



Flowers and food habitats

Flowers brighten up our learning sites, and food growing is increasingly popular to provide opportunities to learn alongside fresh healthy produce to eat. These activities focus on plants that have been deliberately planted on your site, rather than ones that grow wild.

Mapping areas of flowers and food growing is part of the *Mapping your site* activities, enabling you to explore and map the habitats your site currently offers for nature. Understanding your starting point is really important and will allow you to measure any nature gains you achieve when you start making enhancements to your site. Mapping areas of flowers and food growing is one of eight habitat mapping sessions in this unit of learning.

Before you start mapping, these introductory activities have been designed to support learners in exploring concepts around cultivated plants and food growing, allowing them to answer the questions in the *Flowers and food habitats flowchart* accurately.

Teaching time

60 Minutes

Learning outcomes

To identify common types of edible food plants that can be grown.

To record and interpret data about different plants.

To use data to classify different habitats created for growing flowers and food.

To understand their role and contribution to mapping the habitats on their site as part of the National Education Nature Park.

Step by step

1. Give each group (3 or 4 is a good number for this activity) a *Who eats what?* activity sheet.
2. Give the group 5 minutes to read the list of plants and encourage them to discuss and circle which are grown as food for people. Emphasise that food grown for people often serves as food for nature as well. Remind learners that there is no right answer, but they must listen carefully to each other to come to a consensus.
3. Facilitate a discussion comparing answers with the provided answer sheet and encourage exploration of any differences in answers among the groups.
4. After completing the activity, head outside to an area of flowers or food growing – where plants have been intentionally planted as opposed to growing wild.

Green Skills



Suitable for

Key Stage 1
Key Stage 2
Key Stage 3

Location

Indoors and outdoors

Season

Spring
Summer
Autumn
Winter

What you'll need

A printed map of your site

A tablet, laptop or desktop PC to access the Habitat Mapper tool online

Who eats what? activity sheets

Flowers and food habitats flowcharts

Clipboards

Drawing materials

Key vocabulary

Wild

Planted or cultivated



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Step by step (continued)

5. For each patch of flowers or food growing habitat, ask learners to use the *Flowers and food habitats flowchart* to decide which habitat types you have.

6. Educators can work with learners to draw each area on the printed map, or (if you have internet connectivity outdoors) directly onto the online map using the Habitat Mapper tool.

7. Repeat this for each separate area of flowers and food growing on your site, until you have mapped them all.

8. Back indoors as a whole class activity, transfer the habitat areas from your paper map onto the online Nature Park map using the Habitat Mapper tool. If you already did this outdoors, check and review your map with the class.

Reflection

Ask learners to consider how they know whether these plants were intentionally planted by people or if they are wild, growing on their own. Can all plants grow without human help? Guide the conversation toward understanding the varying needs of different plants. Ask students to think about how much help each type of plant might require from people to grow successfully. If there are plants that were not planted, encourage learners to think creatively about how these plants might have ended up in their discovery spot.



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