LESSON PLAN

Name your Nature

"No-one will protect what they don't care about and no-one will care about what they have never experienced"
(David Attenborough'
from the [Backyard Nature website](#))

LESSON OVERVIEW

Aim: To label some plants in your chosen area ('your patch') in both English and any another language of your choice. You could also label areas where wildlife is known to hang out e.g. butterflies like this bush

Suggested lesson time: Approx. one hour

Age range: Any age/ ability - the lesson is designed to be adapted accordingly by varying complexity of language, independence of research, follow up reports/ write-ups etc.

Main subject focus: Geography and Languages

Inspiration: A lesson for Outdoor Classroom Day led by Señorita Vollar, the Head of Modern Foreign Languages in Glebe School, for a project called Proyecto Peru. ([Click here to read blog](#))

Pre-planning

*This lesson is easily adaptable for any age/ ability. The important aspect for you to consider is **your context**. For example, you could then map the area for its biodiversity; use it as inspiration for descriptive writing in your chosen second language; it could feed into your Forest Schools work; and so on. Here are some ideas for pre-planning...*

1. Choose 'your patch' - (See [Backyard Nature](#) for more ideas/ help).
2. Consider how the **size of your patch and the number of students** best suits the main activity. Adapt as necessary.
3. Decide what your **second language** will be (*we used Spanish*). Instead of a Modern Foreign Language you could also use Latin, Makaton etc. (*We are considering also using a little Quechua – the language spoken by Incas in Peru*)

MAIN LESSON PLAN *(suggested resources on next page)*

Intro: We're going outside
- Set your lesson in context to previous and future work.
- Discuss your school's agreed safety rules (these may include Covid-specific rules) and resources for learning outside of the classroom.

Main task: Plant Hunt
- Go to your patch
- Use resource sheet to locate plants, trees, wildlife etc in your patch.
- Label everything in both languages - using chosen labelling resources
- Take photos (decide if you will leave labels or clear up after)

Plenary: Walking/ talking tour
- Walking/ talking tour of your patch – students could read out their labels in both languages.
- Discuss briefly what your follow up lesson will be.

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Resources

Suggested lesson resources

- **Risk assessment** as required by your school – if you've never done one before, Don't panic! This great link will help you get started https://outdoorclassroomday.org.uk/resource/risk-benefit-assessment-form/
- **Resource sheet** – *you* need to create this based on your students and your patch. We used a simple table with plant/ tree photos alongside their names in both languages and a place to write location.
- **Labelling equipment** – we use plant label sticks with marker pens. It depends how permanent you want labels to be (more permanent labels could be made back in class)
- **Camera**

Suggested pre-planning resources

- Backyard Nature – we recommend you sign your patch up for this wonderful project. We have! See here.
- **Plant Identification and Second language resources** –If you're lucky enough to have your own Señorita Vollar then it's no problem otherwise we found Plant ID apps and Google Translate on your phone was an ideal back up.

If you do nothing else do these three things:

- Sign up for Outdoor Classroom Day
- Register for Eco-Schools
- Join the London National Park City Schools Network

Don't forget to subscribe to our Doorways to sustainable schools podcast on your preferred podcast player.

Enjoy!

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