



Conservation

## MODULE 9

# A world of plants - at the Botanic Garden

### TIME

2 hours

### SKILLS

Research

Matching skills

### MATERIAL

Economic plant photos

Key word list

Pictures of drama

Wicker baskets or other carriers

Commodities made from plants e.g. bottles of medicine, packets of aspirin, food items, textile pieces etc.

List of key words (see Media Gallery)

### KEYWORDS

Biodiversity

Sustainability

Conservation

### CROSS CURRICULUM

Art

Literacy

Drama

## Overview

Children visit a botanic garden where they can observe conservation in action. Here plants are grown *ex situ* (away from their place of origin). Their habitats are recreated or similar conditions to those needed by the plant exist at the botanic garden. A visit here should encourage children to appreciate that all life depends on plants. They will be introduced to endangered species, medicinal plants, crop and garden plants, 4 categories of plants often grown in botanic gardens. They will research and see some of the products derived from these plants. Using these prompts and a selection of keywords, they will develop and present a role-play or drama based on the importance of one of these plant categories.

## Aims

To understand that we depend on plants to survive.  
To describe how we use plants in our everyday lives.

## Teaching sequence

1. Before the visit to the botanic garden, divide the children into groups of 4, each with the task of working with a specific category of plants: endangered species, medicinal plants, crops and garden plants.
2. Each group should fill in sheet C14 with any information they get during their tour.
3. Each group will collect props from the botanic garden educator or from a garden location identified to the children during their tour of the garden. These could be photos of useful or interesting plants or objects, e.g. a piece of clothing made using plants, a well known recipe containing spices, a range of herbs, aspirins and other medicines containing plant substances. The garden should provide baskets or carriers for the children to collect their props in.
4. At the end of the visit each group will receive a list of key words, see Media Gallery Conservation M9 Key word list, that will help them to create a role play / drama using the props (objects and photos) and the list of words provided.
5. The children are given an allotted time in which to create and stage a short drama and present it to their classmates.
6. The teacher and botanic garden educator should encourage a plenary discussion about the drama and what the children enjoyed and learned from performing it.
7. Children should fill in any extra research notes on sheet C14.

## Teacher / Botanic Garden educator notes

Botanic Gardens staff should take children to see a range of appropriate plants within the Botanic Gardens or suggest areas for them to visit and make observations using any plant labels next to the plants to assist.

See Background Information and Media Gallery, Info Health and Safety at Botanic Gardens.

# Plant research at the Botanic Garden

Scientists in our group are .....

Our research topic is .....

We found out that:



**Today I learned**