



# If Trees Could Talk

Year 3 and 4 Science

Department of Education

[www.amarooeec.eq.edu.au](http://www.amarooeec.eq.edu.au)

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Our vision is for a community that cares for self, others and the environment to achieve enough for all forever.

**The Big Idea:** The value of plants in our environment.

**Students' Blanket Role:** They are invited to be **Ecologists-in-training**.

## Program Snapshot

After reading a fictional big book, 'If Trees Could Talk', the students are invited to attend an activities day at Amaroo EEC. They become more aware of the importance of plants to our environment and the need to protect the creatures that rely on trees and other plants for their existence. We also discuss the local Indigenous history– what would the trees tell us if they could actually talk?

## Curriculum

This program implements elements of the three interrelated strands of the Australian Curriculum for **Science** as well as Cross Curriculum Priority: *Sustainability*.

Achievement Standard (extract)	Year 4- They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions.
Content Description	<ul style="list-style-type: none"><li>Living things can be grouped on the basis of observable features and can be distinguished from non-living things (Year 3) (<a href="#">ACSSU044</a>)</li><li>Living things, including plants and animals, depend on each other and the environment to survive (Year 4) (<a href="#">ACSSU073</a>).</li><li>Science involves making predictions and describing patterns and relationships (<a href="#">Year 3 ACSHE050</a>) (<a href="#">Year 4 ACSHE061</a>).</li><li>Science knowledge helps people to understand the effect of their actions (<a href="#">Year 3 ACSHE051</a>) (<a href="#">Year 4 ACSHE062</a>).</li></ul>

## Cross Curriculum Priorities



Sustainability

**Sustainability**– addresses the ongoing capacity of Earth to maintain life. Students develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living, which means meeting the needs of the present without compromising the ability of future generations to meet their needs.

Main sections covered: **Systems O1.2**- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival. **Futures O1.7**- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.



**Aboriginal and Torres Strait Islander histories and cultures**– provides opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. It is designed for all students to engage in reconciliation, respect and recognition, through learning of People, Culture and Country/Place.

Main sections covered: **Culture O1.5**- Aboriginal and Torres Strait Islander people's way of life are uniquely expressed through ways of being, thinking, knowing and doing.

## Pre-visit:

- Teachers receive a copy of a fictional big book 'If Trees Could Talk' to be read with the students. This is followed up with an invitation to Amaroo to attend an activities day to discover more about the elements of our natural habitats. The students can reply to this via email / letter.

## Visit Day– Program

- Up close and personal investigation of trees - Blindfold Activity.
- Whose Home: The children are engaged in a game where they role play animals dependant on a piece of land as their habitat. A ruthless developer comes in and without any careful planning clears the land. About 2/3 of the creatures are now homeless. The students are then asked to consider ways that the land may be developed more sustainably.
- Witness and participate in demonstrations of amazing facts about trees
- Using photos and artefacts, observe and discuss evidence of Murri use of plants

## Conclusion:

- Discover a message written on paperbark left in the bush and be challenged to think about their own commitment to respect the bush. They will discuss possible ways of looking after the environment and these will be recorded later in the afternoon on leaf shapes.

## Call to Action:

- Write their own statement of gratitude for plants (focusing on their value). Place on leaf shaped paper to be put on their class tree, and then taken back to school for display.

## Post-visit- consolidation ideas

- Design a poster to make people aware of the importance of respecting our natural environments and creatures
- Complete a mapping exercise using the developer game (see our website)
- Categorise living/non-living and products of living things
- Create a tree and add in all the critters who they know use them
- List ways Indigenous people used plants in their daily lives

## Amaroo EEC pedagogy

Amaroo is guided by the Place-Responsive Pedagogy, in particular Learning Beyond the Classroom.

This particular program uses the strategies of **Learning By Doing**, **Full Sensory**, **Mind Body Engagement** and **Being in the Natural Environment**. Also at the fore-front of our pedagogy is connectedness, real-world context, authentic cultural experiences, sense of place, and recognition of difference, which can lead to other powerful, long-term, lifestyle outcomes, often not assessable in traditional curriculums.



For more information please refer to Amaroo's [Pedagogical Framework](http://amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf) (amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf)

