

# Cutting Collection

## What you will need

Secateurs

Paper or plastic bags

Marker pen

Gardening gloves



## What to do

1. Grab your secateurs and look for healthy stems on your native plant. A good cutting should have green leaves and a flexible stem, and no flowers.

*Quick test: the cutting should spring back when you gently bend it.*

2. Use the secateurs to cut a stem that's about 10-15 cm long.

3. Repeat until you have 5 or 6 cuttings.

4. Place your cuttings in a paper/plastic bag and use your marker to write your name and the plant name on the bag.

5. Keep them cool and out of direct sunlight until you can plant them.



Take cuttings from 2-3 different plants, if possible.

Collect cuttings early in the morning when plants are well-hydrated



## Cutting Collection – Teacher Resource

Suggested Lesson time – 1 lesson, approximately 30 minutes.

This lesson will teach students how to collect cuttings from native plants. It should be combined with the 'Grow Your Cuttings' worksheet. It can also be combined with any other worksheet and lessons in the Habitat Warriors program (for example, 'Handmade Seed Pots').

At the end of this lesson students will:

- Gain practical skills in collecting native plant cuttings.
- Understand the importance of propagating native plants for habitat restoration.

This lesson can be made suitable for all primary levels – suggestions on how you could 'level up' the lesson are also given, while links to the Victorian Curriculum can provide additional ideas.

### Basic Lesson Outline

Discuss the importance of native plants in local ecosystems and ask students to name any native plant species that they are familiar with. Show examples of common native plants they might recognise (such as eucalypts, wattle, banksia, correa and grevillea), and native plants that occur at your planting site. Explain the concept of native plant propagation and how it can help in habitat restoration.

Provide students with the 'Cutting Collection' worksheet. Show students how to identify healthy stems and leaves suitable for cuttings and demonstrate how to collect a cutting. Highlight the safe use of secateurs (i.e. treat them like a pair of scissors, keep fingers away from the cutting area to avoid accidents).

## Class discussion

- Can you name a native plant that you have seen around your local area (this may include gardens or street trees)?
- Why are native plants important to our environment?
- Why is it important to be able to grow new native plants from cuttings?
- What differences do you notice between the cuttings from different plants?
- Why do you think it's important to label the cuttings with the plant species and your name?
- What are some benefits we get from having a diverse range of native plants in our natural environment?

## Lesson Level Up

There are multiple ways to extend and expand this lesson to make it more comprehensive and/or introduce more complex topics for older children/year levels. For example:

Expand the Science component:

- Research a specific native plant species which grows locally, ideally a species used for cutting collection. Write a report on the plant's characteristics, habitat value for wildlife and ecological significance.
- Research the best times to collect cuttings and propagate different native species and create a seasonal planting calendar. Students can use this calendar to plan future propagation and planting activities.

The complexity of this section could be adjusted depending on year level.

## Detailed Curriculum Links

Science			
	Foundation – Level 2	Level 3 – Level 4	Level 5 – Level 6
<b>Science Understanding</b>			
<b>Science as a human endeavour</b>	People use science in their daily lives.	Science knowledge helps people to understand the effects of their actions.	Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives.
<b>Biological sciences</b>	Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met.	Living things can be grouped on the basis of observable features and can be distinguished from non-living things.	Living things have structural features and adaptations that help them to survive in their environment.
<b>Science Inquiry Skills</b>			
<b>Questioning and Predicting</b>	Respond to and pose questions, and make predictions about familiar objects and events.	With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge.	With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules.

Science			
	Foundation – Level 2	Level 3 – Level 4	Level 5 – Level 6
<b>Planning and conducting</b>	Participate in guided investigations, including making observations using the senses, to explore and answer questions.	Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair tests.	With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks.
		Safely use appropriate materials, tools, equipment and technologies.	
<b>Recording and processing</b>	Use informal measurements in the collection and recording of observations.	Use formal measurements in the collection and recording of observations.	Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data.
	Use a range of methods, including drawings and provided tables, to sort information.	Use a range of methods including tables and column graphs to represent data and to identify patterns and trends.	
<b>Analysing and evaluating</b>	Compare observations and predictions with those of others.	Compare results with predictions, suggesting possible reasons for findings.	Compare data with predictions and use as evidence in developing explanations
			Suggest improvements to the methods used to investigate a question or solve a problem.
<b>Communicating</b>	Represent and communicate observations and ideas about changes in objects and events in a variety of ways.	Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language.	Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships.