

## Wildlife Corridors

<b>Lesson</b>	Wildlife Corridors – Seasonal Changes (Lesson 3 of 4)	60-minute session
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>To understand the impact of the changing seasons on our environment</li> <li>To be able to support &amp; assist nature</li> <li>To have knowledge of a basic food chain / eco system</li> </ul>	
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Booklets for each class, 1 per student</li> <li>Pencils/Pens</li> <li>Scissors</li> <li>Glue</li> <li>Additional resource sheets</li> </ul>	

*Adaption maybe required for additional student needs*

	<b>Outline</b>	<b>Resources</b>
<b>Introduction</b> 10mins	<p>What are the Seasons?</p> <ul style="list-style-type: none"> <li>Autumn</li> <li>Winter</li> <li>Spring</li> <li>Summer</li> </ul> <p>What do they mean to you? – Class Discussion What do they mean to wildlife? – Class Discussion</p> <p>On page 12 of the booklet, list what happens in nature for each of the seasons, you can use the ideas just discussed. Feedback which season does nature needs us in most and why?</p>	Booklets Pencils
<b>Activity 1 – Wildlife in Autumn &amp; Winter</b> 15mins	<p><b>Set up</b> Ensure that additional sheets are available for each student</p> <p><b>Activity</b> Do you know how animals cope with the changing seasons and what they do?</p> <ul style="list-style-type: none"> <li>Migrate – animals which travel to another country for warmer weather, food or breeding</li> <li>Hibernate – animals which sleep during the colder seasons</li> <li>Adapt – do things differently to be able to stay where they are and cope with the changes</li> </ul> <p>Students to cut out the pictures of the animals and place them on their charts on page 13, under the header they think they belong. Feedback student's thoughts and make any last-minute changes</p> <p>Discuss the correct answers and why. Stick the pictures under the correct header.</p>	Booklets Pencils Additional resource sheets Scissors Glue
<b>Activity 2 – Food Chains &amp; Eco Systems</b> 15mins	<p><b>Activity</b> Do you know what animals eat and how this fits into your wildlife corridor or even your own back garden?</p> <p>Students need to cut out the pictures and match them with the names. They can use arrows to help show which are connected (<i>teachers can make this as basic or complicated as needed for your students</i>)</p> <p>Discus as a class what ideas have been generated. Once happy glue the food chain into page 14 of the booklets.</p>	Booklets Pencils Scissors Glue

<b>Plenary</b> <b>10mins</b>	If you were a bug and based on what you now know and have learnt. What would be the best kind of home for you?  On page 15 design your own bug hotel which you could create at school. This could then be extended to allow the student to go outside and collect things to create their design in the school grounds.	Booklets Pencils/Pens
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