

Lesson	Field Surveys Revisit (lesson 4 of 4)	60-minute session
Learning Outcomes	<ul style="list-style-type: none"> To assess the impact of the previous seed bombing To understand the changes that have occurred To identify any further actions which could be taken to make further improvements 	
Resources Needed	<ul style="list-style-type: none"> Booklets for each class, 1 per student Pencils/Pens ID Sheets/Dials/Books etc for surveys Bug Collectors, Binoculars, Quadrants Colour Swatches (these can be different coloured pieces of card, coloured in swatches made by the children or even paint colour swatch cards from DIY stores) Picnic Blankets/Mats (optional) 	

Adaption maybe required for additional student needs

	Outline	Resources
Introduction 10mins	<p>What have you learnt so far? - Group Discussion</p> <p>Today we are going to look at the school grounds again to see what changes might have occurred since our last survey.</p> <p>What do you think you are going to see?</p> <ul style="list-style-type: none"> More Insects & birds More colours Different or new plants <p>Which seed bombs do you think have grown better?</p> <ul style="list-style-type: none"> Clay or flour? 	Booklets Pencils <i>School Layout</i> <i>Print out – if required</i> <i>Glue</i> <i>Scissors</i>
Activity 1 – Colour Challenge 15mins	<p>Set up An area of the school's grounds already pre-determined and available for activity. Time for students to put on coats/outdoor wear should the weather be cold</p> <p>Activity Students are going to be environmental scientists one more time On page 16 of their books is a chart, students are split into small groups and given a set of 6 colour swatches. In a limited amount of time they need to try and find one thing from nature for each colour. <i>(This can be set by the teacher determined on need or weather. Individual, pair or group work will also need to be considered)</i></p> <p>Once completed the students come back to the main group and show/discuss what they have found. Where possible they need to identify the items by name.</p> <p>On the chart write the name of the colour in the left-hand side and the name of the item found in the right-hand side. <i>(teachers can decide if they would like to differentiate by using colouring pens, sticking things and drawing pictures instead)</i></p> <p>Just from walking around have you noticed any differences? – Group Discussions.</p> <p>Complete page 17 of the booklets.</p>	Booklets Pencils Colour Swatches <i>Coloured Pencils</i>

<p>Activity 2 – An Insects View 10mins</p>	<p>Set up Lay mats out for the students</p> <p>Activity Students to lay on the floor and look at the ground, imagine you are a type of insect. Each student to think of a word which describes what they are seeing or what it might feel like to live there, in turn share a word and create an insect's story.</p> <p>Write the words onto page 17 of the booklets</p>	<p>Booklets Pencils Mats/Blankets</p>
<p>Activity 3 – Wildlife/Field Surveys 20mins</p>	<p>Set up An area of the school's grounds already pre-determined and available for activity.</p> <p>Activity The students to be split into groups one for each area of the surveys</p> <ul style="list-style-type: none"> • Bugs • Birds • Plants • Trees <p>Using the resources of your choice the students will need to log what they see in the survey charts on page 18/19 Before exploring, students should be told to stay within a pre-set area of the school grounds</p> <p>Call the children back and share what they found out or noticed.</p>	<p>Booklets Pencils ID sheets/dials/ books Bug collectors, binoculars, quadrants</p>
<p>Plenary 5mins</p>	<p>On page 20 students are asked to think about what else they can do to improve their wildlife corridor or create more. They can also, list what they might need to do this.</p> <p>Well done you are now a wildlife explorer; we hope that you continue to appreciate the nature around you and look after it. Maybe you can do some of these things at home in your own garden.</p>	<p>Pencils/Pens Booklets</p>