

## Dragon's treasure workshop: Graded post-visit activities

### \*Quick recap:

What 'treasure' did you find at Wakehurst? Where did it come from?

### \*\*Next steps:

Collect 'treasures' from fruits eaten, your gardens, or walks outside.  
See if the rest of the class can identify where they came from.

### \*\*Next steps:

Make up your own scavenger hunt, e.g. Find something prickly. Find something red.  
Find something an insect could hide under. Take photos of the treasures you find.

### \*\*\*Digging deeper:

The Millennium Seed Bank collects seeds just like the dragon. Why do you think it is important to collect seeds? Watch this Kew video to help you:

[youtube.com/watch?v=XUkKUplyg0](https://www.youtube.com/watch?v=XUkKUplyg0)

Why are plants important?



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## Green fairy workshop: Graded post-visit activities

### \*Quick recap:

Look at the magic photograph from Wakehurst and reflect on how the 'magic' was made.

### \*Quick recap:

Look at and discuss any leaf rubbings or drawings you did, or photos you took. Can you remember any of the plants you saw?

### \*\*Next steps:

If the Green Fairy wanted to visit your school, what would you show her? Walk around the school grounds and take photos. Label them so she knows what they are.

### \*\*\*Digging deeper:

Think of one thing you could do to help the Green Fairy to look after a plant, animal or outside space at home or school.



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## **Sense-ational workshop: Graded post-visit activities**

### **\*Quick recap:**

Discuss what you found at Wakehurst. Now walk around the school grounds, recording what you can see, smell, hear and feel. Compare with Wakehurst.

### **\*\*Next steps:**

Plant a simple herb garden container or patch so you can smell, feel and taste different plants.

### **\*\*\*Digging deeper:**

Plant flowers in a container outside. Which insects are attracted to your plants? What do you think attracts them? (Think of their senses.) Why is it important to grow plants which attract lots of insects?

This video on how to attract pollinators to your garden will show you some pollinators in action at Wakehurst:

**[youtube.com/watch?v=kG7U\\_EL1ABU](https://www.youtube.com/watch?v=kG7U_EL1ABU)** (watch up to four minutes in)



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## Minibeast safari workshop: Graded post-visit activities

### \*Quick recap:

Make your own fact file for a minibeast found at Wakehurst.

### \*\*Next steps:

Describe one of the minibeasts to your partner – can they guess which one you are thinking of?

### \*\*\*Digging deeper:

Make a minibeast hotel using what you have learnt. Which minibeasts might live there? Observe over the coming weeks to find out. Think about what the minibeasts might need in terms of shelter, food and location.



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## In the potting shed workshop: Graded post-visit activities

### \*Quick recap:

Make a diary of your sunflower's growth, measuring and charting each week.

### \*\*Next steps:

Soak a bean seed and peel off its coat. Label the seed parts for a display (seed coat, embryo, food store).

### \*\*\*Digging deeper:

The Millennium Seed Bank collects and stores seeds. They have over 2 billion seeds stored. Watch this Kew video to see how they do this and why:

[youtube.com/watch?v=XUkKUpllyg0](https://www.youtube.com/watch?v=XUkKUpllyg0)



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## Art in the garden workshop: Graded post-visit activities

### \*Quick recap:

Look at the photos of your artwork from Wakehurst. Can you remember which parts of the plants you used to create your art? Create an art gallery for your classroom wall.

### \*\*Next steps:

Create art in the playground using natural materials. Return an hour or a day later to notice the changes and appreciate the quality of ephemeral art (it is temporary and changes over time). Create a display of time-lapse photos to see your art disappearing.

### \*\*\*Digging deeper:

Can you find examples of art that appears naturally? Think maybe of spiders' webs or flower structures.

### **[kew.org/read-and-watch/natures-sacred-patterns-wakehurst](https://www.kew.org/read-and-watch/natures-sacred-patterns-wakehurst)**

Go on a nature walk and take photos of any plants or nature that have striking patterns/colours/shapes. Create a gallery of nature's art.



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## Life in water workshop: Graded post-visit activities

### \*Quick recap:

Create a collage or fact files based on the creatures you found at Wakehurst.

### \*\*Next steps:

Create your own branching diagrams to identify pond creatures using simple yes/no questions, e.g. Does it have legs? Does it have a tail? Does it have antennae? Use your pond dipping record sheet from Wakehurst to help you.

### \*\*\*Digging deeper:

Imagine a local pond is in danger of being filled in to build on. Write a list of reasons why it should be saved or write a letter 'from' one of the creatures you observed at Wakehurst. Think about what the pond and pond plants provide the creatures you saw at Wakehurst (such as camouflage, food, shelter, oxygen).



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## Plant eater workshop: Graded post-visit activities

### \*Quick recap:

Make a list of all the foods you have eaten in a meal or in a day. Highlight all those which come from plants. Did any of them surprise you?

### \*\*Next steps:

Imagine you are a vegetable patch for the school grounds. Write a list of vegetables you could grow. Look at seed packets to help you.

### \*\*\*Digging deeper:

Look at a selection of fruits and vegetables from the supermarket. Read the labels to see where they have travelled from. How many have had to travel a very long way?



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