

Year 4-3

Lesson 1 (Monday) - Human

Deep in the Lancy forest, a little bird named Florence liked flying around the meadow of IIL, munching on sweet seeds found in the school's primary garden. Nearby, almost at the edge of the Lancy Swimming Pool, lived a hawk, who was often perched in trees overlooking the school. The hawk and other woodland animals would often steal food from the school's garden if they would see little fruits and vegetables growing. The students did not know that it was animals who were keeping the plants from growing, so the children assumed they were not caring for the garden correctly. It also became known to local animals that the hawk could also swoop down if it spotted smaller animals in the garden, like Florence who wanted to eat in the garden.

One day, as Florence was on her way to the school's garden to munch on some growing carrots, she met a wise old owl named Daniel; he lived near the B17 building. "Be very careful, Florence, although you need those yummy plants to eat, there are also other bigger and stronger animals lurking nearby that would like to eat you," said the wise owl named Daniel. "Be very careful that you do not become prey to animals that would be predators like that hawk."

As Florence listened to Daniel speak, she continued to learn; she started to think about how every animal needed food to live. Some animals needed plants, some animals needed other animals, and some animals needed both plants and animals to eat and survive. She realized that food chains were a part of what happens living in the forest, and she was part of it. Determined to stay away from the school's garden so the hawk would not swoop down to get her, she decided it was best to go to the local Migros to get her carrots. However, Florence wanted to learn more about food chains and wanted to learn more from the wise owl named Daniel.

She spent her days exploring and asking the owl questions about plants and how plants get their food. The owl explained how the Sun would help the carrot plant make or produce its own food and that is why plants are called producers. The owl explained that sometimes dead animals or dead plants decay and give nutrients to the soil that the carrots grow in to help the carrots grow. The wise owl also explained how the energy from the Sun travels to the plant, and that energy gets consumed by smaller animals and then the energy gets consumed by larger animals. Thus, those in the food chains are either called producers or consumers.

Each answer brought Florence more knowledge about food chains and understanding how important food was for each animal to survive. But she had one final important question for the owl, "What would happen if there were no more plants or no more small animals? What would happen to the bigger animals?"

The owl told her it was best to get that answer from the students who were at IIL.

Questions:

1. Who explained the food chain to Florence?
2. What are plants called in the food chain?
3. What would happen if something affected the plants in the food chain?

Answers:

1. The wise old owl named Daniel explained the food chain to Florence.
2. In the food chain, plants are called producers because they make their own food using energy from the sun.
3. If something affected the plants in the food chain, it would impact all the animals that rely on them for food. Small animals that eat plants would have less food, and in turn, larger animals that eat those smaller animals would also struggle to find enough to eat. This disruption could weaken or even eliminate some parts of the food chain.

Lesson 2 (Tuesday) - Turbo

In a quiet village by a big, green forest lived a curious squirrel named Milo. One day, Milo noticed something strange—smoke rising from the far side of the forest. Worried, he ran to Ollie, the wise old owl, to ask what was happening. Ollie explained that sometimes fires happen in forests, and they can change the way animals live by destroying plants and trees. “This kind of change can break something called the food chain,” Ollie said. Milo learned that a food chain is how animals rely on one another for food—like how Sammy the snail eats grass, Bella the bird eats insects, and sometimes even a fox might hunt a bird.

Ollie explained that when a fire happens, plants like grass get burned, which means animals like Sammy might have no food. This could make Bella, the bird, go hungry too, and then other animals might struggle to survive. “That’s why scientists study food chains,” Ollie said. “They want to understand what happens when changes like fires or floods come so they can protect animals and plants.” Milo realized that taking care of the forest was important to keep every creature safe and healthy.

Milo shared what he learned with his friends, and together they decided to help. They started picking up litter, making sure the forest was clean, and even taught other animals how to put out small fires. From that day on, Milo and his friends became protectors of their forest, knowing that each creature played a special part in the food chain that kept their home alive and well.

Questions:

1. What did Milo notice one day that concerned him?
2. Why did Ollie explain to Milo about the food chain?
3. What did Milo and his friends do to help protect the forest?

Answers:

1. Milo noticed smoke rising from the far side of the forest.
2. Ollie explained the food chain to Milo to help him understand how changes like fires can affect animals in the forest.
3. Milo and his friends started picking up litter, kept the forest clean, and took actions to prevent future fires, ensuring the safety of their forest home.

Lesson 3 (Thursday) - Phi

Once upon a time in a lush green forest, there were many different types of living things like trees, birds, insects, and animals who lived together harmoniously. Every night, the stars would twinkle brightly in the sky, guiding the creatures through their daily adventures.

One day, everything changed when a huge fire suddenly broke out in the forest. The fire spread quickly, causing the forest to become very hot and destroying the homes of the living things. Many of them had to leave, searching for warmth and safety in other parts of the land.

As the forest regenerated over time, new types of plants began to grow. These new plants attracted different kinds of insects and birds, which led to the formation of diverse ecosystems. The once familiar forest now became a beautiful mosaic of colors and shapes, filled with endless variety.

Just as the forest found its way to thrive again, people from all over the world started living in the same community. At first, it seemed like things would be difficult because everyone was so different. But over time, they realized that this diversity was actually amazing! They celebrated each other's cultures, languages, and traditions, creating a welcoming environment for everyone.

Children from both the forest and the community learned valuable lessons about embracing change and working together. By observing the way the forest recovered after the fire and the way people came together despite their differences, they understood the importance of collaboration and adaptation in creating a healthy, thriving world.

From then on, they continued to watch the stars, cherishing the beauty of both their own forest and the vibrant, diverse community they had helped build. And they knew that together, they could face any challenge that came their way, both big and small.

Questions:

1. How did the children learn valuable lessons about embracing change and working together?
2. What challenges did the community face when integrating the pre-existing forest community?
3. What can we learn from the character's reactions to the fire and the diversity within the community?

Answers:

1. The children learned by observing the way the forest recovered after the fire and the way people came together despite their differences. This showed them the importance of collaboration and adaptation in creating a healthy, thriving world.
2. The community faced initial difficulties due to the vast differences among its members, including cultural, language, and traditions. However, they eventually embraced these differences and celebrated them as part of their diverse community.

3. We can learn to appreciate diversity and understand that it leads to a more colorful and vibrant world. Moreover, we can see the value of collaboration and adaptation in overcoming challenges and building a thriving community.