

Lesson Plan

AR LESSON PLAN

Consumers, Producers and Decomposers

Learning Area	Science	Kit	AR/VR Education Kit
Year Level	Year 4	Duration	1x 60 minute lesson

Introduction/Description

Learning about consumers, producers, and decomposers is incredibly important; it helps us understand how living things interact and depend on each other in ecosystems. By studying these organisms, students gain a deeper appreciation for the delicate balance of nature and how all living things are connected. This knowledge empowers us to make choices that protect the environment, preserve biodiversity, and ensure a healthier and more sustainable future for our planet.

Learning Intentions

After this lesson, students will understand the difference between consumers, producers and decomposers and why each is important for a sustainable environment.

Task Summary

During this lesson, students will identify consumers, producers and decomposers through a gamified AR (augmented reality) experience in CoSpaces. Students will then demonstrate what they have learned through a 'What Am I?' activity.



Preparation

Students are expected to:

- Be familiar with viewing AR content in CoSpaces.
- Understand the basic functions of CoSpaces content creation.
- Have an understanding of consumers, producers and decomposers.

Teachers should make sure that:

- All hardware has been charged and sanitised.
- Student Devices have the most recent updated version of [CoSpaces](#) installed.
- A CoSpaces class and student logins have been created.
- Students have a copy of their CoSpaces login
- The following slide deck

-  Year 4 Consumers, Producers and Decomposers Teaching De... has been checked and the teacher has accessibility.
- Students have been divided into pairs or groups and names are written on Slide 4.
- A copy of the  What Am I Template has been printed for students to complete.

Resources



Hardware

- Mobile Devices
- Smartboard


AR Experiences

- [Producers, Consumers and Decomposers AR/VR Experience](#)

Tasks/Presentations

-  Year 4 Consumers, Producers and Decomposers Teaching De...
-  What Am I Template

Videos

-  Understanding Ecosystems for Kids: Producers, Consumers, ...
6.5 minutes
Learn about what an ecosystem is, and how producers, consumers and decomposers play a vital role in every ecosystem.

Learning Sequence

1

(10 mins)

Introduction

- Draw an Australian native habitat on the Smartboard / Whiteboard. Ask 3 or 4 different students to give you an Australian animal, and write / draw them on the board.
- Ask students what they think each animal on the board eats, draw / write their ideas underneath the animal, and start creating a 'chain' using arrows. Explain to students that they are helping you create a food chain.
- Continue the food chain by drawing arrows from the foods (particularly plants) and ask students what they think plants eat. Explain that plants produce their own food using sunlight, which means they are called 'producers'.
- Explain that the animals who eat the plants, or 'producers', are called 'consumers'.
- Tell students that they are about to watch a video about producers and consumers, and another special group of living things. Encourage them to watch and listen carefully to find out what the third group is called, and what their purpose is.
- Watch
 - ▶ [Understanding Ecosystems for Kids: Producers, Consumers, Decomposers](#) on Slide 2 of the
 - ▶ [Year 4 Consumers, Producers and Decomposers Teaching Deck](#) and discuss that the third group are 'decomposers', (fungi, insects, worms) whose job it is to break down dead organisms and waste to bring nutrients into the earth.

2

(40 mins)

Development

- Split the class into two groups (write their names on the table on slide 4 of the [Year 4 Consumers, Producers and Decomposers Teaching Deck](#)) and explain the following two tasks to students using slide 5.
- **CoSpaces Task:** with a device from the AR/VR kit, students access the [Producers, Consumers and Decomposers AR/VR Experience](#) using the CoSpaces app. In this experience, students navigate to each scene and tap on the objects to learn more about what they eat / how they get energy.
- **What Am I?:** using the [What Am I Template](#) students choose a consumer, producer and a decomposer and write up to 3 clues for each. These will be used for a game of 'What Am I?' at the conclusion of the lesson.
- After students have worked on their first activity for 10-15 minutes, swap the groups over.

3

(10 mins)

Conclusion

- Choose some students to share their 'What Am I?' clues with the class so they can guess what their consumer / producer / decomposer is.

- Ask students what they enjoyed, and what challenged them during their AR experience in CoSpaces on Slide 6.

Modifications

Adaptations

- If students have parental permission to use VR, they may wish to view the [Producers, Consumers and Decomposers AR/VR Experience](#) in VR.
- The 'What Am I?' template offers three levels of differentiation for students, with the following versions:
 - Blank lines for independent writers
 - Scaffolded sentence starters for developing writers
- Students may wish to focus on just one of the three options for the What Am I activity.

Extension Ideas

- Students create their own CoSpace to showcase their own ecosystem with consumers, producers and decomposers.
- Students select an ecosystem to complete an inquiry project on to further research consumers, producers and decomposers within that ecosystem.

Curriculum Connections

Australian Curriculum	NSW Curriculum	VIC Curriculum
Version 9 Year 4 Science <u>Science Understanding</u> <u>Biological Sciences</u> AC9S4U01 <i>explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships</i>	Stage 2 Science <u>Knowledge and Understanding</u> ST2-4LW-S <i>compares features and characteristics of living and non-living things</i>	Levels 3 and 4 <u>Science Understanding</u> <u>Biological Sciences</u> VCSSU058 <i>Different living things have different life cycles and depend on each other and the environment to survive</i>

Cross-Curriculum Priorities	Capabilities
<ul style="list-style-type: none"> ☒ Aboriginal and Torres Strait Islander Histories and Cultures ☒ Asia and Australia's Engagement with Asia ☑ Sustainability 	<ul style="list-style-type: none"> ☒ Literacy ☑ Digital Literacy ☒ Critical and Creative Thinking ☒ Personal & Social Capability ☒ Ethical Understanding ☒ Intercultural Understanding