

The Story of CONSERVATION

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Frances Lincoln Children's Books

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The Story of Conservation educates, informs and celebrates our planet's ever precious biodiversity.

The Story of Conservation - Teacher Notes

Depending on the age of the children, the following lessons can take place over more sessions that are outlined in the notes. The lessons are pitched at 5 – 8 year olds in primary school but can be adapted across the primary curriculum to suit the needs and ages of pupils.

By using this book and following the suggested activities, children will begin to:

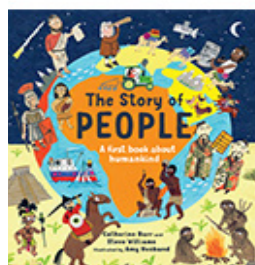
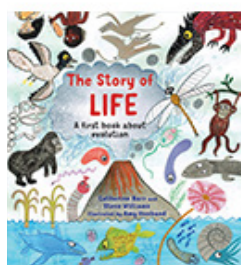
- Understand what conservation and the protection of nature is and what this book does to inform the next generation about the impact of climate change.
- Understand that some human activity causes pollution and affects ecosystems.
- Discover and begin to discuss the effects that conservation has on the world and our futures.

By using this book and further books in this series, children will begin to:

- Widen subject specific vocabulary.
- Articulate and justify their answers and opinions.
- Ask relevant questions to extend their understanding and knowledge.
- Participate in lively collaborative conversations.
- Use spoken and written language to develop understanding of subject knowledge in the series of books.
- Participate in discussions.
- Consider and evaluate different viewpoints.

The following activities and discussion points for this book and the rest of the books in the series, create flexible cross curricular opportunities such as English, Geography, particularly human geography, Science and Citizenship.

The activities outlined below can be adapted to fit the subject knowledge in the rest of the books in this series.





Introduction to The Story of Conservation

Begin by asking 'Have you heard of conservation?' or 'do you already know something about conservation?' Take some responses. Introduce the book and explain that by reading and working through the book, you are going to learn together about the protection of things found in nature and the natural world. Read the first four pages of the book which introduces how the land was long ago and how it began to change. Contrast this with the last four pages of the book. Look in detail at the pictures – what do the children notice? How have things changed? Read the text on the last four pages. Emphasise the time banner on each page and explain to the pupils that these changes have happened over a very long period.

Activity 1: Labelling pictures from the book.

Look again at the first two pages and list on the white-board the geographical features provided in the text. Give each child a photocopy of the first double page spread with the text and the content of the speech bubbles blanked out. Ask them to correctly label the geographical features that you have listed on the board.

In contrast give the children a photocopy of the last page and ask them to label what they see. Is there any evidence of the environment being damaged? Where can they see positive things in the last picture? Can they write some different speech in the speech bubbles to show their understanding?

Reflection:

Ask children to think about how the world has changed. Read the rest of the book so the children understand how the changes have taken place. Ask the children to look around them and think back to what their current close environment would've looked like in the 1600's. What would they see? hear? smell? How is that different today?

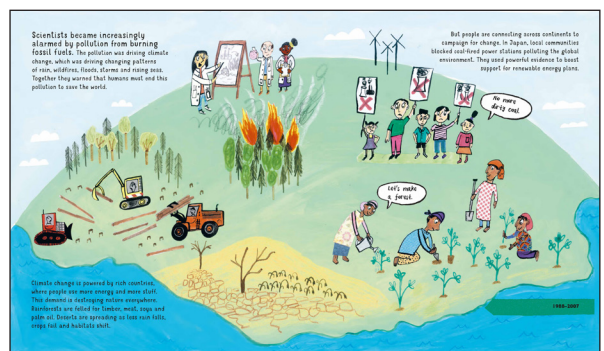
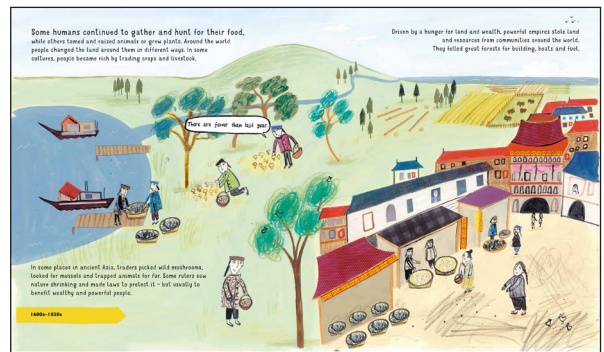
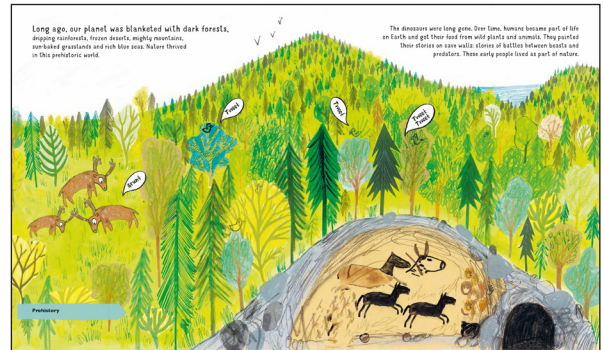
Climate Change

Read pages 7 and 14 to the children. Clarify using the glossary the term 'Fossil Fuels'. Ask 'who has heard of Climate Change?' Take the opportunity to clarify any misconceptions and allay any anxieties. Tell the children that you are going to think about how the discovery of coal, oil and gas changed the world and how this links to climate change. Read and look closely at page 14 in the book. Look at the messages on the signs that are being held up. Discuss messages such as 'No more dirty coal' and think together about how these messages could be helpful in letting people know what is happening. Read page 12 and 15 and ask how what the author has written here links to conservation.

Ask for suggestions as to what else can cause changes to the planet that is more directly related to our daily lives.

Prompts:

- The Food that we eat- think about how and why?
- How and where we Travel – think about why and how?
- What we are wearing – think about where our clothes come from and how they get to us?
- How much Waste – think about what and where?
- How much we know – think about what?





Activity 2: Making Posters

Provide materials to make a poster with a message relating to one of the topics discussed in the introduction. Ask children to think of a simple message that can make a difference for example Recycle your plastic! Or Cycle to School! Or Buy Your Shopping Locally! Encourage them to decorate the poster in a striking way and display in the classroom or around the school

Reflection:

Give children opportunities to share their posters, talk about why they chose their particular messages how they relate to the story of conservation.

Helping Hands

Go back to your ideas and posters and then encourage thinking about what people in the book did to try to help. Read and discuss pages 10,11,12,13 and 16. How did people try to help the situation that they found themselves in and encourage conservation? Tell the children that we can make a start by discussing this in our classroom. Say that we could think about changes that we could make more easily. What changes are being discussed on page 19?



Activity 3: Learning Walk.

Read Page 10 and encourage the children to think about what scientists were discovering in relation to conservation. Ask them why nature is in trouble? Clarify the understanding of ecosystems.

Tell the children that we are going to look at what's going on in our own environment and that we are going to think about what might need protecting. Organise a 'Learning Walk' around the school grounds or the local community. Look out for wildlife and insects and record in pictures. Give children pencils, paper and clipboards to make notes on what they see and where conservation work could help. Encourage children to look out for anything that is potentially affecting climate change or where being mindful of conservation could help preserve the environment. Look at traffic, litter, chopped down trees and anything that is helping such as solar panels, recycling bins, washing hung out on washing lines, electric car charging points etc.

When the children return to class, they can record their notes into two pieces of writing entitled 'What is Positive' and 'What Needs to Change'.



Reflection:

Encourage them to give an explanation as to why something is positive or why something needs to change. Share the writing in the class and if you have walked around the school perhaps share with the Head teacher.

Activity 5: Painting a Scene

Provide the class with art materials and paper so that they can do a painting of either page 8 or 16.

Reflection:

Ask them to write a caption for their painting based on the discussions in the introduction.



Activity 5: Creating a Timeline.

Introduce that you are going to think about the sensible use of all of the earth's natural resources which are water, soil, minerals, wildlife and forests over the time span of the book. Tell the pupils that you are going to make a timeline picking out the major events in chronological order. Focus on the time banners on each page that show us when the events were happening.

Make a timeline together showing the following events:

- Pre-History at the start of the book p5
- Discovery of coal, oil and gas 1800's P7
- Yellowstone the first national park 1870–1900 p8
- Conservationists understanding Ecosystems 1935–1962 p10.
- People protesting to save the earth. 1970 – 1980. p12
- Climate change affects almost everywhere on earth. 1988–2007 p14
- What the world is doing today p19



Divide the class into seven groups and give them copies of the book. Ask them to contribute either some writing or a drawing to show their understanding of what is happening in their phase of the timeline.

Extinct or Endangered Animals?

Ask the children to think about why an animal might be extinct or endangered? Ask for examples of animals that are endangered or extinct. (Zoo websites are useful for research). Read and share page 9 of the book, encourage the pupils to look closely at the picture before you read the text. Ask them 'what do you think is wrong here?' 'What do you think has happened to these kinds of animals? Do you think that this is right?' Contrast pages 8 and 9 and think together about which situation is better for the conservation of animals?

Who am I?

Show the class a list of six people who are mentioned in the book. E.g Rachel Carson p10. The driver of the submersible p11. A scientist p14. One of the Fisherfolk p16 and so on. Read each page that the characters appear on. Explain to the class that they are going to pretend that they are that character and complete a piece of work called 'Who Am I'?

Activity 6: Who Am I?

Give each child a sheet of paper with a circle in the middle with the headings Who Am I? Where do I live? What do I like? What do I dislike? How do or did I help conservation? Ask the children to draw a picture of their character in the middle and then write underneath the headings the characteristics relating to that character.

Reflection:

Allow the children to share their work with you and with the class.

Ask the children to think about what they have learned in these sessions by using the discussion prompts below:

- What happens first in this book? How are we introduced to conservation.
- What did you like most about this book? What have you learned?
- Why is this subject so important?
- What makes this book so important for young people in this century?
- How does the illustrator show us impact?
- Does the book end with a positive message?