Amaroo Environmental Education Centre is able to assist Prep teachers implementing the ‘Our Living World’ unit. This unit is conducted at your school and is a half day program, concluding at lunchtime. The program is limited to a single class group per day. It has been based on the C2C unit and the sequence of lessons on the following pages illustrates the link between the activities conducted by the teacher in the school and the activities which will be undertaken by the Amaroo teacher.

**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 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 week’s 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 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 a discussion about the use of a scarecrow.

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

- Brief discussion and understanding about whole body listening and using the senses.
- 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 cards and hocus pokus focus tubes—sight
  - using smelly shakers to appreciate scents from farmer Greens garden (cont. page 4)
The Amaroo EEC teachers deliver this program utilising a variety of Pedagogical Strategies which are based on the four dimensions of Productive Pedagogies plus the 5th Pedagogy: Pedagogy and Place - Learning Beyond the Classroom. Each pedagogy is abbreviated in [ ] according to this key

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

<table>
<thead>
<tr>
<th>Exploring Issues In Local Contexts [EILC]</th>
<th>Life Learning in Real Places [LLRP]</th>
<th>Learning by Doing [LbD]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full sensory, Mind Body Engagement [Sense]</td>
<td>Intellectual Quality</td>
<td>Higher-order thinking [HoT]</td>
</tr>
<tr>
<td>Connectedness</td>
<td>Connectedness to the World [CtW]</td>
<td>Substantive Conversation [SC]</td>
</tr>
<tr>
<td>Knowledge Integration [KI]</td>
<td>Academic Engagement [AE]</td>
<td>Background Knowledge [BK]</td>
</tr>
<tr>
<td>Supportive Classroom Environment</td>
<td>Self Regulation [SR]</td>
<td></td>
</tr>
<tr>
<td>Recognition of Difference</td>
<td>Narrative [N]</td>
<td></td>
</tr>
</tbody>
</table>

Lessons for this Science C2C unit (Unit 1 - Science Year Prep) have been developed by Amaroo Environmental Education Centre to incorporate additional support and resources that are available through the Centre.

The C2C lesson objective remains the same however the sequence differs from that of the C2C unit to maintain the flow of the Amaroo program.

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>C2C Lesson Objectives</th>
<th>Sundrops and Me Lessons - outline</th>
</tr>
</thead>
</table>
| **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.

[**LbD; LLRP; EILC; KI; CtW**] |
| **The Living World:**  
Exploring science and our senses | Lesson objectives  
Students will:  
- recognise how all their senses can help them learn about their world. | Students are shown the 5 senses chart. A discussion follows about how information can be obtained by using all our senses and whole body listening. (Farm analogy)

[N] |
| **The Needs of Living Things:**  
Identifying the needs of plants | Lesson objectives  
Students will:  
- recognise that plants have needs. | Dramatization of a planted seed growing to a fully grown plant.  
‘Hairy caterpillar’ is introduced to the preps and left for them to care for to reinforce what the ‘needs’ of the plant are.

[LbD; Sense; KI; CtW] |
| **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 and how their needs are met.

[HoT; BK; LLRP] |

Amaroo Environmental Education Centre
<table>
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<tr>
<th>Topic</th>
<th>C2C Lesson objectives</th>
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</thead>
<tbody>
<tr>
<td>The Living World: Identifying living things in our school</td>
<td>Lesson objectives Students will: • understand how to observe living things using their senses</td>
<td>Blindfold activity - recognising fruit/veges using sense of touch and smell.</td>
</tr>
<tr>
<td>Sense; AE; SR; BK</td>
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</tr>
<tr>
<td>The Living World: Exploring the living world using our senses</td>
<td>Lesson objectives Students will: • demonstrate their scientific observation skills.</td>
<td>Colour Match activity - Students match colours of the environment to mini colour cards. Smelly containers - Students are to shake and smell various jars containing a variety of scented plants/seeds etc.</td>
</tr>
<tr>
<td>Sense; AE; SR</td>
<td></td>
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</tr>
<tr>
<td>Meeting Needs In Different Environments: Analysing needs in managed environments</td>
<td>Lesson objectives Students will: • 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>
</tr>
<tr>
<td>LLRP; SR; CtW</td>
<td></td>
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</tr>
<tr>
<td>The Needs of Living Things: Reflecting on familiar living things</td>
<td>Lesson objectives Students will: • understand that familiar living things have needs.</td>
<td>Brief discussion following the farm animal viewing.</td>
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<tr>
<td>SC; BK</td>
<td></td>
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<tr>
<td>Hands On Rotational Activities The ‘doing’</td>
<td>Lesson objectives Students will: • Engage in activities related to farm life</td>
<td>Students will rotate through 3 activities: 1. Planting seedlings to create their own mini garden 2. Paint dab bug stencils 3. Create a ‘fat and flat’ flower garden</td>
</tr>
<tr>
<td>LbD; Sense; LLRP; AE; SR; CtW</td>
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</tr>
<tr>
<td>The Impact of Humans: Considering actions that harm the environment</td>
<td>Lesson objectives Students will: • understand that humans actions can impact on living things.</td>
<td>Questioning about the choice of a scarecrow to protect the crops - other suggestions: pros and cons considering the impact on the environment</td>
</tr>
<tr>
<td>SC; BK</td>
<td></td>
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</tr>
<tr>
<td>The Impact of Humans: Reflecting on actions in the local environments</td>
<td>Lesson objectives Students will: • recognise the connection between human actions and living things in the school environment.</td>
<td>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</td>
</tr>
<tr>
<td>LbD; LLRP; AE; SR; CtW; SC</td>
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</tbody>
</table>

Assessment Summary:
- Monitoring - Representation of a farm environment
- Monitoring - Representation of a natural environment
- Portfolio - Collection of student work

- sense of taste: selection of foods from Farmer Greens farm are shared with the children during morning tea or snack attack/brain break time

Planting seeds/seedlings/cuttings to explain how new plants may be grown on the farm

- Construct a fat/flat flower garden noticing the colours of living things
- Use a stencil to make a garden bug (brief explanation highlighting how not all insects are ‘bad’)
- Investigating a creature from Farmer Green’s menagerie

After the group sessions, if time, Farmer Green may read the children a story or sing a scarecrow song.

Farmer Green asks the children again what it is that they must do to care for their plants

i.e.: what do they need—sun, water, fresh air and someone responsible to care for them

**Lunch (Farmer Green must return to her farm to tend to the animals!)**

**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.

**Australian Curriculum References for this program:**

**Prep Year Science - Content Descriptions**

**Science Understandings**

**Biological Science**

- Living things have basic needs including food and water (ACSSU002)

**Science as a Human Endeavour**

**Nature and the Development of Science**

- Science involves exploring and observing the world using the senses (ACSHE013)

**Science Inquiry Skills**

**Questioning and Predicting**

- Respond to questions about familiar objects and events (ACSIS014)

**Planning and Conducting**

- Explore and make observations by using the senses (ACSIS011)

**Processing and Analysing data and information**

- Engage in discussions about observations (ACSIS233)

**Communicating**

- Share observations and ideas (ACSIS012)

**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.