

Biodiversity

Time needed for session:	Location:	Context:
Activity 1: 60-90 minutes Play based activity: 30 minutes	Classroom and school grounds	This activity plan includes a 60-90 minute activity plus an added optional play based activity to follow on from the mornings introduction.

ACTIVITY OBJECTIVES

Objective

- Work in teams to redesign the school grounds to be more nature-friendly, using creativity, collaboration, and problem-solving.
- To engage students in a fun, active game that requires them to quickly think of a diverse range of living things, increasing their awareness of the variety of life on earth.

Learning objectives:

By the end of the session, pupils will be able to:

- Have increased awareness and understanding of biodiversity.
- Understand the importance of biodiversity and how school grounds can support local wildlife and biodiversity.
- Identify features that help nature thrive (e.g. trees, ponds, wildflower areas).
- Make decisions and respond creatively through designing a nature-friendly space using maps, models, or drawings.
- Collaborate effectively in teams to share ideas, negotiate choices and solve environmental challenges.
- Present and explain their ideas using appropriate vocabulary.

NATURE BUILDERS ACTIVITY

Activity Outline

- Age Group: years 5-8
 - Duration: 60–90 minutes
 - Setting: Classroom and school grounds
1. Introduction:
 - Brief discussion: “What does nature need to thrive?”
 - Show examples of potential wildlife-friendly features (included at the end of the document)
 2. Explore the grounds:
 - Walk around the school grounds to observe current nature features.
 - Now, think about what’s missing.
 - Encourage the pupils to take notes and sketch current and potential additional features.
 3. Present designs:
 - Back in the classroom, provide a large map of the school grounds.
 - Each team presents their nature-friendly school design and adds their ideas to the map provided.
 - Encourage use of key terms: habitat, biodiversity, pollinator etc.
 4. Reflection:
 - What did they learn and how can they take this to improve nature at home and/or in their community.

Activity adaptations

To Make the Activity Easier:

- Provide pre-drawn areas on the map where nature features can be placed.
- Use picture cards of potential features with images and names (e.g. “Tree”, “Bug Hotel”).
- Offer fewer nature features to choose from (e.g. just trees, flowers, and bug hotels).
- Use guided Challenges – e.g. provide challenge prompt cards e.g. bugs need somewhere to live, what should you provide from the list.
- Read challenge cards aloud and discuss solutions as a group before teams act.

To Make the Activity harder:

- Add Budgeting. Give each team a “budget” and assign costs to nature features. They must plan wisely!
- Include Real Data. Use the Flintshire Nature ward mapper tool (<https://fccnature.maps.arcgis.com/apps/dashboards/bf3317b7056d4479b38f232c6602fe91>) to make decisions based off real data.
- Long-Term Planning. Include seasonal changes, maintenance requirements and/or long-term effects (e.g. “What will this look like in 5 years?”).
- Written Reflections. Ask pupils to write a short report or persuasive letter explaining their design choices.

BIODIVERSITY ‘BUZZY BEES’ ACTIVITY

Activity Outline

- Age Group: years 5-8
 - Duration: 30 minutes
 - Setting: School hall or grounds
1. Start the activity by having the class run around in an open space (field, hall etc.), all buzzing around like bees.
 2. The teacher, or another dedicated person, will shout any letter from the alphabet.
 3. The pupils then have 10 seconds to ‘become’ and act as any living thing (plant, animal, mushrooms) starting with the chosen letter.
 4. The teacher will ask each pupil what they are. If anyone picks the same thing as someone else, they’re out. If they didn’t pick anything, they’re also out. The game runs until ‘last one remaining’.

RECAP

What the pupils will have learnt:

- What is biodiversity, why it’s important and how it can help us.
- How biodiversity and climate are linked.
- Understand the threats to biodiversity and how school grounds can support local wildlife and biodiversity.
- We can make a difference by making spaces more nature friendly.
- We can all share what we know with others to spread the message.

Wildlife friendly feature examples

Wildlife pond:



Wildlife friendly food growing:



Habitat boxes:



Tree planting:



Hedge planting:



Wildflowers:



Native bulb planting:

