

## Into the Rainforest VELS Guide Levels 1 – 4

### **Strand: Physical, Personal and Social Learning**

**Into the Rainforest is a program primarily designed for Middle Years but it can be adapted for Early Years. Within the strand, Physical, Personal and Social Learning the program is able to include criteria in each of the domains and there is potential to develop in particular the domain of Civics and Citizenship back at school.**

### **Domain: Health and Physical Education**

**During the Rainforest Program the presenter will discuss the safety aspects of some of the plants that are encountered throughout the walk. The students will also use hot glue guns to create rainforest creatures out of natural materials and safety aspects are discussed prior to the activity.**

#### **Learning Focus: Levels 1 & 2**

They learn about local signs and symbols related to safety (for example, traffic signs or symbols on medicines) and explore possible actions to take when they feel threatened or unsafe. They begin to identify the benefits of safe behaviours and learn how they can protect and increase their health and safety and the health and safety of others.

#### **Standards: Level 3**

#### **Dimension: Health knowledge and promotion**

They identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations.

### **Domain: Interpersonal Development**

**Interpersonal Development is not a major domain emphasised within this program however the Rainforest Program allows students to interact with their peers, teachers, adult helpers and presenter whilst completing tasks such as creating rainforest creatures.**

#### **Standards: Level 2**

#### **Dimension: Building social relationships**

At Level 2, students behave appropriately in a range of social situations. They identify the feelings and needs of other people. Students identify and accept that there are consequences for their actions.

#### **Standards: Level 3**

At Level 3, students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.

#### **Standards: Level 4**

At Level 4, students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups.

### **Domain: Personal Learning**

**In this program students are encouraged to listen, ask questions and clarify understandings. Students are encouraged to take risks with the creation of the rainforest creatures and acknowledge that mistakes can be worked upon.**

#### **Learning Focus: Levels 1 & 2**

Students reflect on their own learning by responding to prompts such as, 'What do you know now that you didn't know before?'

Students are provided with opportunities to learn with peers and to share their feelings and thoughts about learning with others. They begin to understand that listening to the responses of others can assist them to make sense of new experiences and provide useful cues for their own learning. Students are encouraged to take risks with their learning and begin to understand that mistakes can be a vehicle for further learning.

#### **Standards: Levels 3 & 4**

#### **Dimension: The Individual Learner**

Students seek teacher feedback to develop their content knowledge and understanding.

**Domain: Civics and Citizenship**

Throughout the program the students are immersed in the rainforest using a sensory approach that promotes a sense of awe and wonder. The importance of rainforest habitats within our world and conservation of rainforest areas are discussed. There is potential for further development of the standard in the dimension “Community Engagement” back at school, using our program as a tuning in activity.

**Learning Focus: Level 1**

Students engage in school and cultural events in a responsible and active way.

**Learning focus: Level 3**

They participate in community, school- and/or home-based projects designed to protect and care for the natural and built environment and promote the sustainable management of resources that they use; for example, by reducing, reusing and recycling paper and plastics, reducing use of fossil fuel by walking or cycling to school, reducing water consumption, and contributing to community events.

**Standards: Level 3**

**Dimension: Civic Knowledge and Understanding**

Students explain why protection and care for the natural and built environment is important.

**Dimension: Community Engagement**

Students participate in activities to protect and care for the natural and built environment.

**Learning Focus: Level 4**

Students explore ways in which they can actively participate in their school and community.

**Strand: Discipline-based Learning**

The Rainforest program is designed for students from Middle Years but it can be adapted to Early Years. Within the strand, Discipline - Based Learning the Rainforest Program is able to include criteria in most of the domains however its main emphasis is in the domains of The Arts, Humanities and Science.

English is a domain that is also supported though this program. The students use their senses and observations to make generalisations and to explore the material that is provided however it is not specific to this domain. The domains of, Mathematics and LOTE are not targeted to this program.

**Domain: The Arts**

In this program the students use a range of natural materials to create 3D rainforest creatures. The materials are sourced from the gardens by staff or by the students and they are able to select the materials in order to create their own creature. The students have access to hot glue guns that are used by adults to join the materials. There are possibilities back at school to explore the dimension “exploring and responding” under The Arts domain or to integrate it into the domain of English.

**Learning Focus: Level 2**

They begin to select, arrange and make choices about ways of using arts elements, principles and/or elements from individual arts disciplines as they investigate the use of skills, techniques, processes, media, equipment and technologies relevant to the arts disciplines in which they are working.

**Standards: Level 2**

**Dimension: Creating and making**

At Level 2, students create and present performing and visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms. They identify, describe and discuss characteristics of their own and others' arts works.

**Standards: Level 3**

**Dimension: Creating and making**

At Level 3, students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies.

**Standards: Level 4**

**Dimension: Creating and making**

At Level 4, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works. They investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas.

**Domain: The Humanities**

**In this program the importance of rainforests within our natural environment are discussed. Students use natural materials to produce art works and can reflect on ways that humans interact with rainforests e.g. for food, shelter, cultural celebrations, tourism, medicine. The students are exposed to vocabulary that describes where different types of rainforests are located within Australia and the world.**

**Learning Focus: Level 2**

Students are introduced to the concept of resources and their management, and begin to understand how resource use reflects community interdependence and economic sustainability. They begin to understand how local resources are used to make products, which meet local people's needs and the needs of people in other places. They also begin to understand that resources from other places may be used to make products locally to meet their needs.

**Learning Focus: Level 3**

They begin to make some simple comparisons between local and other Victorian environments: natural features, climate, land use and types of human activities. Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives.

**Standards: Level 3****Dimension: Humanities knowledge and understanding**

They describe how aspects of places in their local area have changed over time. From direct observation or observation of a variety of media, they describe the human and physical characteristics of their local area and other parts of Victoria. They describe how people use and affect different environments in Victoria.

**Standards: Level 4****Dimension: Economic knowledge and understanding**

At Level 4, students describe the nature of the economic problem (scarcity) and explain how selected goods and services are produced and distributed. Students describe the difference between needs and wants, and their own roles as producers and consumers of goods and services. They explain the need to be an informed consumer.

**Dimension: Geographical knowledge and understanding**

They compare the various ways humans have used and affected the Australian environment. Students recommend ways of protecting environmentally sensitive areas in a sustainable way.

**Dimension: Historical knowledge and understanding**

They demonstrate an understanding of the histories of some cultural groups, which make up Australia today. They make links and appropriate comparisons with contemporary Australia. (*Indigenous use of rainforest areas*)

**Domain: Science**

**Within this program the students identify the features of a rainforest environment and explore the relationships between living and non living factors in rainforests. They explore adaptations of plants that survive in this environment and the way in which humans have interacted and affected rainforest environments. Food chains and interactions with fauna are also discussed.**

**Standard: Level 3****Dimension: Science knowledge and understanding**

Students identify and describe the structural features of living things, including plants and animals. They identify how these features operate together to form systems which support living things to survive in their environments. They distinguish between biotic and abiotic factors in their environment and describe interactions that occur between them. They describe natural physical and biological conditions, and human influences in the environment, which affect the survival of living things.

Students explain how features of the landscape are altered by processes of weathering and erosion.

**Standard: Level 4****Dimension: Science knowledge and understanding**

At Level 4, students explain change in terms of cause and effect.

They identify and explain the relationships that exist within and between food chains in the environment.

**Strand: Interdisciplinary Learning**

**The Rainforest program is designed for students from Middle Years but it can be adapted for Early Years. Within the Interdisciplinary Learning Strand the Into the Rainforest Program is able to include criteria in each of the domains with the exception of Information and Communications Technology.**

**Domain: Communication**

**Students listen to information provided but are also asked to interact with their presenters, formulate questions and draw on their own personal experiences. Students are also asked to interact with their peers in the creation of their art works.**

**Learning Focus: Levels 1, 2 & 3**

As students work towards the achievement of Level 4 standards in Communication, they begin to identify basic communication conventions in the classroom and playground such as being attentive listeners, facing the speaker, and taking turns. They learn to focus their attention and to listen without interrupting. Students practise retelling what a speaker has said to them and learn to ask questions when appropriate, exploring the interactive nature of communication.

When communicating with others, students begin to distinguish between differing contexts, purposes and audiences and they learn to modify their communication accordingly; for example, when playing with friends in the playground and talking to classroom visitors.

As students work towards the achievement of Level 4 standards in Communication, they listen attentively when required and learn to respond and interject appropriately. They learn about appropriate body language when reacting to a speaker and use feedback from peers and the teacher on their own body language to improve their reactions. They practise paraphrasing what a speaker has said to check meaning and ask clarifying questions where meaning is unclear.

**Standards: Level 4**

**Dimension: Listening, viewing and responding**

At Level 4, students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations.

**Domain: Design, creativity and technology**

**In the Rainforest program students explore natural materials and discuss how they can use these materials to create a rainforest creature. The natural materials are then combined to produce a new product using glue guns. It needs to be noted that there is no formal design stage in the production of the art works and the students do not work to a production plan, but they do need to work safely with the variety of materials and tools.**

**Learning Focus: Levels 1, 2**

As students work towards the achievement of Level 3 standards in Design, Creativity and Technology, they investigate everyday, familiar products and recognise the basic characteristics and materials/ingredients from which they are made and how they are used. They explore the differences between natural products and artefacts, and learn that materials can be recycled and reused to produce new products. They play with and manipulate materials/ingredients in both a free and focused manner to foster development of their design and technical skills. They learn appropriate terminology, including the names of materials/ingredients and their characteristics and properties (for example, rough, smooth, shiny, soft, flexible), and processes such as measure, mix, cut, join. Students begin to recognise relationships between individuals and communities, and products, processes and systems; for example, a transport system. Responding to open-ended design tasks, students develop imaginative and practical design solutions to problems, needs and opportunities; for example, making a simple decorated bag for carrying personal items, modelling playground equipment, or making pots to grow herbs for use in a food product.

Students follow a set of instructions and may begin to contribute to planning the main steps to make a product. They explain what they are making and which tools and equipment they are using. They safely use tools and equipment to separate, assemble, join and combine everyday materials/ingredients and systems components in a variety of ways.

**Standards: Level 4**

**Dimension: Producing**

At Level 4, students use their production plan and select and work safely with a variety of materials/ingredients and systems components to produce functional products and/or systems. They use a range of measuring, marking, joining/combining techniques to alter materials and finishing/presentation methods, and operate tools and equipment competently, showing consideration of safety and hygiene, and record their progress.

**Domain: Thinking Processes**

Throughout the presentation the children use their senses to explore the rainforest areas within the Royal Botanic Gardens and are encouraged to ask questions, make hypothesis and interact with the presenter and their peers. The students also explore the material that is provided or collected in order to create a rainforest creature. This program is suitable as a tuning in activity or as a gathering information activity for questions already devised at school.

**Learning Focus: Levels 1 & 2**

As students work towards the achievement of Level 3 standards in Thinking Processes, they explore a wide variety of familiar contexts. With encouragement and support, they wonder, question and become adventurous in their thinking about these contexts. Students practise using all of their senses to develop skills in making observations which they share and record.

As students work towards the achievement of Level 3 standards in Thinking Processes, they explore the community and environment around them, and increasingly consider contexts and information, which lie beyond their immediate experience. Questions and wondering are encouraged, recorded and shared, and become the basis for further learning.

Students develop their skills in making accurate observations about people and events, and they begin to use a variety of means to record their observations. They develop their own explanations for the observations they make and learn to question the accuracy of other people's explanations. They begin to understand that people are more likely to believe an explanation if evidence or reasons are provided. They develop their skills in using a range of sources of information when investigating selected questions.

**Standards: Level 3****Dimension: Reasoning, processing and inquiry**

At Level 3, students collect information from a range of sources to answer their own and others' questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem-solving activities. They provide reasons for their conclusions.

**Standards: Level 4**

At Level 4, students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth. They distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. develop reasoned arguments using supporting evidence.