

National curriculum objectives



- working scientifically: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recognise that environments can change and that this can sometimes pose dangers to living things

Resources (you will need):



A picture of the game 'snakes and ladders' (optional), colouring pencils and each pair will need an A3 piece of paper with a grid of 50 squares drawn on it



60 MINUTE ACTIVITY

First introduce the session by reminding learners of the game 'Snakes and Ladders'. Point out that the snakes are negative and make players go backwards in the game, and the ladders are positive meaning players can skip forwards. Tell learners that their board games will be called 'The Human Impact' and that their 'snakes' will be negative ways that humans affect the environment and living things around them and their 'ladders' will be positive ways that humans affect the environment and living things around them. To start, as a class, begin to classify information into positives and negatives, by making a list.

Examples include:

Negatives: More rainforest have been cut down, destroying the habitats of hundreds of animals, hunters have just galloped across the countryside killing foxes and deer, a family has left rubbish in the field they had their picnic in.

Positives: A group of schoolchildren have just gone on a litter pick in their local park, a charity has saved a dog that was going to be used in a dog fight, more people have learnt about recycling and looking after our oceans.

Next give pairs their blank game board. They can then choose where these statements go on the board. They may want to draw items to physically show players where they move forward or back to (like in Snakes and Ladders), or alternatively, they could write 'Go forward three spaces', for example, at the end of the sentence. Using colouring pencils, learners can decorate their boards with negatives and positives such as litter, tractors, trees and animals. The groups could also exchange games and test them out, learning from others statements.

Class reflection

Humans are now responsible for causing changes in the environment that hurt animals and plant species. As there are now so many humans, we are building more homes and cities, destroying natural habitats. We pollute Earth with our transport, litter and factories. We illegally hunt and kill animals, often just for fun. All of these activities take resources and habitats away from plants and animals. What can we do to help?

Have time for a literacy link?

Do some persuasive writing by asking learners to write advertisements for their games. The adverts should highlight that others need to learn about the impact humans are having on the environment and living things.

Philosopher question

Can humans have only a positive impact?



*Year 3 and 4 objectives