

## Introduction to the Gardens – VELS Guide Levels 1 - 4

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

The Introduction to the Gardens Program is designed primarily for students in Primary School with particular reference from Prep to Year 4. Within the strand Physical, Personal and Social Learning the Program is able to include criteria in the domains of Health and Physical Education and Civics and Citizenship however they are not overly emphasised within the program.

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

Within the program the children identify signs that are used in the Herb Garden to identify plants that are used for cooking, pest repellents, medicine and for their scent. They also discuss the reasons plants are used as food and recognising that not all plants provide food and some can be harmful in certain situations.

#### **Learning Focus: Level 1**

Students learn about local signs and symbols related to safety (for example, traffic signs or symbols on medicines).

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

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

At Level 3, students identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations. They identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices.

### **Domain: Interpersonal Development**

Interpersonal Development is not a major domain emphasized within this program however the Introduction to the Gardens Program allows students to interact with their peers, teachers, adult helpers and presenter whilst completing tasks such as potting plants and making potpourri bags.

#### **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**

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

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**

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

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.

#### **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.

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

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

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

**Domain: Civics and Citizenship**

Using a sensory and discovery approach the students are led to appreciate the beauty in the Royal Botanic Gardens and the importance of preserving this environment for future generations. There is scope to develop knowledge related to the contribution of people from the many culturally diverse groups that make up the Australian community and the importance of the gardens as a cultural institution.

**Learning Focus: Level 1** Students engage in school and cultural events in a responsible and active way.

**Learning Focus: Level 2** Students investigate the ways individuals, families, groups and communities can work to improve their environment.

**Standards: Level 3**

**Dimension: Civic knowledge and understanding**

At Level 3, students demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community.

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

**Strand: Discipline based Learning**

The Introduction to the Gardens Program is designed primarily for students in Primary School with particular reference from Prep to Year 4. Within the strand Discipline based Learning, the Program is able to include criteria in the domains of The Arts and Humanities however its main emphasis is within the area of Science. English is a domain that is also supported through 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 program.

**Domain: The Arts**

Within this program the students are able to collect materials for use back in the classroom. They are also able to create potpourri and decorate their bag with treasures from the natural world.

**Standard: Level 1**

**Dimension: Creating and making**

At Level 1, students make and share performing and visual arts works that communicate observations, personal ideas, feelings and experiences. They explore and, with guidance, use a variety of arts elements (on their own or in combination), skills, techniques and processes, media, materials, equipment and technologies in a range of arts forms. They talk about aspects of their own arts works, and arts works and events in their community.

**Domain: The Humanities**

Within this program there is scope to include the history of the Botanic Gardens and how this site has been used over time.

**Learning Focus: Level 2**

By observing the characteristics of different places, and prompted by questions, students think about environmental differences, locally and in other parts of Australia and the world, and why these differences exist. They begin to grasp the role and importance of the various cultural groups that make up the Australian community, including Aboriginal and Torres Strait Islander communities.

They explore what their local area might have looked like before European settlement.

**Standard: Level 3**

**Dimension: Humanities knowledge and understanding**

They describe how people use and affect different environments in Victoria.

**Standard: Level 4**

**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.

**Domain: Science**

**Within this program the students use their senses to explore the natural environment using specific language to explore concepts. The students identify and describe structural features of plants and identify how these features operate together to form systems that support the plant within its environment. Students also explore interactions between plants, animals, and human influences within the environment. Students will also pot a seed or seedling that can aid future sessions in the dimension of Science at work where students could plan experiments focussing on the growth of plants in variable conditions.**

**Learning Focus: Level 1**

As students work towards the achievement of Level 3 standards in Science, they use their senses to explore the world around them; for example, day and night, the seasons, and living and non-living things. They describe their activities and observations using both general and science-specific language; for example, *hard, soft, long, short, big, small, strong and weak*.

**Learning Focus: Level 2**

As students work towards the achievement of Level 3 standards in Science, they observe and describe phenomena; for example, properties of natural and manufactured materials. Students expand their simple scientific vocabulary by using words and terms for concepts such as *temperature, life cycles*.

**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.

**Dimension: Science at work** ( Possible extension work back at school )

At Level 3, students plan, design, conduct and report collaboratively on experiments related to their questions about living and non-living things and events. They select and use simple measuring equipment, use a range of appropriate methods to record observations, and comment on trends. They describe the concept of a fair test and identify the variables associated with an experiment. They develop fair tests to make comparisons and explain how they have controlled experimental variables.

**Strand: Interdisciplinary Learning**

**The Introduction to the Gardens Program is designed primarily for students in Primary School with particular reference from Prep to Year 4. Within the strand Interdisciplinary Learning, the Program is able to include criteria in the domains of Communication, Design Creativity and Technology and Thinking Processes however they are not overly emphasised within the Program.**

**Domain: Communication**

**In this program the students are encouraged to be active listeners not only with the presenter but also with their peers and other adults within the group. The students are encouraged to ask and answer questions and use appropriate body language when speaking and listening.**

**Learning Focus: Level 1**

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.

**Learning Focus : Level 2**

As students work towards the achievement of Level 4 standards in Communication, they practise the skills of being attentive listeners and viewers in pairs, small groups and as a whole class. They are encouraged to use questions to clarify meaning and to extend interaction.

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.

**Learning Focus : Level 3**

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.

**Domain: Design, Creativity and Technology**

**In this program the students use a sensory approach to explore the Gardens and investigate natural materials and how they are used both within the Garden's environment and in the wider world.**

**Learning Focus: Level 1**

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.

**Domain: Thinking Processes**

**Within this program the students use a sensory approach to make discoveries which they are encouraged to share with their presenter and peers. Questions and wondering are encouraged and shared orally. Where appropriate suggestions are made for further study back at school.**

**Learning Focus: Level 1**

Students practise using all of their senses to develop skills in making observations which they share and record.

Students begin to look for simple patterns in their observations by classifying familiar items and by looking for similarities and differences. In integrating information from their own observations, information from peers, teachers and other adults, and information from print and non-print texts, they begin to develop simple explanations for the phenomena they observe. These explanations – not necessarily complete – are the starting point for further questions and exploration.

**Learning Focus: Level 2**

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.

**Standard: 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.