



**Biodiversity is the word used to describe the variety of life on earth. It reflects the number, variety and variability of living organisms.**

## Biodiversity Thinking Walk

This activity can be spread over 3 lessons. Biodiversity is most easily observed between March and October. It is amazing what you can find even in the playground. If you repeat the Thinking Walk at different times you can explore seasonal variations.

### 1. Biodiversity (Bd)

To help you discuss biodiversity with your class there is a PowerPoint on our website with lots of lovely pictures you may find useful. It explains how all living things are connected and depend on each other for survival.

[www.greatplanthunt.org](http://www.greatplanthunt.org)

### 2. Prepare for your Thinking Walk

Ask the children to:

- ☀ Think about how they should behave on a Thinking Walk. Talk about respecting all living things.
- ☀ Make a Bd doodle book for notes - see website for ideas and pattern.
- ☀ Make Bd fortune tellers by photocopying the reverse of this paper, or download it from the website with a folding guide. These are an ideal tool to help your class explore biodiversity.
- ☀ On the walk ask children to collect 4 things that they think represent the biodiversity in the area. Discuss what sorts of things are sensible to collect e.g. an empty snail shell not a snail and a feather not a bird.
- ☀ Think about what they might need to take on the Thinking Walk e.g. a magnifying glass to help their 'Bd eyes!'

### 3. Go on a biodiversity thinking walk

Spend 45 minutes walking in the playground, local park, churchyard or neighbourhood. In small groups use the Bd fortune teller as a prompt to explore biodiversity. It's amazing what you can find pushing it's way through the tarmac.

**Discover** the variety of plant and animal life.

**Observe** closely the plants and animals and see if you can find any signs of connections. You might find a leaf that has been nibbled or a branch used as a home.

**Record** the things you have found with photos, sketches or words in your Bd doodle book .

**Collect** 4 things that represent the biodiversity in your area.

### 4. Back in class - be dazzled by biodiversity!

- ☀ Discuss the collections made and how these represent local biodiversity. Think about how these collections could be classified into groups.
- ☀ Ask the children to suggest how some of these items might be linked to each other.

**Suggestions of how this work could be displayed:**

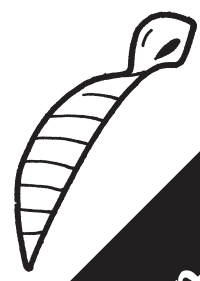
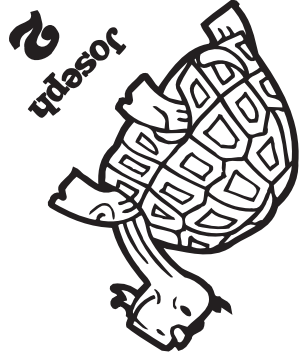
- ☀ **Years 1 & 2 / P2 & 3**  
Make a collection with labels for others to pick up and look at.
- ☀ **Years 3 & 4 / P4 & 5**  
Create a display or class book using the items collected. Fresh plant material could be pressed to produce a more permanent display (see the website for details on plant pressing).
- ☀ **Years 5 & 6 / P6 & 7**  
Identify and store the items collected in small containers and place these in the treasure chest, or a 'biodiversity box' made by the class. These could be used as a reference to see if the biodiversity is changing from year to year.

"I want to learn more about plants because before this project I just thought they were pretty but now I know about the different places they grow and the different ways in which people can use plants."

Jade, P6 Student, West Lothian

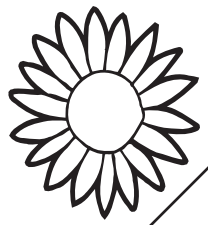
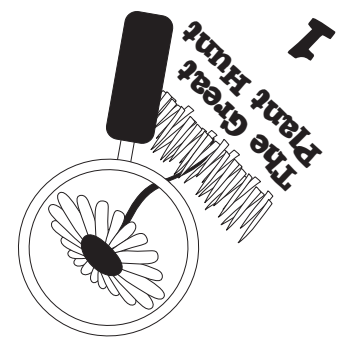
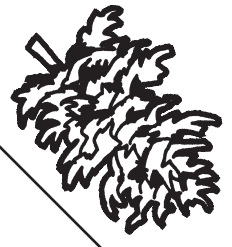
"Every child and member of staff was involved, observing, identifying, drawing, digging, pressing, planting. We all went on Thinking Walks in our year groups, bringing back our observations and reflections for a final assembly in the afternoon. It was a fabulous day."

Maureen Greyson, All Saints' CE Primary School



**Find an animal on a plant**

**Find something with 6 legs**



**Find 4 different shaped leaves**

**Find 4 plants that have been used as food (nibbled)**



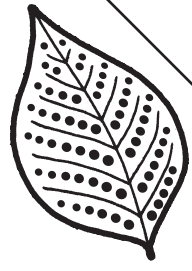
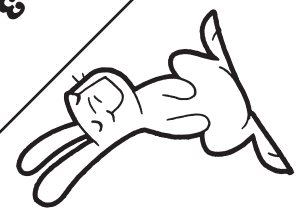
**Find a rainbow colour of plant**



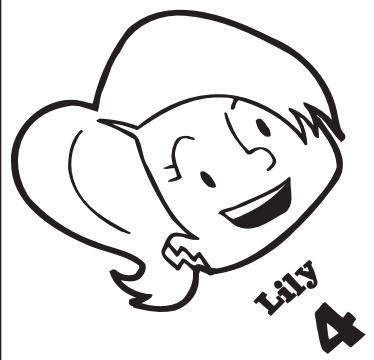
**Find 3 plants growing in places**

**Find something showing an animal has been here**

**Find something with wings**



**Find something with wings**



**Biodiversity fortune teller** (for photocopying)

For a printable version and folding guide, PowerPoints and supporting resources, including videos and interactive games, please visit:

[www.greatplanthunt.org](http://www.greatplanthunt.org)



**Help!**

Think about some of the reasons biodiversity is under threat, and what we can do to help. Here are just a few ideas of how to protect or increase biodiversity at school and at home:

Create micro-habitats in the school grounds (this can be anything from a log or brick pile to a mini pond), create a wild flower garden, plant a tree, put up places for larger animals to live, like a bird or bat box and reduce-reuse-recycle!