

Lesson 2: What diversity can we see outside?

Learning Objective

To understand that diversity is present outside of the natural world.

Skills Objectives



When solving problems, I can identify questions to resolve the issue.

Outcome: Young people are learning to see diversity in the natural world by looking at the shapes, colours, sizes and textures of vegetables of the same variety and through animals and their habitats.

WeWill Step..



National Curriculum

Science Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals (*Year 1*).

Identify that most living things live in habitats to which they are suited.

Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other (*Year 2*).

Time	Teaching content
40 min.	<p>Introduce the theme of the session. Explain that today you will be exploring diversity found in the natural world.</p> <p>Young people can begin the session sitting in a circle. The teacher selects a vegetable from the box/bag by putting her hand through the hole (without looking). She feels what the vegetable feels like and describes what it feels like (soft/hard/ shape/ texture/weight). Lastly, the teacher peeps and see the colour and describes the colour, e.g., It's the same colour as "the carpet." The teacher takes it out at the end and sees if the pupils are correct. Review what adjectives were used to describe the vegetable.</p>

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Time	Teaching content
40 min.	<p>Explain that today pupils will become experts at describing different vegetables by measuring, touching, and grouping them. Can they think of adjectives to describe those wonky vegetables?</p> <p>In 2/3 circles (depending on how many boxes/bags are available), pupils pass the box/bG around, taking turns to feel and describe what they feel like (following what the teacher modelled). Someone in the group scribes the adjectives. At the end of the activity, the different groups can compare the adjectives used to describe the vegetables while the teacher creates a summary list on a flip chart/ whiteboard.</p> <p>By working in pairs, Young people should record the following:</p> <ul style="list-style-type: none">• Name of vegetable• Size/length (use a ruler for this)• Colour, shape, texture, weight (refer back to the adjective list from part 1 of the lesson)• Taste - check class allergies (some could be tasted, such as carrots and peppers, the teacher could prepare some bits for children to try)• Any recipe it is used for and what other vegetables are mixed with it. <p>When Young people have completed their tables, gather up the resources for plenary. Ask Young people to share interesting facts they have learnt and things they have liked/ disliked. Share some questions such as 'What diversities have you found in vegetables?', 'Can you think of other ways diversity can be seen in plants/animals? Share the plenary from the slides that give examples of diversity found in animals and their habitats. Ask Young people if they would like to research further into the diversity found in habitats.</p>

Resources

2-3 boxes/bags with a hole big enough for a hand to fit through.

The boxes/bags containing wonky vegetables e.g. potatoes, turnips, different carrots or any other wonky vegetables that can be used for the session.

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Inclusion and Diversity



Lesson 2

Learning Objective

- To understand that diversity is present outside in the natural world.

Skills Objectives



Problem-Solving - When solving problems, I can identify questions to resolve the issue.

Outcome: Young people are learning to see diversity in the natural world by looking at the shapes, colours, sizes and textures of vegetables of the same variety and through animals and their habitats.



National Curriculum:

Science Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Year 1)

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (Year 2)

What Diversity can we see outside?

Exploring diversity is vegetables



By working in pairs, pupils should record

- Name of vegetable
- size/length (use a ruler for this)
- colour, shape, texture
- taste (some could be tasted such as carrots and peppers, the teacher could prepare some bits for children to try)
- any recipe it is used for and what other vegetables are mixed with it.

'What diversity have you found in vegetables?'