

AIM: To develop children's sensitivity to and appreciation of:

- a) The beauty of wild flowers
- b) The lifecycle of plants by exploring the life of the dandelion.

DISCUSSION

- Look at the poster - have you ever seen any of these flowers before?
- Can you remember where?
- Do you have a favourite wild flower?
- Do you know the names of any of these wild flowers?
- Why do you think we call some flowers 'wild' flowers?
- If some flowers are wild does that mean other flowers are tame?
- People have a first name or Christian name and surname. Plants have a common name and a Latin name.
- Can you suggest how we might use wild flowers to make our classroom prettier?
- Can you see the different stems/leaves/petals . . . ?

LOOKING AT ONE FLOWER IN PARTICULAR - THE DANDELION

Every living thing grows. Everything that grows, grows old eventually. Dandelions grow old, at first (refer to poster) they are tall and straight and their petals are folded in tight. With the light and the warmth of the sun they gradually open out. Then, after a time they turn white and get blown away. This is a good thing because the white bits that blow away are the seeds. They fall on the ground and next year Dandelions will grow up in a new place.

- Have you ever found a Dandelion whose petals have turned white?
- Have you ever heard of a Dandelion clock?
- Have you ever heard of Bart Simpson?
- Do you know who his father is?
- Who is the oldest – Bart or Homer?
- How do you know?
- What do you think Bart will look like when he grows old?

WORKSHEET

- Colour the flowers and write their names.

LET'S DO IT

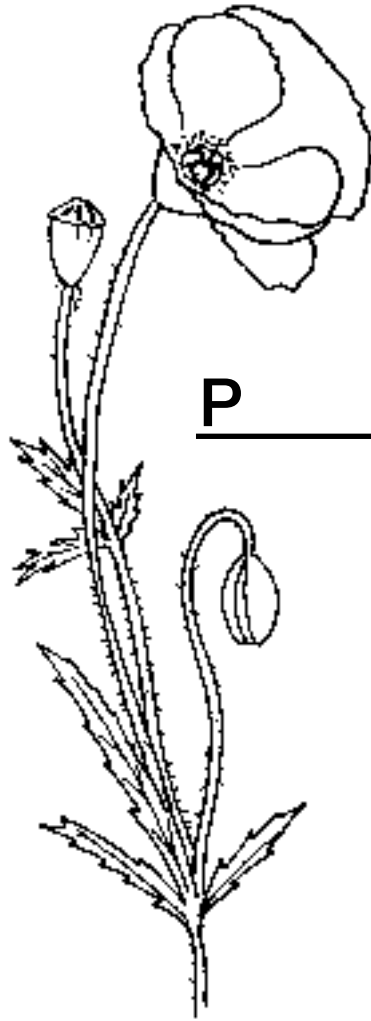
- Go on a wild flower nature walk, collecting samples of the flowers mentioned. Draw children's attention to Dandelions at various stages of growth.
- Ask the children to gather some wild flowers and assemble the 'arrangement'. Display in the classroom.



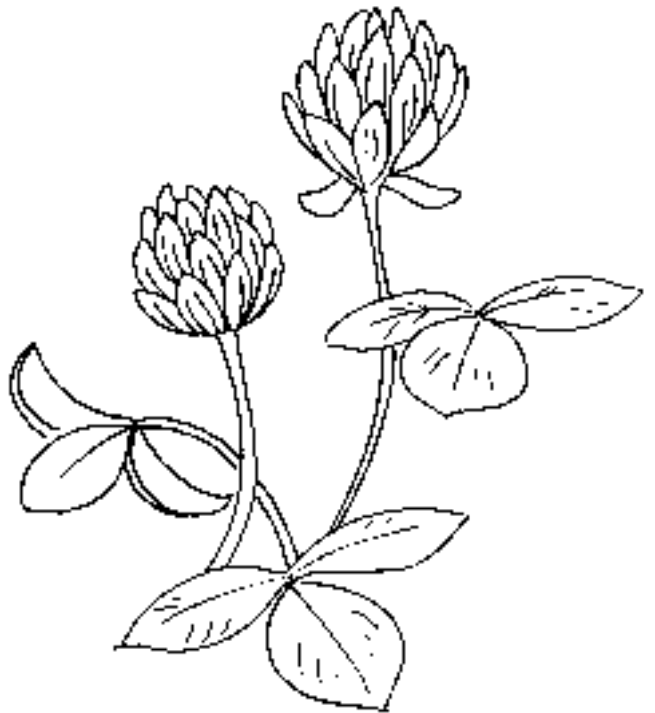
B



P



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