



Scottish Government, Nature Restoration Fund 2021-22
POLLINATORS - EAC LOST Context for Progression in STEM
Resource Summary



Nature Restoration Fund 2021-22

Pollinators as Context for Progression in STEM

General Teacher Support				
CfE	Organiser	Level	Activity	Resource
LfS	n/a	Teacher, Early, Primary, Secondary	Misc – including CLPL	Ed Scotland Summary for LfS Resources https://education.gov.scot/improvement/learning-resources/a-summary-of-learning-for-sustainability-resources
STEM	n/a	Teacher, Early, Primary, Secondary	Misc -including CLPL	Ed Scotland Summary of STEM Resources https://education.gov.scot/improvement/learning-resources/a-summary-of-stem-resources/#:~:text=In%202017%2C%20the%20Scottish%20Government%20published%20the%20STEM,the%20fast-paced%2C%20changing%20world%20and%20economy%20around%20us.
STEM	n/a	Teacher, Early, Primary, Secondary +	Misc	https://www.stem.org.uk/
IDL		Teacher, Early, Primary, Secondary +	Misc	EAC LOST blog Greening the School Estate in EAC https://blogs.glowscotland.org.uk/ea/learningoutdoorsupportteam/greening-the-school-estate-in-east-ayrshire/
Sciences	n/a	Teacher	Misc	TCV Citizen Science – resources for schools https://www.tcv.org.uk/scotland/discover/citizen-science/get-involved-citizen-science/citizen-science-resources/
Sciences	n/a	Teacher	Misc	TCV Citizen Science – resources for schools https://www.tcv.org.uk/scotland/discover/citizen-science/get-involved-citizen-science/citizen-science-resources/
IDL	n/a	Teacher	Misc	Book – <i>Gardening for Wildlife</i> , RSPB (in equipment box)
Sciences	Biodiversity and Interdependence	Teacher	Misc	Wild About Gardens collaboration between RHS and Wildlife Trusts, tips on how to make your space more wildlife friendly and biodiverse https://www.wildaboutgardens.org.uk/

Context Specific Resources for Teachers				
CfE	Organiser	Level	Activity	Resource
IDL	n/a	Teacher, Early, Primary, Secondary	Misc – Information sheets, activity sheets, growing topics planners (including <i>Flower Power</i> with a section on pollination and pollinators), how to guides.	RHS Campaign for School Gardening https://schoolgardening.rhs.org.uk/home
Sciences MNU	Biodiversity and Interdependence Information Handling	Teacher	OPAL Biodiversity Survey	https://www.imperial.ac.uk/opal/surveys/biodiversitysurvey/ Including Polli:nation resources
IDL	n/a	Teacher/Second Level	How to make your outdoor space pollinator friendly	From https://www.wildaboutgardens.org.uk/ Collaboration between Royal Horticultural Society and Wildlife Trusts Find <i>Wild About Bees Action Pack</i> https://www.wildaboutgardens.org.uk/sites/default/files/2022-03/BEES%20%20WAG%202017%20-%20Booklet%20AW_%20new%20logo%20web_0.pdf and <i>Grow a Secret Garden for Butterflies</i> https://www.wildaboutgardens.org.uk/sites/default/files/2022-03/200102%20RSWT%20WAG2020%20Booklet_FINAL%20WEB%20WITH%20NEW%20LOGO.pdf
IDL	n/a	Teacher	Misc	Bumble Bee Conservation Trust – Trust’s vision is for a world where bumblebees are thriving and valued and its mission is to increase the number of bumbles. Includes a Learning Zone and Craft and Activities section. https://www.bumblebeeconservation.org/ Information on the importance of wildflower meadows https://www.bumblebeeconservation.org/wp-content/uploads/2017/08/BBCT067-FFCC-Meadow-06.17.pdf

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Suggestions for Progression in Learning and Teaching				
CfE	Organiser	Level	Activity	Resources
MNU	Number, Money, Measure	Early	Use ladybirds as the context for counting	Painted ladybird stones introduced in play to help children subitise and recognise patterns https://www.youtube.com/watch?v=Lwt7NgfeZRY&ab_channel=OxfordOwl-LearningatHome
MNU Sciences	Number, Money, Measure Biodiversity and Interdependence	Early	Busy Bee Game	Game Instructions Draw chalk circles or place hoops on ground to represent the centre of flowers. Children 'buzz' between flowers until an adult calls a number. That number of children (placing one foot into the centre of a flower) meet at a flower to collect pollen and nectar. Adult shouts, 'buzz' and the children/bees fly around the flowers until a new number is called.
Sciences	Biodiversity and Interdependence	First	Plant autumn bulbs for early pollinators	Autumn – Bulb Planting https://blogs.glowscotland.org.uk/ea/learningoutdoorssupportteam/autumn-bulb-planting/
Sciences MNU	Biodiversity and Interdependence Information Handling	First/Second	Take part in Bee Watch activities – id, photography, planting for pollinators, bee counts	Bee Watch https://beewatch.abdn.ac.uk/beewatch/index.php?r=user/auth
Sciences	Biodiversity and Interdependence	Early/First/Second +	Plant a wildflower meadow	Use RSPB mini meadow seed resources from equipment box following instructions provided. See also EAC LOST blog pages on Greening the Estate Rewilding Nature – Growing for Wildlife. Planting for Pollinators https://blogs.glowscotland.org.uk/ea/learningoutdoorssupportteam/rewilding-nature-growing-for-wildlife/
Sciences RME	Biodiversity and Interdependence Christianity Practice and Traditions	First/Second	Let the grass grow and design a labyrinth	Suggestions from EAC LOST blog Making the Cut - Gargieston Primary School Grass cutting Agreement Document Framework Labyrinth Lesson Plan https://blogs.glowscotland.org.uk/ea/public/learningoutdoorssupportteam/uploads/sites/11891/2020/05/21105857/Chr-Practices-Labyrinth-RME-2-03a1.pdf
Sciences Literacy	Biodiversity and Interdependence Reading	Second +	Learn facts about insect pollination	From Bumblebee Conservation Trust Learning Zone https://www.bumblebeeconservation.org/wp-content/uploads/2021/10/Insect-pollination_combined.pdf

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Sciences Experiences and Outcomes – Extract from CfE Introduction

The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable me to:

- develop curiosity and understanding of the environment and my place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on my life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

SUSTAINABLE DEVELOPMENT GOALS



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