



## LESSON OVERVIEW

In this lesson students will learn to identify living things, how they grow and change and what they need to survive. Students will learn about the life cycles of living things and how the needs of animals are met. This lesson also enables students to understand the process of food production from paddock to plate.

### AIMS AND OBJECTIVES

Upon completion of this lesson students will demonstrate an understanding of:

- Classifying living and non-living things
- Identifying features of living things and how they are similar to their offspring
- How the needs of domestic and farm animals are met
- Their own nutritional needs and healthy eating models
- The paddock to plate food process

Key Learning Area	Year Level	Code/s	General Capabilities	Cross Curriculum Priorities	Curriculum Connections
Science	F	ACSSU002	Critical and Creative Thinking	Sustainability	H&PE
	1	ACSSU017 ACSSU211 ACSHE022	Literacy  Intercultural Understanding	Aboriginal and Torres Strait Islander histories and cultures	
	2	ACSSU030 ACSHE035	Ethical Understanding  Personal and Social		

### STRAND CONTENT DESCRIPTION/S:

#### Foundation

ACSSU002 - Living things have basic needs, including food and water

#### Year 1

ACSSU017 - Living things have a variety of external features

ACSSU211 - Living things live in different places where their needs are met



*ACSHE022* - People use science in their daily lives, including when caring for their environment and living things

**Year 2**

*ACSSU030* - Living things grow, change and have offspring similar to themselves

*ACSHE035* - People use science in their daily lives, including when caring for their environment and living things

Key Learning Area	Year Level	Code/s	General Capabilities	Cross Curriculum Priorities	Curriculum Connections
Health and Physical Education	F	ACPPS006	Critical and Creative Thinking Personal and Social	NA	English
<b>STRAND CONTENT DESCRIPTION/S:</b>					
<b>Foundation</b>					
<i>ACPPS006</i> - Identify actions that promote health, safety and wellbeing					

## ScOT CATALOGUE TERMS

Sheltering behavior, plant nutrition, nutrition, sunlight, water, plant structure and function, animal structure and function, habitats, technologies, environmental management, lifestyles, growth (animals), animal reproduction, plant reproduction, plant growth

## LANGUAGE/VOCABULARY

Living, non-living, reproduce, features, adaptation, environment, lifecycle, healthy

## RESOURCES/MATERIALS

Interactive whiteboard and video conferencing equipment



## HIGHER ORDER THINKING SKILLS

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### Theory: Bloom's Taxonomy

Levels Addressed:

- ✓ 1. **Knowledge** – Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.
- ✓ 2. **Comprehension** – Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptors and stating main ideas.
- ✓ 3. **Application** – Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way.
- ✓ 4. **Analysis** – Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations.
- 5. **Synthesis** – Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
- 6. **Present and defend opinions** by making judgments about information, validity of ideas or quality of work based on a set of criteria.

## LESSON INTRODUCTION

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1. Using the interactive whiteboard, conduct the **pre-lesson pop quiz**.
2. Introduce the concept of living and non-living things by asking students to provide any examples they can think of.
3. Play the activity **Identifying Living Things** using the interactive whiteboard. Students scan the farm scene and identify living things by clicking on them.
4. Ask students to think about the objects that they have just sorted. Discuss what makes living and non-living things different. Elaborate on students' responses by explaining that living things move, grow, feed, breathe and reproduce.

## MAIN BODY OF TEACHING

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5. Using the interactive whiteboard launch the **How Living Things Grow game**. Ask students to drag the fully-grown living thing and match it to how it looked when it was young. Encourage students to make observations on the features of both the young and old living things and how they are similar in most cases.
6. Ask them to reflect on their own appearance and recall if they look similar or have similar features to someone in their family. Explain that this phenomenon is similar for animals.
7. Launch the slide **Features of Living Things** on the interactive whiteboard and ask students to study the pictures, pointing out different features that each animal has. Ask them to elaborate on these differences by explaining how certain features might be useful to that animal. For example: Sheep have nimble hooves which enable them to walk over rocky ground. Cattle have four stomachs and use them to digest grass.



8. Explain to the class that some living things have adaptations to help them survive. This means that they have a feature that helps them to survive more easily in their environment. Click on each of the animals to learn about their adaptations.
9. Use the interactive whiteboard activity **What Do Living Things Need?** to help students think about what things they need to survive and what animals might need to survive. Encourage them to share if they own a pet and identify how they look after their needs. Ask students to list the things that plants and animals need to survive. Once they have listed the basic needs, ask them to explain how farmers meet the needs of their animals. For example, give vaccinations to keep them healthy, build fences to keep them safe, help mother animals when they are giving birth, provide shelter, etc.
10. Using the interactive whiteboard activity **Lifecycles of Living Things** ask students to drag and drop the images to create a lifecycle for each living thing. Discuss some of the similarities and differences between each process with the class.

## CONCLUSION

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11. Ask students to restate the things that humans need to survive. Elaborate on our food needs and ask them to offer their opinion about what foods we can eat all the time to survive and what foods we should limit for a healthy diet.
12. Using the interactive whiteboard, display the **Healthy Foods** pie chart and ask students to interpret the information from the chart by asking the following questions:
  - What foods should you eat every day?
  - What foods should you only eat sometimes?
  - Which groups should we have the most food from for a healthy diet?
  - Why is there no space for sugar on the pie chart?
  - Can you design a healthy dinner by using food from the chart?
13. Ask students to study the foods on the graph and share their thoughts on where these foods come from. How does the food journey from the paddock to us so that we can eat it?
14. Explain to students that although we buy most of our food from the supermarket, that food was grown or produced somewhere else. Provide students with the following food examples and ask if they can explain where each particular food originated.

<ul style="list-style-type: none"><li>• milk</li><li>• steak</li><li>• chops</li><li>• bread</li></ul>	<ul style="list-style-type: none"><li>• apples</li><li>• eggs</li><li>• orange juice</li><li>• lollipop</li></ul>
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15. Conduct the post-lesson pop quiz using the interactive whiteboard.