table below identifies how the lessons align with the Australian Curriculum (AC) strands and sub-strands and provides hyperlinked codes to the source document.

Strand	Sub-strand	Year level	Code	Years 5 to 6 content descriptions	Lesson
Geographical knowledge and understanding	Not specified	5	ACHGK027	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places.	1, 2, 4, 6
			ACHGK028	The influence of the environment on the human characteristics of a place.	1, 2, 4, 6
			ACHGK030	The impact of bushfires and floods on environments and communities, and how people can respond.	7
		6	ACHGK032	Differences in the economic, demographic and social characteristics between countries across the world.	4, 5, 6, 7, 8, 9
			ACHGK033	The world's cultural diversity, including that of its indigenous peoples.	4, 5, 6, 7, 8, 9
			ACHGK034	Significant events that connect people and places throughout the world.	7
			ACHGK035	The various connections Australia has with other countries and how these connections change people and places.	4, 5, 6, 7, 8, 9
	Geographical inquiry and skills	5	ACHGS033	Develop geographical questions to investigate and plan an inquiry.	1, 2
		6	ACHGS040	Develop geographical questions to investigate and plan an inquiry.	1, 2
	Collecting, recording, evaluating and representing	5	ACHGS034	Collect and record relevant geographical data and information using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports.	1, 3, 4, 6
6		ACHGS041	Collect and record relevant geographical data and information using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports.	1, 3, 4, 6	
Communicating	5	ACHGS038	Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and map, using geographical terminology and digital technologies as appropriate.	3, 4, 5, 6, 7, 8, 9	
	6	ACHGS045	Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and map, using geographical terminology and digital technologies as appropriate.	3, 4, 5, 6, 7,	
Reflecting and responding	5	ACHGS039	Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people.	8, 9	

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Strand	Sub-strand	Year level	Code	Years 5 to 6 content descriptions	Lesson
Geographical knowledge and understanding (cont.)	Reflecting and responding (cont.)	6	ACHGS046	Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people.	8, 9

## Alignment with Australian Curriculum: General capabilities

The skills, behaviours and attributes that students need to succeed in life and work in the 21st century have been identified in the Australian Curriculum as general capabilities. There are seven general capabilities and they are embedded throughout the curriculum.

For further information go to:

ACARA 2012, *General Capabilities in the Australian Curriculum*, viewed 20 December 2013, <<http://www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum>>.

For examples of our unit-specific General capabilities information, see the table below.

General capabilities	Australian curriculum description	<i>WithOnePlanet Culture</i> example
Literacy	<p>Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.</p> <p>Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. Many of these behaviours and dispositions are also identified and supported in other general capabilities. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.</p>	<p>The literacy focuses are:</p> <ul style="list-style-type: none"> <li>&gt; tables</li> <li>&gt; graphs</li> <li>&gt; websites</li> <li>&gt; diagrams</li> <li>&gt; maps</li> <li>&gt; graphic organisers</li> <li>&gt; videos.</li> </ul>

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General capabilities	Australian curriculum description	<i>WithOnePlanet Culture</i> example
Numeracy	<p>Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. The numeracy learning continuum identifies the related mathematical knowledge and skills, and contextualises these through learning area examples.</p> <p>When teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. These opportunities assist students to recognise the interconnected nature of mathematical knowledge, other learning areas and the wider world, and encourage them to use their mathematical skills broadly.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>&gt; play a farming maths game using improper fractions, mixed numbers and coordinates.</li> </ul>
Information and communications technology (ICT) competence	<p>The nature and scope of ICT capability is not fixed, but is responsive to ongoing technological developments. This is evident in the emergence of advanced internet technology over the past few years and the resulting changes in the ways that students construct knowledge and interact with others.</p> <p>Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.</p> <p>Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>&gt; create multimedia education products</li> <li>&gt; further develop their knowledge and skills around ICT and its use</li> <li>&gt; use various interactive programs.</li> </ul>
Critical and creative thinking	<p>This capability combines two types of thinking – critical thinking and creative thinking. Though the two are not interchangeable, they are strongly linked, bringing complementary dimensions to thinking and learning.</p> <p>Critical thinking is at the core of most intellectual activity that involves students in learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of thinking skills are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.</p> <p>Creative thinking involves students in learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>&gt; analyse videos and produce thoughts and summaries about those videos</li> <li>&gt; make and check predictions</li> <li>&gt; discuss and share ideas in groups and as a class</li> <li>&gt; create their own texts to be shared with others.</li> </ul>

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	<p>This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition. The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output, or can occur as virtual reality.</p> <p>Concept formation is the mental activity that helps us compare, contrast and classify ideas, objects, and events. Concept learning can be concrete or abstract and is closely allied with metacognition. What has been learned can be applied to future examples. It underpins the elements outlined below.</p> <p>Dispositions such as inquisitiveness, reasonableness, intellectual flexibility, open- and fair-mindedness, a readiness to try new ways of doing things and consider alternatives, and persistence both promote and are enhanced by critical and creative thinking.</p> <p>Critical and creative thinking can be encouraged simultaneously through activities that integrate reason, logic, imagination and innovation, for example, focusing on a topic in a logical, analytical way for some time, sorting out conflicting claims, weighing evidence, thinking through possible solutions, and then, following reflection and perhaps a burst of creative energy, coming up with innovative and considered responses. Critical and creative thinking are communicative processes that develop both flexibility and precision. Communication is integral to each of the thinking processes. By sharing thinking, visualisation and innovation, and by giving and receiving effective feedback, students learn to value the diversity of learning and communication styles.</p>	
<p>Personal and social capability</p>	<p>Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named 'personal and social capability', the words 'personal/emotional' and 'social/relational' are used interchangeably throughout the literature and within educational organisations. The term 'Social and Emotional Learning' is also often used, as is the SEL acronym.</p> <p>When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>&gt; work together with other students, building on their social skills</li> <li>&gt; are encouraged to listen to others, take on board other points of view, and encourage other classmates to be actively involved in activities.</li> </ul>
<p>Ethical behaviour</p>	<p>Students learn to develop ethical understanding as they explore ethical issues and interactions with others, discuss ideas, and learn to be accountable as members of a democratic community.</p> <p>In this context, students need regular opportunities to identify and make sense of the ethical dimensions in their learning. As ethics is largely concerned with what we ought to do and how we ought to live, students need to understand how people can inquire collaboratively and come to ethical decisions.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>&gt; learn about others who live in difficult circumstances</li> <li>&gt; understand how others live as the first step to being able to create ethical changes to address the imbalances which are present</li> <li>&gt; live more ethically as members of a global society.</li> </ul>

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<p>Ethical behaviour</p>	<p>They need the skills to explore areas of contention, select and justify an ethical position, and engage with and understand the experiences and positions of others. These skills promote students' confidence as decision-makers and foster their ability to act with regard for others. Skills are enhanced when students have opportunities to put them into practice in their learning, for example, understanding the importance of applying appropriate ethical practices in areas such as Australian Indigenous studies (AIATSIS 2011).</p> <p>Students also need to explore values, rights and responsibilities to assist them in justifying their ethical position and in engaging with the position of others.</p> <p>The processes of reflecting on and interrogating core ethical issues and concepts underlie all areas of the curriculum. These include justice, right and wrong, freedom, truth, identity, empathy, goodness and abuse.</p> <p>Processes of inquiring into ethical issues include giving reasons, being consistent, finding meanings and causes, and providing proof and evidence. Interrogating such concepts through authentic cases such as global warming, sustainable living and socioeconomic disparity can involve group and independent inquiry, critical and creative thinking, and cooperative teamwork, and can contribute to personal and social learning.</p> <p>As students engage with these elements in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgments through the investigation of a range of questions drawn from varied contexts in the curriculum.</p>	
<p>Intercultural understanding</p>	<p>Intercultural understanding combines personal, interpersonal and social knowledge and skills. It involves students in learning to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts across the curriculum.</p> <p>Intercultural understanding encourages students to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically. It offers opportunities for them to consider their own beliefs and attitudes in a new light, and so gain insight into themselves and others.</p> <p>Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours. Though all are significant in learning to live together, three dispositions – expressing empathy, demonstrating respect and taking responsibility – have been identified as critical to the development of intercultural understanding in the Australian Curriculum.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>&gt; look at how plants are used in their own culture, and compare this with Timor Leste</li> <li>&gt; look at the food that we eat, and compare this with Timor Leste</li> <li>&gt; look at where we get our food and how it is produced, and compare this with Timor Leste.</li> </ul>



## Alignment with Australian Curriculum: Cross-curriculum priorities

There are three cross-curriculum priorities identified by the Australian Curriculum:

- > Aboriginal and Torres Strait Islander histories and cultures
- > Asia and Australia’s engagement with Asia
- > Sustainability.

For each cross-curriculum priority, a set of organising ideas reflects the essential knowledge, understandings and skills for the priority. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.

### Aboriginal and Torres Strait Islander histories and cultures

Code	Organising ideas	Incorporation in <i>Culture and plants</i>
<b>Country/Place</b>		
OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout Australia.	Aboriginal and Torres Strait Islander communities have managed and used local plants for thousands of years.
OI.3	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.	Plants can be used for many things, including some cultural practices within Aboriginal and Torres Strait Islander communities.

### Asia and Australia’s engagement with Asia

Asia and Australia’s engagement with Asia is integrated into the WithOnePlanet *Culture* curriculum throughout F to 10. The table below outlines the organising ideas for Asia and Australia’s engagement with Asia.

Code	Organising ideas	Incorporation in <i>Culture and plants</i>
<b>Asia-Australia engagement</b>		
OI.5	Collaboration and engagement with the peoples of Asia supports effective regional and global citizenship.	Engaging with peers in Timor Leste will enable Australian students to better understand how we interact with our environments, and the impacts and encouragement we can give each other to look after our environments for future generations.

### Sustainability

Sustainability is integrated into the WithOnePlanet *Culture* curriculum throughout F to 10. The table below outlines the organising ideas for Sustainability.

Code	Organising ideas	Incorporation in <i>Culture and plants</i>
<b>Systems</b>		
OI.2	All life forms, including human life, are connected through ecosystems on which they depend for their well-being and survival.	Students look at why we need plants, and think about what would happen if we didn’t look after our environment.
OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.	Students look at how our actions can impact ecological systems, and the impact that this will have on us.

(continued)



## World views

Ol.4	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.	Students look at how we use plants in our culture, and how we can look after our plants into the future.
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## Futures

Ol.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.	Students look at ways to preserve and protect our unique environment.
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## Key lesson outcomes

In the Culture and plants unit, students begin to develop their understanding of plants and how we use them. They are introduced to the idea of different cultures using plants in different ways. Students look at the food we eat, and identify different ways we process and access our food, as well as identifying links between the different farming methods we use, and why we have come to use these methods. Students are encouraged to think about their own cultural environment, with a focus on plants, and then compare and analyse the cultural environment of another place. Students also connect with their peers in Timor-Leste by creating a book to be shared with children their age in Timor-Leste.

## Assessment Guide

The WithOnePlanet INQuIRY model phases (*Introduce, Question, Investigate, Review and Your future*) include a range of different types of activities. These different activities may be used for formative assessments, teacher feedback and the extension of student learning. Activities from this unit may also be useful for teachers to collect for student portfolios for use in summative assessments.

WithOnePlanet intends to develop more specific assessment rubrics for teachers to use at a later date, when curriculum modules are expanded.

## Teacher background information

Plants are crucial to our survival. We use plants for everything in all aspects of our everyday lives. We rely on plants for the food we eat, our shelter and the air we breathe.

We use plants in many different ways. Some ways are very obvious, such as wood, fruit, vegetables, etc. Other ways are not as obvious, such as clothes, which are made from cotton, and plastic, which is made from oil, which itself came from plants originally.

The vast majority of the population of Timor-Leste are subsistence farmers, and rely on crops they grow to feed their families. Malnutrition is extremely high in Timor-Leste, and a typical meal may be just rice and one green vegetable, or just rice on its own. Meat and fish only tend to be consumed on special occasions. Timor-Leste experiences a hungry season every year, when many families have only enough food to eat one meal a day.

Timor-Leste was a Portuguese colony for over 400 years. This had a profound effect on the population of Timor-Leste, as the Portuguese did not invest heavily in education, health, facilities or infrastructure such as roads, bridges and ports or improving livelihoods for the local population. The Portuguese did have a great interest in the sandalwood that used to grow on the island. It was exported in great quantities for its fragrant timber and oil, and very little is left in Timor today. The Portuguese also planted coffee, which was exported all over the world. Over a quarter of Timor's population grows coffee today, but unfortunately global coffee prices mean that the average income for a coffee farming family in Timor-Leste is \$200 per year.

## Students' Conceptions

Taking account of students' existing ideas is important in planning effective teaching approaches. Students' conceptions about Timor-Leste will most likely be limited, and this unit provides a good opportunity for teachers to introduce information and ideas about Timor-Leste, one of our closest neighbours.

Source: <http://seedsoflifetimor.org/wp-content/uploads/2014/12/Monash-Timor-research-paper-June-2014.pdf>