SCIENCE

Lesson 10

Year 2

Topic: Sustainability

Sharing learning

Lesson concepts

- Earth's resources, including water, are used in a variety of ways
- Science involves asking questions
- People use science in their daily lives
- Observations can be recorded
- Observations can be compared with predictions
- Observations and ideas can be communicated

Learning alerts

Be aware of students thinking that the Earth is too big for their own actions to have an impact on Earth's resources.

Suggested next steps for learning

Explain that everybody needs to work towards conserving Earth's resources and that any action, no matter how small, can have an impact.

Today students will:

► share their learning about how to 'save planet Earth'.

Resources

Digital

Digital presentation (slideshow or video created in the previous lesson)

Find and prepare

Sheet 3 — Soil experiment: How did they grow? (from Lesson 9)

Object to make informal measurements (for example: paperclip, coin, eraser, small cubes)

Exercise book

Key terms

dispose of, recycle, reduce, reuse

For definitions and explanations of terms, please see the Glossary.

Lesson

Complete soil experiment observations

Say to students

> You have been conducting an experiment about soil. In Lesson 1 (in a previous fortnight), you planted seeds in three different types of soil and you have observed which type of soil is the best for growing plants. Today, you will make your last observation for the experiment.

1. a. Allow students time to record their observations on **Sheet 3 —** Soil experiment: How did they grow? or in their exercise book.

Focus questions

Q. *Read your prediction from the first lesson. How do your observations compare with your prediction?*

A. For example: My prediction is the same as my observations. The plants grew the best in the soil from the garden.

Q. *Why do you think the plants grew the best in that type of soil?*

A. For example: Because it was good garden soil so it would have had what the plant needs to help it grow.

Q. *What is the best use for that type of soil? Why?*

A. For example: It is good for growing crops in, because it is arable soil.

Q. *Why is it important to conserve arable land?*

A. For example: We need to conserve arable land because plants and crops grow really well in it, and it can support large herds of cows or sheep; if we don't conserve arable land, then there may not be enough food to eat.

Say to students

> You have used your science knowledge and science inquiry skills to observe the soil experiment and extend your learning.

Share and celebrate learning

2. a. Ask students to welcome the audience (for example: parents, siblings, friends, family).

Tell the audience that the students have been learning about the uses of Earth's resources and ways to conserve them. They will now share the science knowledge and conservation methods they have learned.

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b. Ask students to share their science knowledge about how to conserve Earth's resources.

Focus questions

Q. *What are Earth's resources?*

A. For example: Water; soil; resources from the ground such as metals, minerals, oil.

Q. *Why are they important?*

A. For example: They provide for living things. Without them, living things would have no food, water, shelter or fresh air to breathe.

Q. *Why do we need to conserve Earth's resources?*

A. For example: Otherwise they are in danger of running out and living things need them to survive into the future.

Q. *What are some good ways of conserving Earth's resources?*

A. For example: Water can be conserved by turning the tap off while brushing your teeth and fixing any leaking taps. Soil can be conserved by planting trees, plants and grass to stop soil washing or blowing away. Metal can be conserved by recycling metal objects such as cans when you are finished using them. Reducing, reusing and recycling waste and disposing of waste responsibly helps to conserve Earth's resources.

c. Inform the audience that the students have used their science knowledge to create a slideshow/video about the ways to 'save planet Earth', including actions we can all do in our everyday lives, which they will now present.

d. Play the slideshow/presentation.

e. Invite the audience to ask the student questions regarding what they have learned about conserving Earth's resources.

f. Allow students to respond to questions and share their science knowledge and ideas.

g. Ask students to share their work and displays with the audience (inviting the audience to look around at the displays and student work).