

SDG15 Seeding Sustainability

MM3: Examining Edible / Medicinal Plants



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Research and Development

Lesson 3: Local Flora/Fauna Scavenger Hunt

Subjects: English, Geography, Home Economics, Irish, Science, SHPE

Lesson Title and Summary: Local Flora/ Fauna Scavenger Hunt

Flora and fauna is linked with the air we breathe and the food we eat and are interdependent. This lesson connects learners with their local, natural place as they are tasked with identification, information-gathering and evaluation of local flora and fauna.

Vocabulary: Annual, Biota, Edible, Flora, Fauna, Inedible, Medicinal, Perennial, Pollinators

In this lesson, the learner will:

- explore and find different flowers/plants (flora) of varying colours
- observe and note what insects/birds and other wildlife (fauna) are attracted to the variety of flowers/plants
- develop recording, analysis and evaluation skills
- explore and discover local flora
- investigate and observe the patterns of colour of flora
- investigate and observe the attraction of colour to fauna
- reconnect with food, nature and community
- explore the local environment, connections between flora colour and fauna

Materials

- Worksheet: Local Flora/ Fauna Scavenger Hunt
- Optional Extra Worksheet: Web Quest 1
- Worksheet: Wild Irish Edibles (Lesson 1)
- Materials for recording: pens, notebooks, digital devices



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L3: Local Flora/Fauna Scavenger Hunt



ACTIVITY INSTRUCTIONS

Activity 1 Local flora and fauna scavenger hunt (50 mins)

This is an outdoor class activity. Follow usual safety procedures for outdoor lessons. Learners will explore and find different flowers/plants (flora) of varying colours. Learners will observe and note what insects/birds and other wildlife (fauna) is attracted to the variety of flowers/plants.

1. Direct learners to the Local Flora and Fauna Scavenger Hunt worksheet. Go through instructions and check understanding. Instruct learners that they will walk around the outdoor areas of the school or the local neighbourhood in pairs (this could be a plotted area, park or garden) to make observations and note findings. Following this, they will share and discuss their findings with their peers. (10 mins)
2. Divide learners into pairs for the scavenger hunt. Confirm the time they have and location for return meet up. (30 mins)
3. Join pairs to make groups of 4. Give groups 2 mins per rotation to discuss and share their findings. Rotate groups until all groups have met and compared findings. (10 mins)

Alternative: Complete a scavenger hunt online, using the Optional Extra Worksheet: Web Quest 1.

Teacher's Reference:

FLORA VERSUS FAUNA

Flora refers to the plant life that can be found in a specific area or time.	Fauna refers to the animal life that can be found in a specific area or time.
Flora remains in one place.	Fauna can move from one place to another.
Flora can typically prepare their own food.	Fauna depends on flora for food.
Flora is studied in botany.	Fauna is studied in zoology.

Pediaa.com

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REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

Use Post-its or a mentimeter survey - www.mentimeter.com - to gather reflections

EXTENSION / REDUCTION ACTIVITIES:

Reduction (40 min lesson): For a shorter lesson, skip the group share and discussion.

Extension (80 min lesson): For a longer lesson, spend more time on the scavenger hunt and on the group sharing and discussion phase.

Optional Extras: Link to Scavenger Hunt

- learners can try to find samples/take photos of pictured edible flowers on the worksheets in the local area.
- learners can discuss possible tastes and gastronomy uses of the flowers.
- learners can look up the information on tastes and uses via a web quest

Also ask learners to watch one of of the videos e.g. 'New to Foraging' or 'Foraging for Beginners'

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

'New to Foraging - 5 Plants for Absolute Beginners (13:37 min) <https://youtu.be/VdgP8ui9gr4>

'Foraging For Beginners' (18:35 min) <https://www.youtube.com/watch?v=g9Ey7POtEeY>

Article: Edible Flowers <https://www.ruralsprout.com/edible-flowers/>

Foraging <https://www.wildernessireland.com/blog/wild-foraging-ireland/>

Irish Herbs, Plant medicines (14:00 min) <https://www.youtube.com/watch?v=cLfcvi2i3x4>

Irish Fauna <https://www.museum.ie/en-IE/Museums/Natural-History/Exhibitions/Irish-Fauna>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Visit a local herb garden/ park to complete the scavenger hunt.

Invite a local botanist, ecologist or interested citizen scientists to take part in the scavenger hunt.



SCAVENGER HUNT

Colours are very important in the natural world. They attract different living creatures for different reasons.

Walk around the assigned area and see what you can find.

- Can you find different examples of flowers/plants (FLORA) with the following colours? (see example below)
- Take a photograph and/or make a sketch of what you find.
- Note shapes, size and scents.
- Observe what insects/birds and other wildlife (FAUNA) is attracted to them.



A white flower
Often attractive to beetles, moths, butterflies and flies



A pink flower
Often attractive to butterflies and moths



A red flower
Often attractive to birds



An orange flower
Often attractive to birds and some butterflies



A yellow flower
Often attractive to bees, butterflies, hoverflies and wasps



A blue flower
Often attractive to bees



A purple flower
Often attractive to bees, wasps and butterflies



A green flower
Thought to be the first flower colour



A multicoloured flower

Image for this [Flower Scavenger Hunt](#) from Chelsea Physic Garden, 2020

As part of the scavenger hunt, try to find 3 of the edibles you matched on the **WILD IRISH EDIBLE FLORA WORKSHEET**.

- What did you find?
- Where did you find them?
- What did you observe?
- Would any of them work as an ice-cream ingredient? Why/why not?



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Optional Extra Worksheet: Edible Flora (Web Quest 1)

Can you find these flowers online and gather some information about their edible / medicinal uses?



Top row - left to right: Apple blossom, Borage, Dianthus, Chives, Cornflower.

Bottom row - left to right: Courgette, Dill, Forget-me-not, Lavender, Marigold



Top row - left to right: Bergamot, Nasturtium, Nigella, Oregano, Pansy

Bottom row - left to right: Roses, Sage, Strawberry, Sunflower, Tulip



Use the Chelsea Physic Garden plant collection website to find their scientific names <https://cpg.gardenexplorer.org/>

Discussion: What do you think they taste like? How do you think they could be used for eating and drinking?



After your discussion visit this website and compare your ideas from the discussion to the information on the site. You can also use this information to help create the directory.