Focus: Living Things and Senses

Program Overview: Information for Teachers

This program developed by Amaroo Environmental Education Centre implements elements of the interrelated strands of the Australian Curriculum for Science and HASS as well as Cross Curriculum Priority: Sustainability.

The sequence of lessons on the following pages outlines both the activities undertaken by the Amaroo teacher and suggested activities to be conducted by the teacher in the school.

This unit is conducted at your school and is a half day program, concluding at your lunchtime.

The program is limited to a single class group per day.

Synopsis of Program:

**Setting The Scene – takes place about a week before the day visit** *(The Hook - pre-engagement of students)*

Farmer Green posts a letter to the school which shows samples of her ruined produce and she requests assistance from the children. Could they make a scarecrow because she has never constructed a scarecrow before and is uncertain of the process. She promises to visit in approximately a weeks time to see their scarecrow and bring a surprise from her farm for the children. The children keep the scarecrow but Farmer Green would like a copy of the instructions to take with her. The teacher and class can reply by post or email to Farmer Green to advise her that they would like her to visit. Please see the ‘Important Teacher Notes’ on page 4

**The Visit**

Farmer Green visits approximately a week later to examine the scarecrow. The children are asked to recount how the scarecrow was constructed and discuss the purpose of the scarecrow.

Following this, Farmer Green will involve the children in a series of activities:

- Drama and discussion session focusing on the needs of living things
- The students will use their senses in a variety of activities
  - identifying pieces of fruit and vegetables through smell and touch (blindfolded)
  - colour match rainbow chips and hocus pocus focus tubes—sight
  - look at, smell and feel the ‘natural treasures’ in Farmer Green’s treasure chest
  - using smelly shakers to appreciate scents from Farmer Green’s garden *(cont. page 4)*
**Australian Curriculum Based Program**

**Pedagogical Key: Based on Amaroo EECs Pedagogical Framework**

At Amaroo EEC our environmental and Indigenous education programs are guided by the **Productive Pedagogies Theoretical Framework** which has four dimensions of: Supportive Classroom Environment; Recognition of Difference; Connectedness; Intellectual Quality, plus the inclusion of the 5th Pedagogy - **Learning Beyond the Classroom**.

Our Pedagogical Framework provides centre staff with a guide to develop teaching and learning strategies in relation to what they are teaching and the various learning styles and backgrounds of the visiting students.

The pedagogical strategies, which are predominately focussed on encouraging learning beyond the classroom and support learners as individuals as well as members of a social group, include **Learning By Doing**, **Being in the Natural Environment**, **Life Learning in Real Places**, **Full Sensory and Mind Body Engagement**, **Exploring Issues in Local Contexts** and **Adventure & Challenge**.

Our pedagogical framework is also driven by the Centre’s vision for a **community that cares for self, others and the environment to achieve enough for all forever**.

**Pedagogy and Place – Learning Beyond the Classroom**

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<tr>
<th>Exploring Issues In Local Contexts [EILC]</th>
<th>Life Learning in Real Places [LLRP]</th>
<th>Learning by Doing [LbD]</th>
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Lessons for this program have been developed by Amaroo Environmental Education Centre to incorporate additional support and resources that are available through the Centre to assist with the implementation of the **Australian Curriculum Content Descriptions**.

The lessons in the teaching sequence have been colour coded as follows:

- Lessons in these boxes should be taught/facilitated by the class teacher in the school setting
- Lessons in these boxes will be taught by the Amaroo teacher as part of your program.
- It is suggested that pre/post work may be conducted on these objectives

**Teaching Sequence**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Lesson Objectives</th>
<th>Sundrops and Me Activity Outline</th>
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| Pre-engagement or “The Hook” | Students will:  
  • Listen and respond to the letter about Farmer Green’s dilemma | Farmer Green posts a letter to the school requesting assistance from the preps. Birds are eating her produce and she wants to solve the problem in a sustainable way. However she does not know how to construct a scarecrow and asks the students if they could construct one and write a set of sequential instructions so that she can make a scarecrow for her farm. |
| The Needs of Living Things: Identifying the needs of plants | Lesson objectives  
  Students will:  
  • recognise that plants have needs. | Discussion on how to plant a seed and the requirements for it to grow.  
  Dramatization of a planted seed growing to a fully grown plant. |
| Meeting Needs In Different Environments: Analysing needs in natural environments | Lesson Objectives  
  Students will:  
  • recognise how the needs of living things are met in a natural environment | Discussion about the plants and animals in the school grounds or on farms and how their needs are met. |
| The Living World: Exploring science and our senses | Lesson objectives  
  Students will:  
  • recognise how all their senses can help them learn about their world. | Discussion about the 5 senses and how they are important to farmers and used every day. A discussion follows about how information can be obtained by using all our senses and whole body listening. (Farm analogy) |
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<td><strong>The Living World:</strong> Exploring the living world using our senses** [Sense]**</td>
<td><strong>Lesson objectives</strong>&lt;br&gt;Students will:&lt;br&gt;• understand how to observe living things using their senses&lt;br&gt;• demonstrate their scientific observation skills.</td>
<td><strong>Blindfold activity</strong> - recognising fruit/vegies using sense of touch and smell.  &lt;br&gt;<strong>Rainbow Chip Colour Match activity</strong> - Students match colours of the environment to rainbow chips.  &lt;br&gt;<strong>Students use ‘Hocus Pocus Focus’ Tubes to explore the environment.</strong>  &lt;br&gt;<strong>Smelly containers</strong> - Students shake and smell various jars containing a variety of scented plants/seeds etc.  &lt;br&gt;<strong>Students use their senses to examine the natural treasures in the treasure chests.</strong></td>
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<td><strong>Hands On Rotational Activities</strong>&lt;br&gt;The ‘doing’** [LbD; LLRP]**</td>
<td><strong>Lesson objectives</strong>&lt;br&gt;Students will:&lt;br&gt;• Engage in activities related to farm life</td>
<td><strong>Students will rotate through 3 activities:</strong>  &lt;br&gt;1. Planting seedlings to create their own mini garden  &lt;br&gt;2. Paint dab bug stencils  &lt;br&gt;3. Create a ‘fat and flat’ flower garden</td>
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<td><strong>Meeting Needs In Different Environments:</strong>&lt;br&gt;Analysing needs in managed environments** [LLRP]**</td>
<td><strong>Lesson objectives</strong>&lt;br&gt;Students will:&lt;br&gt;• understand that people provide the basic needs for living things in managed environments</td>
<td>**An animal from the farm is shared with the students and the needs of the creature and how they are provided for in a managed environment are discussed using various scenarios. (Animals as a ‘pet’; ‘domestic animal’)</td>
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<td><strong>The Needs of Living Things:</strong>&lt;br&gt;Reflecting on familiar living things** [LLRP]**</td>
<td><strong>Lesson objectives</strong>&lt;br&gt;Students will:&lt;br&gt;• understand that familiar living things have needs.</td>
<td><strong>Brief discussion following the farm animal viewing.</strong></td>
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<td><strong>The Impact of Humans:</strong>&lt;br&gt;Considering actions that harm the environment** [LLRP]**</td>
<td><strong>Lesson objectives</strong>&lt;br&gt;Students will:&lt;br&gt;• understand that humans actions can impact on living things.</td>
<td><strong>Questioning about the choice of a scarecrow to protect the crops - other suggestions: pros and cons considering the impact on the environment</strong></td>
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<td><strong>The Impact of Humans:</strong>&lt;br&gt;Reflecting on actions in the local environments** [LbD; LLRP]**</td>
<td><strong>Lesson objectives</strong>&lt;br&gt;Students will:&lt;br&gt;• recognise the connection between human actions and living things in the school environment.</td>
<td><strong>Take students on a school yard work noticing how creatures are interacting with the environment - both built and natural. Discuss pros and cons of human modification of the environment.</strong></td>
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**Assessment Summary:**
- Able to indicate via pictures or verbally requirements of living things.
- Name our senses
- Selecting from picture choices, materials needed to construct a scarecrow.
- sense of taste: a healthy snack (fruit/vegetable) and a drink of milk from Farmer Green's farm are shared with the children during morning tea or snack attack/brain break time

- Planting of seedlings to explain the process of growing new plants and the need for water and sunlight and nurturing
- Construct a fat/flat flower garden noticing the colours and shapes of living things
- Use a stencil to make a garden bug (brief explanation highlighting how not all insects are ‘pests’)

**Important Teacher Notes:**

1. Please be aware of students with milk allergies as Farmer Green brings a milk drink for the students.
2. At least one extra adult helper is required for the session between morning tea and lunch to assist with the rotational activities.

**Cross Curriculum Priority Link:** Sustainability addresses the ongoing capacity of Earth to maintain life.

**Organising Idea: Systems OI.1** All life forms, including human life, are connected through ecosystems on which they depend for their well-being and survival.

**Australian Curriculum References for this program:**

**Foundation Year Science - Content Descriptions**

**Science Understandings**

- Biological Science
  - Living things have basic needs including food and water \(\textit{ACSSU002}\)

- Earth and Space Sciences
  - Daily and seasonal changes in our environment affect everyday life \(\textit{ACSSU004}\)

**Science as a Human Endeavour**

- Nature and the Development of Science
  - Science involves exploring and observing the world using the senses \(\textit{ACSHE013}\)

**Science Inquiry Skills**

- Questioning and Predicting
  - Respond to questions about familiar objects and events \(\textit{ACSIS014}\)

- Planning and Conducting
  - Explore and make observations by using the senses \(\textit{ACSIS011}\)

**Foundation Year HASS - Content Descriptions**

**Knowledge & Understanding - History**

- How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums \(\textit{ACHASSK013}\)

**Knowledge & Understanding - Geography**

- The places people live in and belong to, their familiar features and why they are important to people \(\textit{ACHASSK015}\)

**Foundation Year - Year 2 The Arts - Content Descriptions**

**Knowledge and Skills**

**Drama**

- Explore role and dramatic action in dramatic play, improvisation and process drama \(\textit{ACADRM027}\)

**Visual Arts**

- Use and experiment with different materials, techniques, technologies and processes to make artworks \(\textit{ACAVAM107}\)