

Indigenous Detoxification & Balancing Equations

Use this worksheet after reading the lesson to practise the key ideas and prove you can meet the success criteria.

Name _____

Date _____

Class _____

1. Key Ideas

For 65,000+ years, Aboriginal and Torres Strait Islander peoples have safely eaten cycad seeds that are lethal without processing — applying principles of solubility, diffusion, and concentration gradients millennia before Western chemistry formalised them.

- Key facts and terms for Indigenous Detoxification & Balancing Equations
- How the main ideas in Indigenous Detoxification & Balancing Equations connect

2. Success Criteria

By the end, you should be able to:

- Key facts and terms for Indigenous Detoxification & Balancing Equations
- Where this lesson fits in Module 3
- How the main ideas in Indigenous Detoxification & Balancing Equations connect

3. Key Terms

Cycasin

A toxic glycoside found in cycad seeds that is water-soluble and can be removed by leaching.

BMAA

Insight: BMAA accumulates in flying foxes that eat cycad seeds.

leaching

A physical process (dissolution); fermentation and high-temperature firing are chemical processes.

Synthesis reaction

A reaction where two or more reactants combine to form a single product.

Decomposition reaction

A reaction where a single compound breaks down into simpler substances.

Precipitation reaction

A reaction in which an insoluble solid forms when two solutions are mixed.

4. Activity: Build the Lesson Map

Use the lesson to complete the table. Keep answers brief but specific.

Prompt	Your answer
Main concept	
Important example	
Common mistake to avoid	
How this links to the next lesson	

5. Short Answer Questions

1. Explain this lesson goal in your own words: "Key facts and terms for Indigenous Detoxification & Balancing Equations". Use one specific example from the lesson.

BAND 3 **2 MARKS**

2. Apply this idea to a new example: "Where this lesson fits in Module 3". Show your reasoning clearly.

BAND 4 **3 MARKS**

3. Analyse why this idea matters for understanding Indigenous Detoxification & Balancing Equations: "How the main ideas in Indigenous Detoxification & Balancing Equations connect".

BAND 5 **4 MARKS**

6. Extend: Apply the Idea

BAND 5/6

5 MARKS

A student gives a memorised answer about Indigenous Detoxification & Balancing Equations but does not use evidence or reasoning.

Improve the answer by writing a stronger response that uses accurate terminology, a relevant example and a clear explanation.

7. Multiple Choice

1. What is the best first step when answering a question about Indigenous Detoxification & Balancing Equations?

- A. Identify the key concept being tested
- B. Write every fact from memory
- C. Ignore the command word
- D. Skip examples and evidence

2. Which answer would show stronger understanding of Indigenous Detoxification & Balancing Equations?

- A. An answer with accurate terms and reasoning
- B. A copied definition only
- C. A single-word response
- D. An answer with no example

3. What should you do if a question asks you to explain?

- A. Link the idea to a reason or cause
- B. List unrelated facts
- C. Only draw a diagram
- D. Write the shortest possible answer

8. Success Criteria Proof

Finish with evidence that you can do each success criterion.

SUCCESS CRITERION 1

Prove that you can: Key facts and terms for Indigenous Detoxification & Balancing Equations

BAND 3 **2 MARKS**

SUCCESS CRITERION 2

Prove that you can: Where this lesson fits in Module 3

BAND 4 **3 MARKS**

SUCCESS CRITERION 3

Prove that you can: How the main ideas in Indigenous Detoxification & Balancing Equations connect

BAND 5 **4 MARKS**

One thing I still need help with:
