



## 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 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 flower and food growing areas

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?* worksheet.
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

The Habitat Mapper app on one mobile device (for educator use)

Who eats what? Worksheet

Clipboards

Drawing materials

### Key vocabulary

Wild

Planted or cultivated



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### **Step by step (continued)**

5. Learners can use the Flowers and food flowchart to decide which habitats you have. Educators can work with learners to add this to your school map using the Habitat Mapper app.

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

### **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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