

Outdoor Learning Lesson Plan by Nature Play QLD

Biological Sciences

- Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)
- Science knowledge helps people to understand the effect of their actions (ACSHE062)



Class:

Date:

Time:

Weather:

Resources:

- Clipboards, paper and pencils
- Queensland wildlife, flora and fauna identification tool (such as apps, books)
- Tablet or camera to take pictures with

Introduction: (20 mins)

Discuss with the class what a habitat is and share examples of habitats. Ask and discuss with the children what they think biodiversity is (all living things).

Next, go on a walk around your school outdoor areas to identify and photograph as many different habitats the children can find in the given time. Habitats in your schoolgrounds may include the grass oval, garden beds, a creek, a pond, a weed area or a large tree.

Main Activity: (25 mins)

Divide the children into groups of 4 or 5 and ask the children to choose one habitat they have located in the school grounds.

Explain that they must look for signs of biodiversity (plants, animals and micro-organisms). Ask children to record as many signs of, birds, mammals, amphibians, reptiles and insects, such as scratches, holes and homes, they can find. How many animals and animal homes did they spot?

Then ask children to record the number of different types of plants they can find within their chosen habitat and try to identify these using a flora identification app or reference book.

Discussion: (10 mins)

Discuss with the children how they could develop the biodiversity of the studied habitats. This may be through weed removal, creating wildlife corridors or any other suggestions the children may have.

Work together to create an action plan to develop the biodiversity in their school.