

WithOnePlanet

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Introduce

Culture: Lesson 1
Teacher notes
Thinking about plants

Years
5 to 6

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INQuIRY     

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WithOnePlanet

Climate change education
An xpend Foundation initiative

Thinking about plant

Lesson 1: Teacher notes

This document provides the teacher with the details of the lesson.

At a glance

Please note: This lesson has been written as a single lesson, but teachers are welcome to teach selected parts of the lesson only, or alternatively run the lesson over a number of classroom periods.

This lesson aims to capture the students' interest and find out what they know about plants, why plants are important, how different cultures use them, why it is important to look after plants, and what can happen if we don't look after our plants.

Students:

- > Use a sorting tree to sort out some different concepts regarding plants.
- > Watch videos on plants and take notes, make summaries and write down their thoughts about those videos.
- > Use a KWHL thinking tool to record what they think they know, what they would like to know, how they can find out about plants, how we use them differently in different cultures, why it is important to look after plants and what can happen if we don't look after our plants.
- > Discuss with others their understandings from these two activities, including the reasons they have for their understandings.

For an assessment guide, refer to the Unit outline.

INQuIRY focus: *Introduce*

The focus of the *Introduce* phase is to spark students' interest and engagement, stimulate their curiosity and elicit their existing beliefs about the topic. Students' existing ideas and questions can then be taken into account in future lessons.

Teacher background information

Plants are crucial to our survival. We use plants in many aspects of our everyday lives, including the food we eat, for our shelter and the air we breathe.

Equipment

Access to the YouTube videos:

- > Tasty Bush Tucker, <<http://splash.abc.net.au/media/-/m/30798/understanding-bush-foods>>
- > Landcare Kids, students learning to rehabilitate the land near their school, <<http://www.abc.net.au/btn/story/s4076181.htm>>
- > CNN Explains, Deforestation, <<http://edition.cnn.com/video/data/2.0/video/world/2013/09/12/bts-orig-eitm-deforestation-cousteau.cnn.html>>.

For the Group

For the *Sorting tree* activity:

- > One piece of A2 white card for use as poster
- > One A3 envelope containing all image boxes and text boxes from the *Sorting tree Teacher resource* document (Note: The image and text boxes can be cut out individually or the entire worksheet can be provided for students to cut out)
- > 2–3 glue sticks
- > One pack of coloured textas
- > Optional: 2–3 pairs of scissors – if students are cutting out image and text boxes themselves.

For each Student

- > *Sorting tree – Student worksheet*
- > Coloured pencils
- > *Video note taking – Student worksheet*
- > *KWHL chart – Student worksheet.*

Lesson steps

Please note: This lesson has been written as a single lesson, but teachers are welcome to teach selected parts of the lesson only, or alternatively run the lesson over a number of classroom periods.

1. Provide groups of 3–5 students with the instructions and equipment for the *Sorting tree activity*. Refer to equipment section above for details.
2. Students to complete the *Sorting tree activity* in their small groups. Students cut out the trunk, branches and leaves, and stick them on to their poster. Each leaf should complete an incomplete sentence on a branch. For example, the branch, 'We can use trees and plants to make...' could have the leaf, 'shelter', added. Each branch can have one leaf, or multiple leaves. Blank branches and leaves are also provided for students to add their own ideas.
3. Students to display their posters and observe the other posters that have been completed during the activity. The posters can remain on display during the unit as a point of reference for student learning.
4. Facilitate a discussion about students' thoughts on their own group's sorting tree and other groups' sorting trees. Some prompt questions for this discussion could include:
 - a. Was it easy or difficult to link the leaves to the branches?
 - b. Did other groups have similar or different links to your group?
 - c. Did you add any of your own leaves or branches? What did you add?
5. Explain to students that they will be viewing three short videos, each of which has something to do with plants.
 - a. Tasty bush tucker, <<http://splash.abc.net.au/media/-/m/30798/understanding-bush-foods>>
 - b. Landcare Kids, Students learning to rehabilitate the land near their school, <<http://www.abc.net.au/btn/story/s4076181.htm>>
 - c. CNN Explains, Deforestation, <<http://edition.cnn.com/video/data/2.0/video/world/2013/09/12/bts-orig-eitm-deforestation-cousteau.cnn.html>>
6. During each video, students to take notes using the *Note taking – Student worksheet* (Activity 2). After each video, students to summarise their notes and add any other thoughts, ideas and opinions to those notes.
7. After each video, ask students to share their reactions to the video. Ask students what links they think each video has with plants. The teacher can create three lists of these links – one list for each video.
8. Students to complete the *KWHL chart – Student worksheet* individually. Refer to student worksheet for instructions.
9. Facilitate a discussion of students' responses to the K, W and H sectors of their charts.

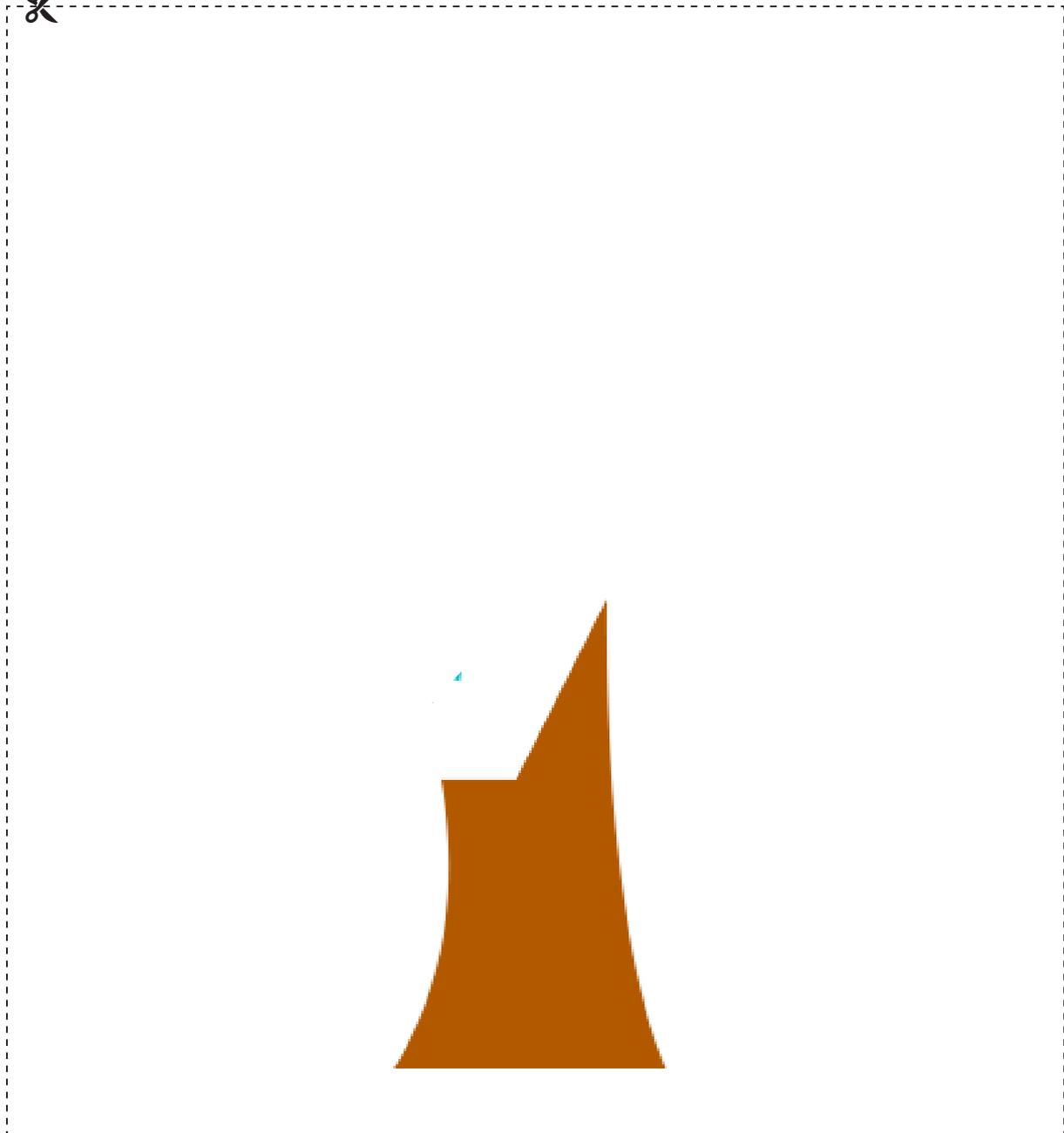
Source:

ABC Gardening Australia, *Tasty bush tucker*, [Online Video] 18 December 2010, viewed 7 April 2016, <<http://splash.abc.net.au/home#!/media/30798/understanding-bush-foods>>
 ABC Behind the news, *Landcare Kids*, [Online video], 2 September 2014, viewed 7 April 2016, <<http://www.abc.net.au/btn/story/s4076181.htm>>
 CNN, CNN Explains: *Deforestation*, [Online video], 12 September 2013, viewed 7 April 2016, <<http://edition.cnn.com/video/data/2.0/video/world/2013/09/12/bts-orig-eitm-deforestation-cousteau.cnn.html>>

Lesson 1: Teacher resource

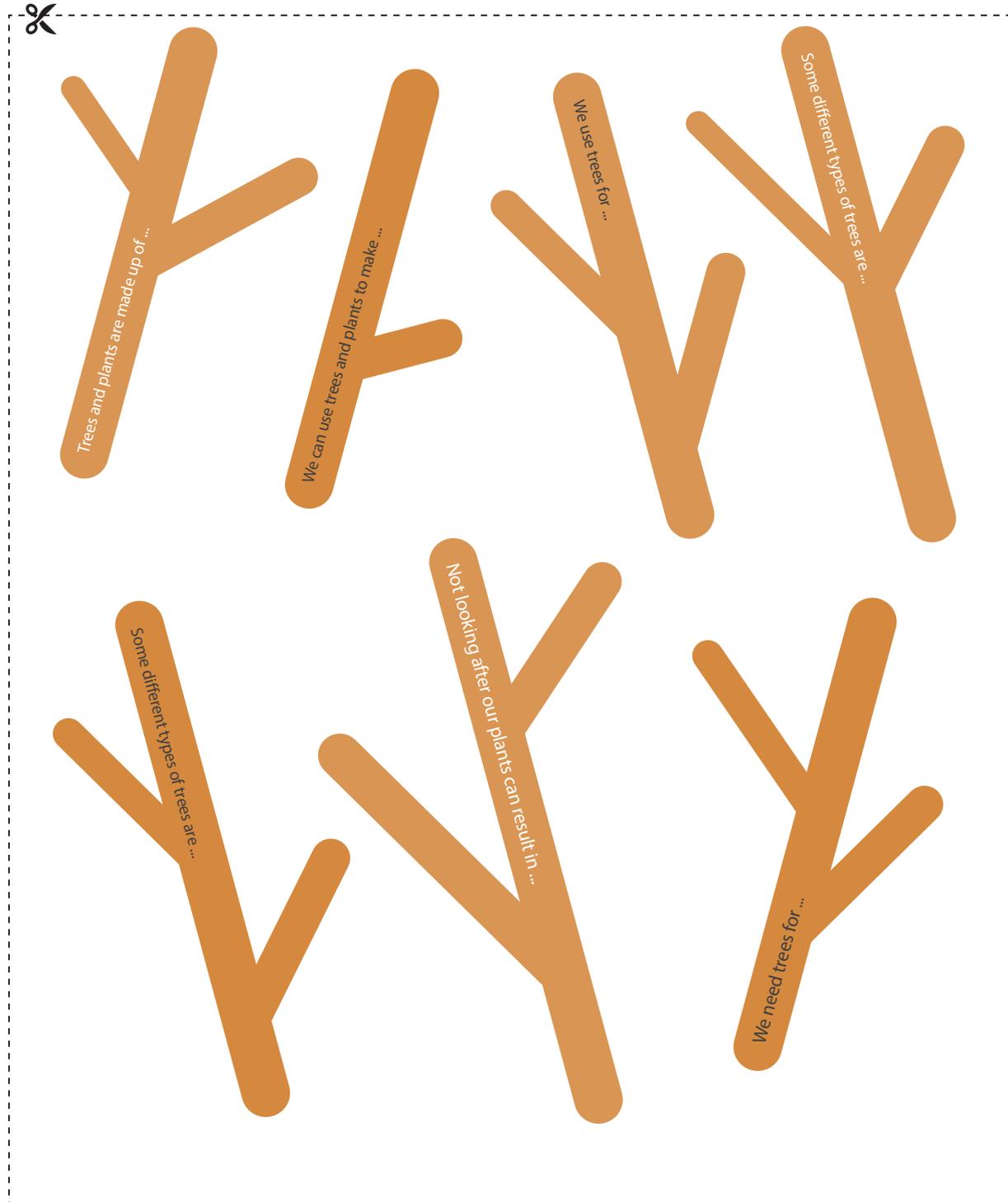
Sorting tree activity

TREE TRUNK – for students to stick on their poster and stick branches and leaves onto.



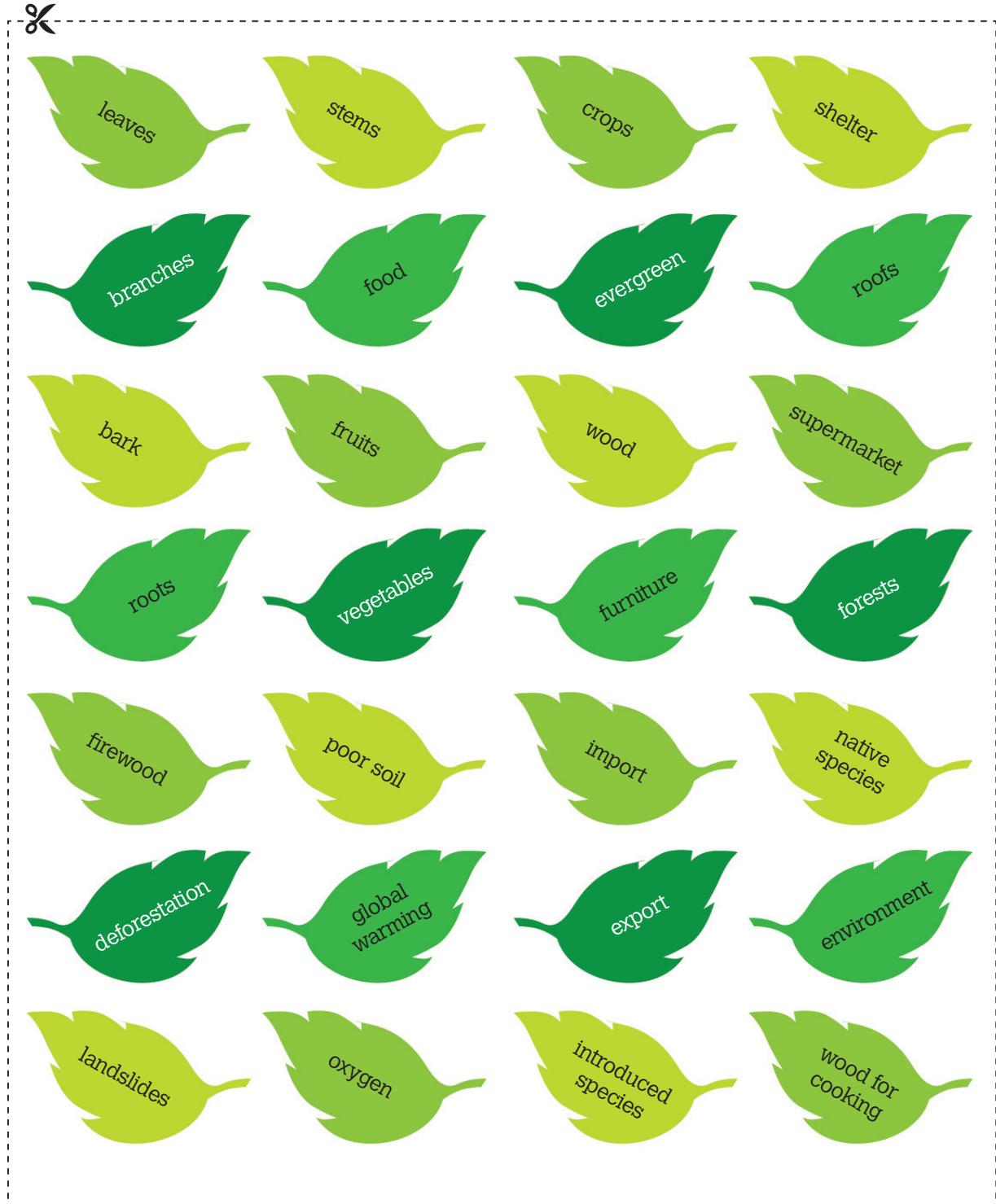
Source:
Graphics produced by WithOnePlanet 2015

BRANCHES – for students to cut out with the following sentences, and also some empty branches for students to write their own.



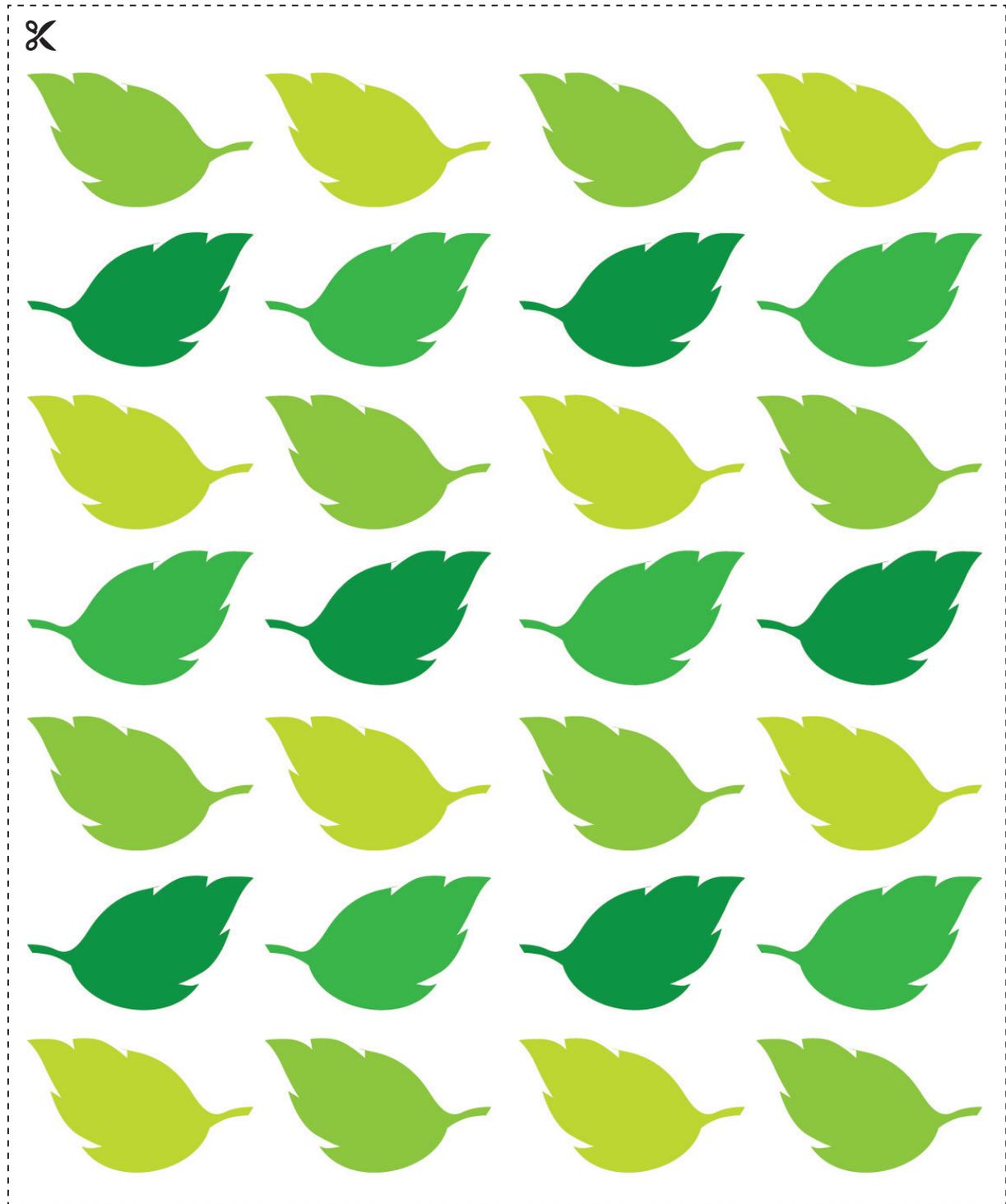
Source:
Graphics produced by WithOnePlanet 2015

LEAVES – for students to cut out and stick on to the branches, with the following words.



Source:
Graphics produced by WithOnePlanet 2015

LEAVES – for students to cut out and stick on to the branches, with their own words.



Source:
Graphics produced by WithOnePlanet 2015