

# Digging up Lily Plants



When you take the time to explain children readily understand the concept of dangerous or introduced plants and they actively want to help and protect the natural environment even if it means removing plants with beautiful flowers.

This encounter began when the children noticed a fallen tree just outside the fence line. The tree triggered empathetic comments from the children who were sad to see it had fallen. We had a brief discussion about how although the tree had fallen, we could still use it in some way.

A short time after, the same children trod on a flowering lily, linking the flowering lily to the fallen tree we discussed how the children themselves can have an impact on their surrounding environments, however, given that the plant was an Arum Lily which is an introduced and invasive plant, our discussion turned more towards what introduced and dangerous plants are, how root systems work as well as the difference between human "Lily"s and lily plants.

*"Our care of the child should be governed, not by the desire to make him learn things, but by the endeavour always to keep burning within him that light which is called intelligence." - Maria Montessori*

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Eventually the discussion turned to how to remove the lilies and the best method for digging up the bulbs. After this we went on a hunt for shovels and a cart to be able to dig up and transport the pest plants.

The children took turns digging out the lilies, supporting each other as they did so, they were immensely proud of their achievements after the hard work was complete.

Throughout this process the mentors involved had very open and honest conversations with the children which included the children in the decision making. Providing them with this voice meant they were actively part of the whole process and it gave them with a sense of ownership and determination.

After the lilies had been removed we discussed what we would do with them next.

Burn them, spray them, Bag them up and put them in the bin? Take them to the tip!!!

The children were extremely excited at the idea of going to the tip and so we wrote letters to our families giving them the heads up that this could become reality next week.

Do we replace them with other plants? Maybe our tip trip could also be one to Bunnings?

*"You may never know what results come of your actions, but if you do nothing, there will be no results." - Mahatma Gandhi*



*"Bad Lily!" exclaimed Eli as he stomped on the Arum Lily.*

# EYLF- Outcomes

## **1-Children Have A Strong Sense of Identity relates to Emotional Development.**

Children feel safe, secure, and supported.

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.

Children learn to interact in relation to others with care, empathy and respect.

## **2- Children Are Connected With & Contribute To Their World relates to Social Development**

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Children become aware of fairness.

Children become socially responsible and show respect for the environment.

## **3-Children Have A Strong Sense of Wellbeing relates to Physical Development**

Children become strong in their social and emotional wellbeing.

Children take increasing responsibility for their own health and physical wellbeing.

## **4.Children Are Confident and Involved learners relates to Cognitive Development**

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

Children transfer and adapt what they have learned from one context to another.

Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

## **5.Children Are Effective Communicators relates to Language Development**

Children interact verbally and non-verbally with others for a range of purposes.

Children engage with a range of texts and gain meaning from these texts.

Children begin to understand how symbols and pattern systems work.