

This introductory set of activities helps students in their understanding the different features of plants and their life cycle. They will be engaged in interactive games to assist with their learning.

Learning Intention	Success Criteria
Students will understand that plants have different parts and that they are all important for the growth and health of the plant. Students will understand the life cycle of a tree in relation to the types of trees in the sanctuary.	Students will be able to name different plant parts based on their appearance and feel, as well as in relation to their own body. Students will be able to list the stages in a tree's life cycle and how big the plant is at each stage.

Student Activity
In this activity students will gain an understanding of the different plant parts and how each part contributes to its health and growth. They will also explore and discuss the life cycle of a tree, from a seed to a fully grown tree. Once seated in the classroom, students will be shown different pictures of plant parts and are encouraged to think about each part in relation to their body (e.g. roots as legs, etc.). We follow this with an interactive song and dance (Heads, Shoulders, Knees & Toes) and a quick round of Simon Says. To finish off the activity students describe the life cycle of a plant and the important stages of growth.

Learning Outcomes	
<b>Cognitive</b>	Students will learn and remember the different parts of a plant and how they contribute to its growth. They will learn how each stage of a trees life cycle is different and how large the plant is at each stage.
<b>Affective</b>	Students will enjoy participating in the classroom games and be interested about why the life cycle of a tree is important. They will draw connections between the importance of nature in creating healthy communities.
<b>Observational Skills</b>	Students will be shown how to recognise each of the different plant parts. Students will use their voice to sing the plant parts song as well as listen to instructions during 'Simon Says'.



## Curriculum Links

### Years F-2:

People use science in their daily lives ([VCSSU041](#))

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met ([VCSSU042](#))

Living things grow, change and have offspring similar to themselves ([VCSSU043](#))

Participate in guided investigations, including making observations using the senses, to explore and answer questions ([VCSIS051](#))

Use informal measurements in the collection and recording of observations ([VCSIS052](#))

Compare observations and predictions with those of others ([VCSIS054](#))

Represent and communicate observations and ideas about changes in objects and events in a variety of ways ([VCSIS055](#))

### Years 3-4:

Science knowledge helps people to understand the effects of their actions ([VCSSU056](#))

Living things can be grouped on the basis of observable features and can be distinguished from non-living things ([VCSSU057](#))

Different living things have different life cycles and depend on each other and the environment to survive ([VCSSU058](#))

Safely use appropriate materials, tools, equipment and technologies ([VCSIS067](#))

Compare results with predictions, suggesting possible reasons for findings ([VCSIS070](#))

Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language ([VCSIS072](#))

## Summary

Throughout this engaging activity, students will begin to understand that plants have different parts and that all have equally important functions. Students will enjoy playing the classroom games to help them remember these parts and functions. Your students will learn about the life cycle of a tree and how each stage contributes to the growth of the tree.



### A New Pedagogy Deep Learning (NPDL)

The LTWS incorporates the work of Michael Fullan and Maria Langworthy into their activities and support resources.

**Instructional Model** and incorporate a range of activities designed to develop 21<sup>st</sup> Century Learning Skills.

The Intro to Plants activity provides an authentic link to a pedagogy for Meaning-Oriented (Deep) learning. The ticks below provide an indication of the skills this activity is designed to develop.

## Support Materials

The LTWS have (and are) developing a range of support materials that provide additional resources for teachers to explore this NPDL framework.

Visit our Webpage – [www.latrobe.edu.au/wildlife](http://www.latrobe.edu.au/wildlife)

Keep in touch via the sanctuaries Blog, Facebook and Youtube pages to discover more about the sanctuary and the opportunities your students can explore.

<http://bit.ly/1TdbMnN>  
<http://on.fb.me/1WeQwfD>  
<http://bit.ly/1V4yMTL>



## La Trobe University's Outdoor Laboratory

Critical Thinking



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Collaboration



Creativity



Character



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