

# UF|CPET GATOR Program: FFL Principle 1- Right Plant, Right Place Elementary School

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<b>Program Type:</b> Activity		<b>Duration:</b> 90 minutes
<p><b>Standards:</b>  <b>SC.3.N.1.6:</b> Infer based on observation.  <b>SC.4.L.17.4:</b> Recognize ways plants and animals, including humans, can impact the environment.  <b>SC.5.L.17.1:</b> Compare and contrast adaptations shown by animals and plants that enable them to survive in different environments.  <b>SC.5.N.1.1:</b> Define a problem, use appropriate reference materials, plan and carry out scientific investigations.</p> <p><b>Optional- ELA Standards:</b>  <b>ELA.3.R.2.1 / 4.R.2.1 / 5.R.2.1:</b> Explain how relevant details support the central idea.  <b>ELA.3.C.1.4 / 4.C.1.4 / 5.C.1.4:</b> Write expository texts about a topic using multiple sources and a logical structure.  <b>ELA.K12.EE.3.1:</b> Make inferences to support comprehension.</p>		
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● Conduct a site analysis of a local outdoor area (schoolyard or home).</li> <li>● Identify sunlight, shade, soil drainage, and obstacles on a site map.</li> <li>● Match plants to proper site conditions using Florida-Friendly Landscaping guidelines.</li> <li>● Describe why plant placement matters for water use, maintenance, and ecosystem health.</li> <li>● Recognize and propose alternatives to invasive plants.</li> </ul>		
<p><b>Guiding Questions:</b>  How can choosing the right plant for the right place help create a healthy, low-maintenance, and environmentally friendly landscape?    What observations and information do we need to collect about a site to make smart planting decisions?</p>		
<b>Intended Outcomes</b>		
<p><b>As a result of the program, what I want my audience to LEARN...</b>  How to observe and analyze a landscape site to choose plants that are suitable. They should understand that selecting the right plants helps to conserve water and protect the natural habitat.</p>	<p><b>As a result of the program, I want my audience to ACT by...</b>  Applying what they’ve learned to suggest thoughtful choices at school, at home and/or in their community.</p>	<p><b>Assessment: (How will you know your audience has reached your intended outcomes)</b>  Site analysis and placement map</p> <p><b>Reflective Writing:</b>  Students write a paragraph or short report to assess their ability to explain the key concepts in their own words.</p>
<b>Schedule Layout:</b>		<b>Items Needed:</b>
<p><b>Day 1: Site Analysis</b>  <b>Introduction (10 min):</b> Discuss the concept of “Right Plant, Right Place” with simple, local examples- modified from the FFL app or FFL source materials with pictures of poor versus smart plant placement.</p>		<p>Prepared slides based on FFL materials and pictures of local examples (ideally from your community)</p>

**Site Analysis and Mapping (15 min):** Take students to an on-campus outdoor space and discuss observations about sun/shade, soil types, space and obstacles related to use of an area. Have them map the space, noting: sunny/shady areas, walkways, buildings, any puddles or areas where water may pool, soil conditions and the use of the area.

**Mapping materials:** template or blank paper, clipboards, writing utensils

**Optional:** Site map template- younger students may benefit from the scaffolding of a rough diagram of the space being analyzed for them to fill in conditions.

## Day 2: Choosing the Right Plants

**Warm-Up (5 min):** Quickly recap site observations and what factors should be considered to choose the “right” plant for a location

**Matching Plants to a Site (10 min):** Brainstorm what plants need to thrive. Introduce the idea of native and non-native plants, sun/shade plants and drought-tolerant plants. Show a few examples from your community and the Florida-Friendly Landscaping Materials.

**Optional: FFL Plants App (10 min):** If appropriate technology is available, use this opportunity to introduce the FFL Plants mobile app or website, showing students that they can filter by plant needs and aesthetic factors.

**Activity- Plant Match Challenge (20 min):** Give students plant cards with plant information (sun requirements, height and aesthetic qualities, water needs) and have them choose the BEST site for their plant on their mapped location. Let students present their maps and explain their choices.

**Wrap-Up and Assessment- Reflective Writing (10 min):** Students write a short report (length and detail can depend on class needs) to answer the question “Why is it important to choose the right plant for the right place?”

Chart paper for class brainstorming session

Slides/poster for native and non-native, sun/shade and drought tolerance

Example pictures

Optional: devices to view FFL app/website

Plant cards- printed or digital

## Details:

### Activity Set-Up:

- Select a safe, easily accessible area on school property that is safe and available for students to explore as their site
- Try to ensure that there are clear variations in sunlight, soil and use/space available to support the desired observations
- Create simple overhead maps of the site (or provide older/more advanced students blank graph paper to sketch it themselves)- you could also consider using Google Maps or satellite images for reference.
- Print (or digitally prepare) a small selection of Florida-friendly native plant profiles that are common in your area, including sun/shade/water needs and aesthetic details. Consider using images or icons for younger students.

**Additional suggestions:** Consider a back-up activity in case of weather-related issues (it is Florida!) and reaching out to your local IFAS extension office to arrange a guest speaker to come speak to students for added local context.