

## CASE STUDY

# HOW CAN WE CONSERVE BIODIVERSITY?

Learners enjoyed finding out about biodiversity and looked in the school grounds for a wild area they wanted to study and develop ideas for how it might be improved. The area they selected was at the side of the bike shed which had been untouched for many years. They carried out identification of organisms that lived there and, away from Tirlun, looked at how best to estimate the number of organisms of different species in the area.

Having been allocated an animal to study, learners produced a Sway, such as this one: <https://sway.cloud.microsoft/UHyEBxrS6Q5pmNDP?ref=Link&loc=play>.



It became obvious to the teacher that most learners had little knowledge of the sorts of animals that are found in the school grounds.

Therefore, knowledge gained from producing the Sways was extended to include more of the common British insects, birds and rodents with learners reading about them and developing posters and fact cards. These were displayed in class.

Some learners struggled with the concept of food chains, so the teacher made some cards with organism names and pictures and sets of arrows. The learners used these to practise building food chains with some going on to make food webs. They used the posters and fact cards for reference.

Learners listed their ideas for conserving the local environment and developed plans for what to do as a class. The learners selected a small piece of land at the side of the school which had grasses and ivy but very few native flowering plants.

As it was early spring, the learners photographed the 'wild area' before implementing their plans to increase biodiversity. They safely cleared the area of rubbish, making sure they did not remove old branches and twigs.



To increase biodiversity and help pollinators, learners wanted to seed the land with some wild flowers. They dug out very small patches of grass or ivy and sprinkled wild flower seeds before covering them with a little soil. Then, waited to see which plants grew.

In early summer, they assessed the biodiversity again and took photographs. A class display showed 'before' and 'after'.

