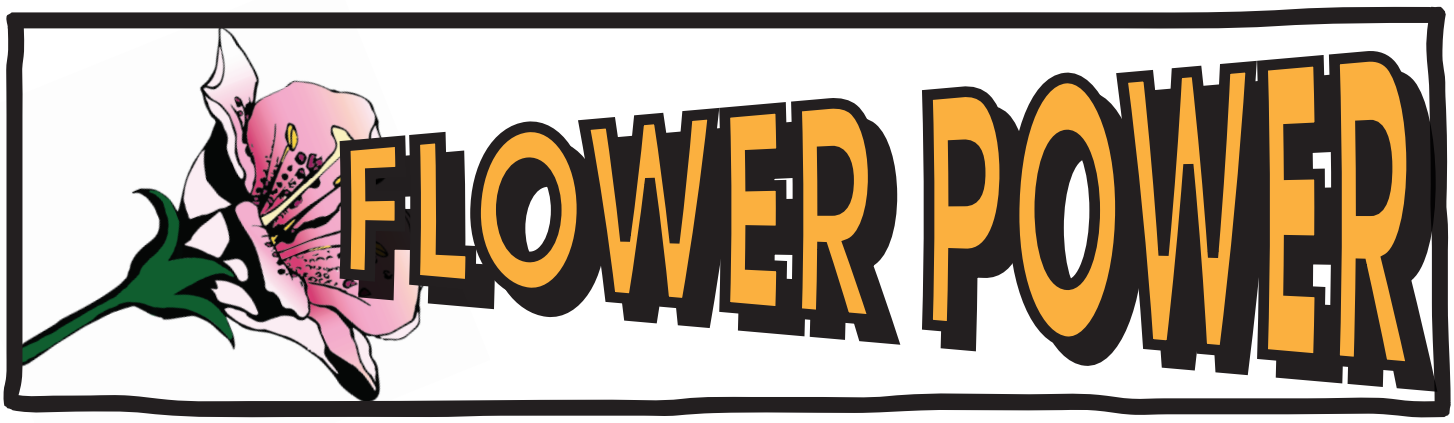


LESSON PLAN

Curriculum Achievement Objectives

Drama:
Developing Practical Knowledge

Science:
Nature of Science
Living World

Key Competencies:
Thinking, Relating to Others, Using Language, Symbols and Texts, Participating and Contributing.

Physical Resources

- 1x set of wooden plant life-cycle pieces
- 2x flower-parts costumes
- 1x pollinator puppet
- 1x flowering areas map
- 15x sets of Pollinator Profiles cards
- 5x 'Pollinator' wings
- 2x 'People' hats
- 1x stopwatch
- 2x ropes

- 1x reference sheets for facilitators

1. Food-Chain Game (10 mins)

- Using the Food-Chain Game instruction card, help students think about where all our food comes from, and where other animals get their food from. **(Living World - Life Processes, Ecology, Evolution)**

Learning Outcome: Plants are very important, and essential for all animal life on earth.

2. Plant Lifecycle (5 mins)

- Get students to stand in a circle and work together to construct a plant lifecycle out of the wooden lifecycle pieces. Explain that they are all different forms of the same species, like a Pokémon creature can be in a Poké Ball, or in different stages, and still be the same creature. **(Nature of Science - Investigating, Communicating in Science; Living World - Life Processes)**

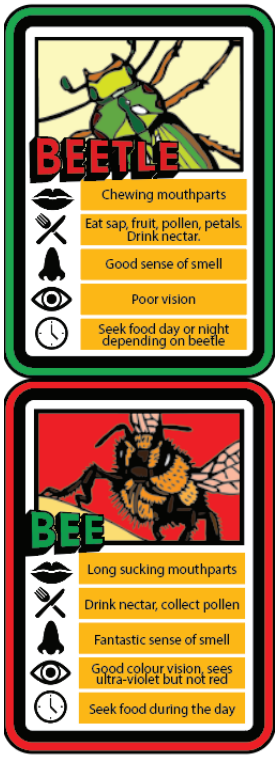
Learning Outcome: The plant lifecycle, and that flowers are the reproductive parts of the plant.

3. Parts of a Flower (30-50 mins)

a. Conduct the Flower Power Superhero Dress-Up activity using the instruction card and the costumes provided. **(Drama - Developing Practical Knowledge).**

b. Additionally, or alternatively, you may print out the Parts of a Flower Crossword worksheets for students to complete, to cement their learning.

Learning Outcome: Flower parts and functions, how flowers use pollinators to help make seeds.



4. Pollinator Mission (20 mins)

- Divide students randomly into groups of about three and hand out packs of Pollinator Profile cards.

- Consulting the Visitor Map for a flowering area, take students on a 'mission' to find flowers to pollinate. At each flower, students apply the appropriate pollinator card.

- Get students thinking about how flowers match the pollinators they attract, and refer to the Pollinator Preferences information sheet for discussion. **(Living World - Ecology).**

Learning Outcome: There are many types of pollinators and they all suit different plants, so we need all of them.

5. People-Pollinator-Plant Game (30 mins)

- On a large patch of grass or concrete, play the People-Pollinator-Plant game as explained on the instruction card. **(Living World - Ecology)**

- Discuss with students the real processes this game represents. How can we help keep pollinator and plant numbers up? (Think insect hotels, being gardeners and pollinators ourselves, and planting native plants for native insects). **(Nature of Science - Investigating/Communicating in Science)**

Learning Outcome: Everything must be in balance for an ecosystem to work. We can help by keeping plant and pollinator numbers up.