

# STAUNTON

## Guided Session Plan Key Stage 2 Conservation

### National curriculum links:

- Geo- pupils are taught to identify and describe what places are like.
- Geo- pupils are taught to identify and describe where places are.
- Geo- pupils are taught to recognise how places compare with other places.
- Geo- pupils are taught to recognise how places are linked to other places in the world.
- Geo- pupils are taught to recognise changes in the environment.
- Geo- pupils are taught to recognise how the environment may be improved.

### Introduction:

#### Objectives:

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- To understand the meaning of vocabulary e.g. habitat, invertebrate, canopy
  - To understand the reasons why animals and plants are at threat.
  - To be able to use a map to locate habitats
  - Learn about animals and plants living in different habitats
  - To understand that adaptations can be the reason for plant and animal distribution.
  - To understand the importance of rainforest on a local and global scale
  - To recognise how we can help save the rainforests and endangered animals.
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Introduction	Learning Outcomes
Introduce the day by asking the children if they already know anything about conservation. Explain what activities and what they will be learning about today: What does endangered mean? Why are species in danger? What can we do to help?	To understand what the words : <i>habitat, minibeast, exoskeleton</i> To know the aims of the day

Activity	Outcomes
<b>Endangered or Extinct Game Option 1 - images</b> <ul style="list-style-type: none"> <li>• Ask the children: <i>What does Endangered and Extinct mean and can you give any examples?</i></li> <li>• Give each students a picture of an animal that is either extinct or endangered. Ask the group to arrange themselves into two groups i.e Extinct or endangered.</li> </ul>	Children: <ul style="list-style-type: none"> <li>• Understand the meaning of: <i>endangered, extinct, threats</i></li> <li>• Identify some animals which are under threat.</li> </ul>

<p>Go through the groups to make sure they have been classified correctly and discuss the reasons behind them.</p> <p><b>Option 2 – Acting</b></p> <ul style="list-style-type: none"> <li>• Divide the group into 2 teams.</li> <li>• Each team takes it in turn to act out the endangered or extinct animals. While the rest of the team try to guess what it is?</li> <li>• Discuss the reasons for why the animal is endangered or extinct.</li> </ul>	
<p><b>Threats to animals Game</b></p> <ul style="list-style-type: none"> <li>• Lay out images of endangered animals. Give the students a set of cards each. A different colour represents a different threat.</li> </ul> <p>Blue – Hunting Green – Habitat Loss Red –Illegal trade Orange- Poison</p> <ul style="list-style-type: none"> <li>• Ask the children to place the card on which animal is threatened most by these different things.</li> <li>• Discuss the results with Case studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the different problems threatening animal species.</li> <li>• Identify animals which are currently at threat.</li> </ul>
<p>Tour of rare animals</p> <ul style="list-style-type: none"> <li>• Walk around the farm to discuss rare breeds around the park.</li> <li>• Pigs - Tamworth</li> <li>• Goats – Lord Bagot goat</li> <li>• Budgies/cockatiels</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why British species of animals have become endangered due to commercialisation and intensified farming.</li> <li>• Understand how Staunton and other conservation farms/zoos are trying to protect rare breeds using breeding programmes, stud books etc.</li> <li>• Identify problems with captive breeding e.g. small gene pool, in breeding etc.</li> </ul>
<p><b>Tropical Glass House</b></p> <ul style="list-style-type: none"> <li>• Show the students where rainforests are located on a map and ask them to name the countries and the different rainforests there are.</li> <li>• Discuss why the rainforests are under threat e.g. Deforestation for timber, Agriculture- slash and burn, loss of medicinal plants, loss of tribes and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• identify habitats on a global scale.</li> <li>• identify the conditions of a habitat e.g. <i>humid, hot, canopy, layers, diversity of plants and animals.</i></li> <li>• Identify the problems threatening the rainforest habitat.</li> </ul>
<p><b>Tropical I Spy</b></p> <ul style="list-style-type: none"> <li>• Discuss why the plants are so important because they are adapted to their habitat.</li> <li>• Give the students an I Spy card to explore the tropical house and find the different plants. Ask them to think about the reasons for the adaptations.</li> <li>• Have a group discussion about the plants adaptations.</li> <li>• Discuss the adaptations of plants in different habitats e.g. Arid desert where there is not as much water.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the adaptations of plants found in the glasshouse and be able to explain the reasons why they are adapted.</li> <li>• Recognise that water is not evenly distributed around the planet.</li> <li>• Identify ways to save water.</li> </ul>

<ul style="list-style-type: none"> <li>Discuss how water is a precious resource we need to conserve. Explain that water is not spread evenly over the planet and that some habitats have more water than others. Link this to where we get our water from and how we need to be water efficient in order to conserve water.</li> </ul> <p><i>How can we reduce the amount of water we waste?</i></p>	
<p><b>Rainforest residents</b></p> <ul style="list-style-type: none"> <li>Explain to the students that the rainforest is not just inhabited by animals and plants. There are some areas of rainforest that are still home to human beings.</li> <li>Look at images of indigenous rainforest tribes.</li> <li>Discuss as a whole the adaptations of humans to the rainforest. The Students will then discuss what a day in the life of a rainforest person may be like i.e. what they may wear, what they eat and where they live.</li> <li>Make the students aware of the importance of the tribe and their plant knowledge in making medicine.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how people in different countries have different lifestyles.</li> <li>Recognise the importance of preserving cultural heritage.</li> </ul>
<p><b>Tropical Rainforest Trail</b></p> <ul style="list-style-type: none"> <li>Discuss the uses of a rainforest – medicine, timber, food, wood, farmland, habitat for animals.</li> <li>Explain that we can see that a rainforest is useful to the people that live there but how is a rainforest useful to people like us who live very far away?</li> <li>In groups ask the students to complete a product trail around the glasshouse, filling in their answer booklet as they go.</li> <li>Show the students the various uses of the plants in the products that we encounter everyday such as biscuits and shoes!</li> </ul>	<ul style="list-style-type: none"> <li>identify various plants that have a common use such as a banana palm, tea plant and chilli plant.</li> <li>understand the importance of the economic plants of the rainforest and how people around the world use rainforest products.</li> <li>link the rainforest to products used everyday at home.</li> </ul>
<p><b>Tropical minibeasts!</b></p> <ul style="list-style-type: none"> <li>Show the students an <b>African Land Snail, Giant Spiny Stick Insect, Hissing Cockroach.</b></li> <li>Explain to them about where they live, what they eat.</li> <li>Hands up – How are the animals designed to survive in their habitats?</li> <li>Give the students an opportunity to touch the animals and ask questions.</li> <li>Enforce the need for hand washing and fingers away from the face.</li> </ul>	<ul style="list-style-type: none"> <li>identify adaptations and characteristics of the invertebrates and compare them to invertebrates found in this country.</li> <li>Understand the words: <i>invertebrate, exoskeleton</i></li> </ul>
<p><b>Saving our rainforests</b></p> <ul style="list-style-type: none"> <li>Ask the children is they understand what <i>Fair trade, organic</i> and <i>GMO</i> mean. Give a definition and examples. Hand out the fair trade leaflets.</li> <li>Ask the students if it is better to buy organic and fair-trade foods?</li> <li>Ask the students to work in small groups to write a list of ways we can help save the rainforest in our day to day lives.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the logos associated with the brand.</li> <li>Understand what initiatives are used to help save the rainforests.</li> <li>Recognise how to change our daily lifestyles to protect the rainforests and that people around the world can help.</li> </ul>
<p><b>Sustainability Game</b></p> <ul style="list-style-type: none"> <li>Ask the students what are the global issues affecting the rainforest? Key words – <i>deforestation, farming, timber, land, plantations, mining.</i></li> </ul>	<ul style="list-style-type: none"> <li>Students will identify the effect of changes to the habitat on animals, plants and humans.</li> <li>Understand that it is a global and local issue.</li> </ul>

- Discuss the problems of deforestation recapping on other activities – Keywords – *global warming, loss of biodiversity, loss of medicines, loss of species.*
- Discuss how we can help save the rainforests – recycling, conservation organisation, and sustainability. Explain any unknown terminology.
- Divide the group into trees and squirrels.
- The squirrels must run around the trees until the signal is given for them to run to a tree. Any squirrels without a tree will die (leave the game). A wood cutter will chop trees down. Relate the chopping of trees to deforestation of rainforests.
- When there are only a few trees left discuss with the group what the wood cutter could or should do. Explain the use of the word sustainable.
- Ask the students to give examples of sustainability.

### **Points to note**

Children may need to be reminded about keeping hands away from their faces and washing their hands at the end of the session.

### **Safety!!**

When working outdoors, teachers should check that there is no broken glass etc. Sites unlikely to have been contaminated with dog faeces should be chosen. Ensure that children wash their hands after handling soil etc.

### **PLTS**

**Independent enquirers** – activities will give the children opportunities to consider beliefs and attitudes through question and evaluation.

**Creative thinkers** – working in groups will allow children to explore and connect others' ideas and experiences

**Reflective learners** – ask the children to set their own goals through invitation.

**Team workers**- working with other on activities, deciding on appropriate distribution of tasks and contributions

**Self-managers** - activities will allow children to embrace new challenges that require a scientific approach.

**Effective participators** – through discussion of activities children are able to improve their own performance based on others feedback

### **VAK**

**Visual** – Activities and equipment will be demonstrated before hand – visual aids used where appropriate.

**Auditory** – Activities will be introduced to children through verbal communication and feedback at the end of the session

**Kinaesthetic** - Activities will require hands on approach through collecting and making exercises.

### **Assessment for learning**

**Prior Knowledge** – Assessed during pre visit with teachers and introduction to session with emphasis on learning outcomes. Use questions to find out what the pupils know, understand and can do about the topic.

**Post Knowledge** – Children assessed at the end of session with plenary activity and built in review time. Encourage group and self evaluation at end of session.