

**Ideas for supporting and extending students' learning:**

Learning Areas	Suggestions and Further Details
General	Throughout the i-Quest, there are many opportunities for teachers to expand class discussions or develop further activities, such as role plays, art activities and oral presentations. Food is a great engagement activity: cook or try some foods prepared with bush food ingredients; Incursion and excursions: involving Aboriginal community members; Botanical Gardens, Horticulturalists and Landscape Designers.
Science & Humanities	Explore environmental sustainability from both a Science and Humanities perspective: What it is, why it is important, how Aboriginal culture addresses it and more contemporary parallels. An example of this is Fire Stick Farming. Biodiversity, which is such a broad and exciting area, provides wonderful opportunities for inquiry-based learning and ties in logically to this unit of work. An example might be to investigate plant life-cycles by germinating wattle seeds and tracking growth; examining historical and/or local gardens with diverse uses and locations. The i-Quest encourages examination of Aboriginal Culture from an historical as well as contemporary perspective. This can be delved into more deeply with your class by looking at historical recounts and records as well as engaging with current Aboriginal community leaders and examining current events.
Civics & Citizenship and Cross-Curricular Perspectives	Deeper exploration of cultural sustainability to expand understanding about history, passing on traditions and the impacts on societies and cultures. Comparisons and parallels could, by way of example, be made with Native American Indians or New Zealand Maori cultures.
Mathematics & Economics	Using Maths outside the classroom: measure the area to be cultivated, draw Venn diagrams or graphs of observations taken; Mapping activities using Aboriginal artwork symbols to represent key sites, landmarks and directions; Categorise information collected across groups during the expert phase. Beyond the i-Quest: explore possible budgeting and fundraising experiences for the final garden designed - how much will it cost to build? How could you roster and plan the work?
Communication	Present final class design to another class of peers or School Council and offer justifications for how and why it should be built. How might this be presented? In person, create a video, act out a short role play? Exploring all forms of communication including written and oral.
English	Write to local and State Government regarding indigenous garden plans and ask for support with fund raising (other organisations to approach might include local businesses and organisations such as Rotary or the Lions Club). Creative writing of "Dreamtime" stories, such as the students writing their own story.
Arts	Explore further the visual and performing arts elements of Aboriginal culture including Dance, Music, Art, such as using traditional materials and incorporating traditional symbols to create artwork; Using various materials and mediums to present the garden design such as clay, paper mache, collage, wire or card sculpture; listen to more music by contemporary indigenous artists. Look, discuss and compare examples of and interpret in your own way traditional and contemporary Aboriginal Art from around Australia and examine art from other cultures.