



Children learn about the importance of pollinators in seed formation through story-telling.

# Pollinator Places 1



**Keywords** exploration • materials • story-telling • creativity

*This activity spans a scholastic year and can germinate a vast number of curricular links. It is also directly linked to the Social Studies fieldwork offered by BirdLife Malta.*

- 1 Bring different seeds to class and start a discussion about them. Focus on what they are, what they look like, their different shapes and sizes, where they come from (babies of plants), etc.
- 2 Read the story *The Plant Who Didn't Know* in **Resource File** page 2. You may use related visual material from pages 3–5 (print, cut out, stick to stiff backing and tape to kebab stick) as props to animate the story. The children can animate sounds and movements of characters as you tell the story.
- 3 Discuss the story, making sure the children understand that without insects that pollinate, there would be no seeds for many plants.
- 4 The story introduces the word POLLEN. Now introduce the word POLLINATOR. Decide how you want to follow up the story. You may wish to include topics that emerge from the discussion. You may create a story map, a story bag or a story line of events. The children may colour in the material in **Resource File** pages 6–11 individually or in groups, or invent their own drawings of what the characters look like.

**Use the Dinja Waħda Notice Board and tell the school about what you're doing.**

Send photos of

- how you introduced topic
  children making story map.
- children telling story





Children understand the importance of habitat for pollinators and take action to provide it.

## Pollinator Places 2



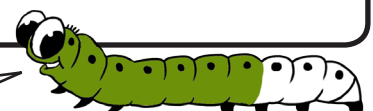
**Keywords** recall • outdoors • prompting • planting

- 1 This activity switches focus from what flowers need to what pollinators need. Get the children to imagine that they are pollinators like the ones in the story and that they are going to do a tour of the school grounds to see where they can find food. Before going out, they remind you what they need: flowers for nectar and pollen.
- 2 Do your tour. You will probably find a great lack of places where pollinators can thrive. This is the sad reality in our country and increasingly in the rest of the world, with so much habitat loss. The good news, however, is that it's easy to create places for pollinators. Discuss what you could do and where to do it. Get the children eager to make your school pollinator-friendly.
- 3 The idea is to find a sunlit patch of soil and plant it with flowering plants. Not all flowers may be suitable. Most 'domestic' flowers are cultivated to grow large, showy blooms but these often lack nectar or scent to attract animals. See *Pollinator Plants* (**Resource File** pages 12–15) for ideas what to plant. Plan with the children what and where to plant. Take action.
- 4 If you do not have a soil patch, create a mozaic of planters (see *Pollinator Station* in **Resource File** page 16 for an idea). Involve the children in the planning and creation by prompting ideas, also when choosing the plants. Start planting.
- 5 The plants may at first look awkward until they settle in their new place. The children take turns watering and enjoying watching plants grow. The excitement should mount when flowers begin to open and pollinators start turning up.
- 6 Discuss whether anyone can come in to water the plants over summer – if not, see if you can have a basic drip irrigation system installed. Commitment is part of the education behind saving our planet, so make sure to involve the children.

**Use the Dinja Waħda Notice Board and tell the school about what you're doing.**

Send photos of

- children looking for suitable pollinator habitat       the completed pollinator station.
- children planning/planting pollinator station





Children learn about pollinators from first-hand experience.

## Pollinator Places 3



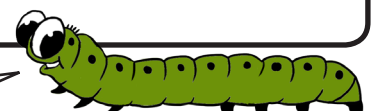
**Keywords**    audio visual • observation • keeping records

- 1 Now that you have your Pollinator Station, wait for the pollinators. In the right season (*Pollinator Plants* list in **Resource File** pages 12–15 includes flowering times) the plants will flower and your only job is to monitor what comes to your “flowerrestaurant”.
- 2 Learn about some pollinators from the *Pollinators / Id-Dakkara* presentation (Y3C in **Action Pack**). You may link this resource with languages, crafts, maths or other subjects that emerge when the children see the slideshow.
- 3 Keep record of what visits your flowers. Decide how you want to do this. You may turn the observation into a science lesson or an art/observation lesson. Create a logbook of Pollinator Place visitors. The important thing is that the children feel proud that they created a place to help pollinators survive.
- 4 If you wish you can enter the *Dinja Waħda Pollinator Race*. Make a chart from the *Pollinator Race* sheet (**Resource File** page 17) and colour a box for the different pollinators you spot every time you visit your patch. Take photos as evidence (and for identification purposes, where BirdLife can help). You may earn your school a Pollinator Friends badge!

**Use the Dinja Waħda Notice Board and tell the school about what you’re doing.**

Send photos of

- children watching and recording pollinators       the Pollinator Race sheet, if applicable.  
 the records





Children learn how we can help nature through the creation of nature reserves.

# Nature Watch



## Keywords recall • field trip • exhibition

- 1 Refresh what you did when you created Pollinator Places, and the aim behind it: saving animals! Talk about where the children live, ask how many flowers and trees they see. You can turn this into a Maths activity, with a frequency graph for flowering plants in their home or street.
- 2 Book a visit to a BirdLife Malta nature reserve (tel 21347646 or email [education@birdlifemalta.org](mailto:education@birdlifemalta.org)). Go through the relevant worksheet (Y3D in **Action Pack**) and tackle any subject links you wish children to be prepared for. Worksheets are linked to the Social Studies LOs.
- 3 One important association to make before the visit is that you and your class have helped nature by creating places for it. You have brought plants into school that will keep insects alive and will help plants to make seeds. Discuss the words 'nature reserve' and why we need such places. With so many people in the world, we are pushing nature out, so it is important to save space for nature. You are going on a trip to a nature reserve, a place which is a bit like what you did in school but much bigger. Take photos during the visit as you will need them for follow-up.
- 4 After the visit, project pictures you took and say how nice it would be to share what they learned with others. With the children's help set up a number of free-standing mini-display modules (suggestion in **Resource File** page 18). Once the modules are ready, divide your class into groups and assign each group a module. Discuss what message or topic each group will tackle, e.g. the beauty of specific plants or animals they saw; colours and seasons; why nature reserves are important for animals. Set the groups to work (a minimum of three modules are needed to qualify). Make print-outs of relevant photos to add to the displays.
- 5 Find an event (e.g. Open Day) and set up your display where visitors can see it.

**Use the Dinja Waħda Notice Board and tell the school about what you're doing.**

Send photos of

- nature reserve visit
  displays in action.
- children building modules

