

Wildlife Corridors Through the Seasons

Lesson	Wildlife Corridors – Seasonal Changes (Lesson 3 of 3)	50-Minute Lesson
Learning Outcomes	<ul style="list-style-type: none"> • To understand the impact of the changing seasons on our environment/wildlife • Understand how seasonal changes affect farms • To be able to support & assist nature • To learn about different eco systems and food chains 	
Resources Needed	<ul style="list-style-type: none"> • Exploring the Seasons Worksheet • Seasonal Wildlife Worksheet & Cards • Wildlife Food Chain Worksheet & Cards • Map of School Site • Teacher Resource • Paper • Pencils/Pens • Scissors and Glue 	

Adaption maybe required for student with any additional needs

	Outline	Resources
Introduction 10mins	<p>What are the Seasons?</p> <ul style="list-style-type: none"> • Autumn • Winter • Spring • Summer <p>Divide the class into 4 groups, each group should be given a different season. The students need to list what they think happens in nature and on a farm for the season given.</p> <p>Class Discussion - What does it mean to you? What does it mean to wildlife? What does it mean to farms/nature reserves or local countryside? Which season(s) does nature need us in most? Why?</p>	Exploring the Seasons Worksheets Pens
Activity 1 – Wildlife in Autumn & Winter 15mins	<p>Activity Do you know how wildlife copes with the changing seasons and what they do?</p> <ul style="list-style-type: none"> • Migrate – animals which travel to another country for warmer weather, food or breeding • Hibernate – animals which sleep during the colder seasons • Adapt – do things differently to be able to stay where they are and cope with the changes <p>In groups/pairs or individually - students should cut out the seasonal animal cards and place them on the chart under the header they think they belong.</p> <p>Class discussion – where did they place each card and why? Feedback student’s thoughts and make any last-minute changes</p> <p>Discuss the correct answers and why. Stick the pictures under the correct header. (Use the teacher resource for further information)</p>	Seasonal Wildlife Worksheet & Cards Teacher Resource Pens Scissors Glue

<p>Activity 2 – Food Chains & Eco Systems 15mins</p>	<p>Activity If we link wildlife changes to wildlife corridors then we can start to see why these changes occur with seasons and also how the eco system and food sources for wildlife also change.</p> <p>Being able to understand how eco systems work together is important when we think about creating spaces for nature. We need to be able to plant the right species of flora to attract the wildlife living in our area. This is why completing the field study surveys of the space at different times of the year is an important step in your planning.</p> <p>Do you know what animals eat and how this fits into your wildlife corridor, on the farm or even your own back garden? Working in groups/pairs or individually – use the food chain cards to create a food web, thinking about what wildlife might eat and how these all link together. <i>(make this as basic or complicated as needed for your students)</i></p> <p>Discuss as a class how they have connected them, make any adjustments or changes needed and once complete glue the food chain onto the page. <i>(Use the teacher resource for further information.)</i></p>	<p>Wildlife Food Chain Worksheet & Cards Teacher Resource Pens Scissors Glue</p>
<p>Plenary 10mins</p>	<p>Thinking about your action plan, in groups or as a class - use a map of your school site to mark where the areas with high numbers of wildlife were from your surveys. What is affecting or encouraging this?</p> <p>Now identify the areas that could be improved for wildlife, this could be rewilding, planting, adding bird/bat boxes, bug hotels etc. Mark them on your map to support your action plan.</p> <p>Make any adjustments or additions as needed to your plan.</p>	