



**Staff Name:**  
**Zone:** Bushcraft  
**Ability Range:** NC Level 1-4  
**Target Group:** BESD Students

**Date:**  
**Lesson Reference:**  
 Week 3  
 'Plant Recognition'

#### Learning Objectives:

- Develop knowledge and understanding in order to recognise a number of different plants.
- Select from a range, a number of commonly found plants that are safe to eat and those which have medicinal properties.
- Recognise those plants which pose a danger to man.

#### Learning Outcomes:

- Students will recognise a number of safe, medicinal and dangerous plants .

**Differentiation:** Support from teaching assistant, visual aids, access to the internet.

**AFL:** Refer to scheme of work.

#### Development of Skills/Cross Curricular Links:

##### LITERACY/COMMUNICATION

Reinforcement of key words, development of discussions through describing tasks and group activities.

##### ENTERPRISE

Communication, team work, using initiative.

##### PSHE

Development of environmental awareness.

#### STARTER ACTIVITY

Register the group and share the learning objectives with them.

Give students 'Parts of a Plant' worksheet to determine prior knowledge. More able students to be able to understand the functions of a plants individual parts.

#### MAIN PART OF LESSON

**Indoor Activity** (30 mins): Students to use available resources (internet, library etc.) to research the following:

- a plant that is useful to use and safe to handle.
- a plant that has some medicinal properties.
- a plant that is dangerous to humans at all times and should be avoided.

**Outdoor Activity:** Students to go out into the school grounds and take photographs/sketch the plants that they find in order to identify common plants found around the school grounds. Students to reflect back on the skills that they have learnt from the tree identification sessions and understand that plants can be identified by many separate factors e.g. size, leaf, flower, smell, texture etc.

In pairs, students to pick one particular plant that they have found and provide identification with reasoning.

#### PLENARY

Pairs to share information about the plant that they have surveyed with the rest of the group.

**Extension Tasks:** Production of a poster/leaflet outlining information about particular plants that are useful to us.

**Risk Assessment:** Teacher in charge to ensure all correct and appropriate risk assessments are carried out to ensure the health and safety of all of the students.

#### Disclaimer

The template used to produce this document, is purely for guidance only and can be adapted to suit individual

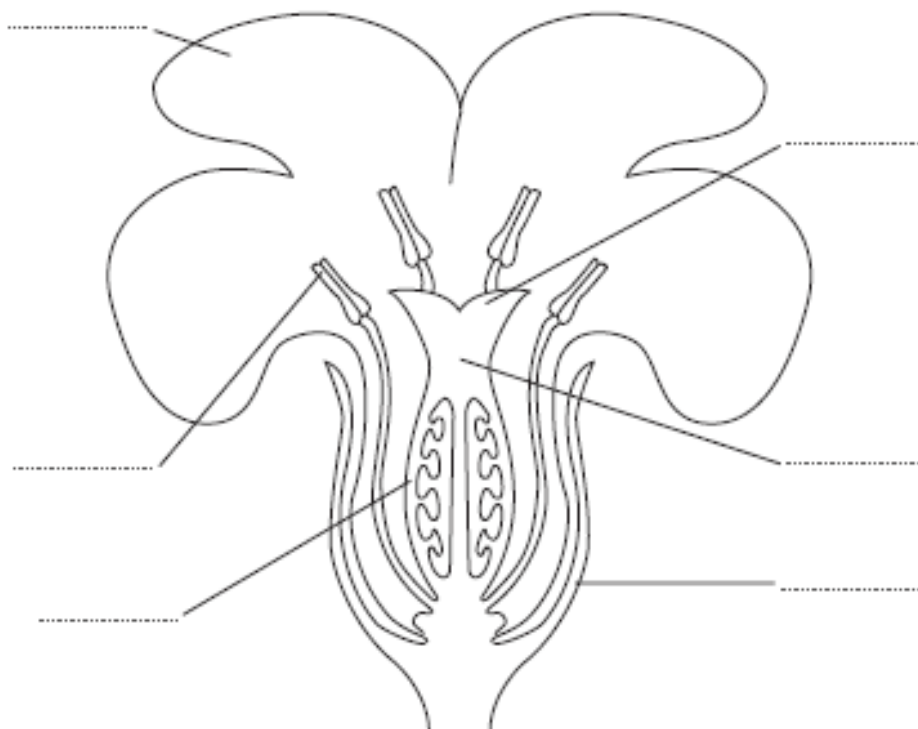
<b>VISUAL</b>	Plant identification with support from secondary sources.
<b>AUDITORY</b>	Direct teaching/explanation.
<b>KINAESTHETIC</b>	Assessment of plant through touch and smell (not taste).
<b>SKILLS</b>	Develop skills of research, presentation and communication.
<b>SEN</b>	At an appropriate level.
<b>REWARDS</b>	Links to school reward System.



Name:.....

## Parts of a plant (flower).

Label the Flower with the correct names:



Petal

Stigma

Style

Ovary

Stamen

Sepal