Teddy Bears Picnic
Follow up Activities

These follow up activities are from the original program that began in Great Britain. Every effort has been made to “Australianise” the content but some British expressions may have slipped through.

Any feedback on the program and these resources please direct to Gibberagong EEC or Field of Mars EEC

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Follow up Activities

The program will act as a stimulus for many hours of topic work as part of the curriculum. Most importantly it acts as a springboard for a series of transfer tasks and good habits tasks. The transfer tasks enable the children to transfer their understandings of concepts learnt in the context of a teddy bears picnic to their own lives and surroundings.

The good habits tasks encourage them to make a personal commitment in their own lives at a level appropriate to their age.

About one hour is needed for each transfer task while a few minutes each week will be needed for most of the good habits tasks. Most of this work also contributes to the curriculum but in a context which accomplishes the far more important task of helping people to live more lightly on the earth.

a) The needs of life for plants (transfer task)
b) Caring for plants (good habit)
c) Plants in their habitats (transfer task)
d) Caring for plants in their habitats (good habit)
e) The needs of life of animals (transfer task)
f) Caring for animals (good habit)
g) Animals in their habitats (transfer task)
h) Caring for animals in their habitats (good habit)
i) The needs of life of humans (transfer tasks)
Shelter
Water
Air
Plants for food (and final picnic)
j) Caring for our own needs of life (good habits)
Shelter
Water
Air
Food
Transfer tasks and good habits.

Over the following weeks Miss. Price continues with her topic on teddy bears. Much of the work is for mathematics, science, english, art etc. The class try making teddy bear shelters from different materials and test to see which ones keep out the rain. The children also act out a simple play about teddy bears cooperating and plants and animals helping each other as part of their work in personal and social education. Creative writing and art is stimulated both by the visit for teddy bears picnic and by other work within the topic.

Miss. Price understands that earth education has its own agenda and she is determined to carry out the follow through activities which are part of the program. She allocates one hour of each week for those activities which are specifically part of the program. She realises that in so doing, she will also be helping her pupils to fulfil many of the requirements of the national curriculum.

General notes

* Teachers will see clearly that the structure of the transfer tasks give great opportunities to deliver important elements across the curriculum. It is equally possible for all the transfer tasks to be incorporated into other topics within the work planned for the class.

* Maintain the links between the elements of the teddy bear picnic program by using the organiser, P.A.W.S. at each appropriate opportunity.

* The same colour coding (light blue for air, dark blue for water, yellow for sunlight energy and brown for soil) is used throughout earth education programs which will help reinforce the concepts if children have the opportunity to attend another program when they are older.

* Use the key statements to introduce each activity and reinforce them throughout. If the class contains good readers these statements can be written on chalk board or cards and referred to.

The needs of life for plants. (transfer task)

Key statement-'Plants need shelter, water, air and food (sunlight and soil)'

The classroom contains a number of potted plants which Mrs. Draper the school caretaker usually looks after. Miss Potts gives one plant to each small group of children to look after until the end of term. The children make small signs from coloured card for the four things which plants need to stay alive. It is obvious to them that the plants get their air from all around (especially as the children are breathing out stale air) and they realise that the plants must be watered. Mrs. Price shows them an uprooted plant and they decide that the water probably passes from the soil to the plant through the roots. Lengths of light and dark blue yarn enable the class to show how these needs are obtained. The class decides that the classroom itself provides shelter but are puzzled as to how the plants get their food.
Nazia says that they probably get it from the soil. Miss. Price produces some brown yarn and connects the soil with the food sign. She reminds the children that on the picnic, food signs were always yellow and brown. "What might the yellow stand for?" She then explains that plants make food using sunshine energy. Using a length of yellow thread taped to the window and the other end tied to a leaf, the class is able to show how the plant gets this important ingredient. Each group then work with their own labels and lengths of yarn to link with their own plant. Peter draws a picture of a watering can to go below the water sign for his group's plant and Babiba draws a rectangle with a door to show the shelter provided by the classroom.

Caring for plants
(good habit)

Key statement-'We can help plants to grow'

With help from Miss Price and Mrs. Drummond rosters are drawn up so that each day two children from each group ensure that their plant is getting the things that it needs. They check on whether it is still in a sunny place and if necessary water it. Air is never a problem but some groups experiment with better shelter for their plants by making cloches from lemonade bottles. Miss Price has brought in a bottle of organic plant feed and allows the children to add a few drops to each plant pot once a week to ensure a supply of soil specks.

Over the next few weeks, the children continue to care for the plants in the classroom, ticking the roster each time they do so. Miss Price has been too busy to prepare much this year but decides that her new class next year will grow plants from seed and care for them, or perhaps plant a tree in the school grounds. Each group is awarded a 'We care for plants' certificate which each child signs. Dipali, who is a very neat worker asks if she can colour in the picture on her group's certificate. Soon a child in each group is busy colouring in their certificate.
**General notes**

* The children should grow plants or take responsibility for caring for plants inside school or in the school grounds.

* They should learn that plants should be provided with:

Water by watering as appropriate.

Air all around them but plants do need air which has been breathed out by animals. (perhaps a little complicated at this level but the children can be introduced to the concept.)

Food. Plants get their energy from sunlight so must be in a sunny position and need soil specks which are taken up through the roots.

Shelter. This is a tricky one because plants are adapted to where they live. Most plants are sheltered when young by other plants growing around them. Children can experiment with cloches made of lemonade bottles, rabbit guards etc.

* Suitable plants might include;

Cress - grown on cotton wool on window sills. Fertilizer (soil specks) will need to be added if grown for long.

Wild flowers - grown from seed in pots to plant out later in school conservation areas.

Salad crops grown in a chequerboard garden plot.

Peas, beans, sunflowers etc. - can be started off inside, in pots, then planted out into garden plots.

Trees - planted in the school grounds and provided with aftercare including watering, rabbit guards and a mulch of carpet.

* Natural and semi-natural habitats in or near to the school grounds should be visited so that the children can see that plants are able to obtain all their needs of life from the natural environment. Children should be helped to understand that it is only in artificial and seminatural situations that humans might need to intervene.

* If at a later time, the children help care for plants outside, they can be given another certificate.

* Caring for plants can be carried out concurrently with the other tasks.

**Plants in their habitats. (transfer task)**

Key statement. 'Plants obtain their needs from where they live'.

The following week the class explore a small woodland area in the corner of the school field to see how the trees and other plants obtain their needs. Zahir points out that as it always seems to be raining the plants will get water easily. Darren scoops up a handful of soil, rich with leaf mould. "Lots of food for
the trees here". Miss Price also points out that the sun is shining. It is a windy day yet the children notice that when they are amongst the trees they are sheltered from the wind. Perhaps the trees shelter each other? Although they have now flown away, the children know that birds live here and must breathe out air which the plants can use. Mrs. Drummond has made some small flags similar to those used during the 'castaway teddy' activity. The children plant them close to their chosen plant to show that their needs are available. Back in the classroom the children colour in a of their colouring book showing that plants obtain their needs in the place where they live. When they have completed this they join their groups and work together to produce large pictures of the trees and other plants in the woodland. Miss Price and her classroom assistant help them to attach small coloured labels to show where the needs of the plants are being met.

**The needs of life of animals. (transfer task)**

Key statement- 'Animals need shelter, water, air and food.'

Miss Price stands in front of her class, holding a cage in which Gerry, the class gerbil lives. "Remember that teddy bears need shelter, water, air and food. Do you think that other animals like Gerry need these things too?" The children quickly see that the cage has a water bottle and food bowl. Miss Price points out the ventilation which allows fresh air to get into the cage. Wesley points out that Gerry has warm bedding which gives him shelter.

The children help Miss Price to set up a display of the needs of this animal. Samples of food, bedding and a spare water bottle are fixed to the display board behind and labelled with signs in the appropriate colours. Miss Price chooses Samantha's picture of the cage to represent air because it clearly shows the ventilation holes. Coloured wool is used to link the signs to the outside of the cage.
Caring for animals. (good habit)

Key statement-'We must provide the needs of life for pet animals'.

Each group chooses an animal which they are going to look after. Peter and his group choose to look after the stick insects while Nazia's group selects the goldfish. Peter and Timothy plead with Miss Price to allow them to look after the tropical fish in the entrance hall. Miss Price agrees to ask the headteacher and the regular monitors if they can take over for a few weeks. Karen says that she will ask if her pet rabbit can be brought in from home for a few weeks and Estelle offers to bring in one of her father's cows. Miss Price quickly suggests that her group might go out to the school minibeast area and collect some woodlice to keep for a few weeks.

Each group colours in the headings on their animal care roster and write their names down for their days of duty.

After several weeks Miss Price decides that her class have earned their 'We care for animals' certificate.

General notes

* The children should learn to care for animals kept permanently or temporarily in school. They should ensure that they have adequate suitable food, clean water, air through adequate ventilation of cages and aeration of aquaria and shelter in the form of bedding and suitable housing.

* With parents' cooperation some children might undertake to look after pet animals at home.

* Suitable animals might include;

- Rabbits, gerbils, hamsters, mice etc. on loan from home or kept permanently in school.

- Minibeasts - some such as stick-insects can be kept permanently while others, found locally, should only be kept for a few days, then released where they were found.

- Fish including gold fish and tropical species.

- Farm animals including poultry, sheep, goats etc. if suitable housing and pens are available. These will usually be on temporary loan though schools can usefully construct permanent pens to accommodate temporary guests.

Animals in their habitats (transfer task)

Key statement-' Animals can get their needs from where they live'.

Miss Price takes her class into the conservation area. They search for mini-beasts under logs and tiles and observe butterflies and bees visiting flowers. Each group search for things which animals might eat. They identify sources of water both in the small pond and from the dew on the grass. They point out how the bird boxes, log piles and tiles are providing shelter. Miss Price reminds the class that plants make fresh air which animals breathe. The children all take in a deep breath in appreciation.
Returning to the classroom the children colour in pictures showing animals in their habitats. They will all contribute pictures of animals to a large collage which Miss Price is preparing on a wall of the classroom.

Caring for animals in their habitats. (good habit)

Key statement- 'We can help animals in the places where they live'.

Miss Price is planning to set up a bird feeding area ready for the winter and decides that she will invite her class to help her. There is not time to do this now but she will return to this in another topic. She knows that the knowledge which the children have gained in the 'teddy bears picnic' program will enable them to help her decide on what should be provided.

General notes

* The class can help to create the right conditions to help wild animals and plants to live in their school grounds.

Food. Feeding birds in winter

Planting nectar giving plants for butterflies and bees, berry bushes for birds, food plants for caterpillars.

Air. Growing plants in the school grounds will make a small contribution to oxygen supplies.

Water. Creation of ponds and bird baths, and unfrozen water for birds on cold days.
Shelter. Establishing habitats such as woodland, meadows, ponds etc.

Making bird boxes, creating log piles, rock piles etc. to provide shelter for minibeasts.

Providing hibernation sites for amphibians, hedgehogs etc.

Care of animals and establishing of habitats can continue concurrently with other tasks and if necessary continue into other teaching topics.

**The needs of life of humans. (transfer tasks)**

Key statement-'Humans also need shelter, water, air and food'.

Miss Price finished the Teddy bear topic at half term but has found the opportunity to continue the transfer tasks within other topics. She keeps the continuity by reminding the children about their teddy bears picnic, by retaining some of the display work on the wall and by distributing the colouring books each time they are needed. The letters SW AF are displayed prominently on cards of the appropriate colours and are referred to when appropriate. A topic on buildings gave the opportunity to deal with shelter as did the weather topic where the children considered different kinds of clothes.

The weather topic included a simple treatment of the water cycle and Miss Price was able to place the children firmly within this cycle by referring to the teddy bears needs of life and asking the children to consider how they use water and how they can save it. The class used a measuring jug to collect the water wasted when Wesley brushed his teeth and compared this with when he turned the tap off in between rinsing his brush. Each group decides on a simple task which helps save water and when they feel that they have succeeded, they ask Miss Price to stamp their 'We care for our needs' certificates.

The topic on buildings also allowed the class to look at how air gets in and out of their homes. Some of the groups decide to help keep air clean by persuading their families to walk or cycle somewhere at weekends instead of driving in the car. Other groups decide to help plant shrubs and trees close to the school to help make 'fresh air'.

The highlight of the work on the needs of life of humans comes when the class invite their teddy bears for another picnic, this time in the school grounds. The children have now moved on to Mrs. Walker's class but Miss Price has talked to her about the teddy bear's picnic and Mrs. Walker is keen to build on the children's enthusiasm and continue the work. The children will be preparing and where possible producing, the food themselves.

Mrs. Walker realises that most of the children take food for granted and have no idea of where it comes from. A visit to a nearby farm allows them to see cows being milked. The farmer allows the children to collect some eggs from under the hens. He also lets them glean some ears of wheat from the headland of one of his fields.

Back in the classroom, Peter's mother, Mrs. Jordan, has brought in a coffee grinder to grind the wheat into flour. First she shows the children how to thresh the wheat by rubbing the ears between their hands. They then go out and toss it in a sheet to winnow it. She produces some wheat from the health food shop to supplement the gleaned wheat. The flour which they grind in the coffee grinder is supplemented by a bag of wholemeal flour and the children make bread.
Dipali's mother shows the children how to make yogurt.

Samantha's and Jameel's fathers take some of the children down to their gardens to collect lettuce, tomatoes, coriander and soft fruit. The summer holidays prevented the children from growing food in the school garden plots but Mrs. Walker allows them to grow cress in saucers on the window sill.

By now each group has had their 'We care for our own needs' certificates stamped for each need. The Headteacher has been invited to the picnic and she suggests that she present the certificates in the next school assembly.

**General notes**

* The children should find out how their own basic needs of life are provided. This can be done within a range of other topics if necessary but should be linked back to the program to focus on the need to care for these needs and to develop good environmental habits.

* **Shelter. Look at clothing suitable for various weather conditions.**

What materials are used for buildings and where do these materials come from.

* **Water. Where does our water come from?**

What do we use water for?

How is water cleaned?

How much water do we use to wash our hands, brush our teeth, flush the toilet, have a shower, have a bath?
Air. How do we ventilate our classrooms and homes?

What might be polluting the air in and around our schools and homes.

Where are the plants which help to make ‘fresh air’?

Food. The children can learn where food comes from by involving them as far back along the production process as possible.

Cress can be grown in the classroom.

Salads and vegetables can be grown by the children.

Eggs can be collected from school hens or a nearby farm or even a neighbour who keeps a few hens.

The children should of course help to feed the hens with plant material.

Milk can be from goats or cows at a nearby farm. If possible, the children should help with milking or at least see the process. The class should see the animals being fed.

Bread can be made in school, with children helping to grind the wheat in a flour mill or coffee grinder. They can help to knead the dough, and bake the bread. Ideally they could grow wheat or glean it from nearby fields.

Butter can be made by shaking double cream in a sealed honey jar for several minutes.

Yogurt can be made in a yogurt maker or even a thermos flask.

Cottage cheese can be made in the classroom.

Fruit can be picked in school orchards or on a visit to a helpful neighbour. Some children might be able to bring fruit from their gardens.

Jam could be made in school with the help of the children with due regard for safety. If possible the fruit should have been harvested by the children.

Beans and alfalfa sprouts can be germinated in jars in the classroom.

Other foods can be added to this list and should take advantage of ethnic origins of children in the class. It would perhaps not to be wise to include chicken in the picnic menu unless the teacher is prepared to show the class how to kill and dress it.

Caring for our own needs of life. (good habits)

Key statement-‘We must use shelter, water, air and food more wisely’.

As the class look at each of the needs of life for humans, Mrs. Walker explores with them ways in which they can conserve these resources. Each group decides on a way in which they can make a contribution
to using the resource more wisely. They enter their idea on their certificate, if necessary asking an adult to write it for them. Mrs.Walker sends letters home enlisting the support of parents. As all the members of a group have decided on joint tasks, she is able to duplicate letters listing the 'tasks for that group.

A small Teddy bear stamp enables Mrs. Walker to endorse each group's certificate as each task is satisfied.

**General notes**

* Finding ways of using resources more wisely is one of the main outcomes for earth education programs for older students. For younger children, it will need to be on an even more personal and simple level. It would not be appropriate at infant age to attempt to link: the wise use of our needs, with the environmental implications of unwise use.

* These good habit actions are best carried out concurrently with the tasks of looking at how these needs are provided. (see above).

* **Shelter - children can make a special effort to look after their clothes so that they last longer.**

They might make a special effort to look after the fabric of the school buildings or ensure that they are effective as shelters by closing doors after them.

* **Water** - Children can save water by not leaving the tap running continuously while brushing their teeth.

They could use showers instead of baths.

They could become monitors to check the cloakrooms at the end of each break to make sure that taps are not left running.

They could persuade parents to collect rainwater or bath water for watering the garden.

* **Air** - Children can contribute in a small way to the supply of fresh air by planting of plants close to school or home.

They can persuade their families to make one journey a week by bicycle or on foot or public transport instead of by car to cut down on pollution of air.

* **Food** - Children of this age can reduce their own food waste at meal times.

They can grow some food for themselves and their families.

They could eat less junk food and fewer sweets.
Sharing and celebrating.

An important element of making a commitment to the environment is the sharing of the children's knowledge and of their commitment with others. There will be many opportunities during the follow through stages of the program to share and celebrate the children's achievements. Certificates should be displayed prominently on the walls of the school. Copies of the group certificates should be made for each child in the group and placed in their personal portfolios. Assemblies are an important opportunity to share with the rest of the school what the children have done. Letters to involve parents in the good habits tasks will help to spread the message wider.

Open days and parents evenings are a good opportunity to allow the wider community to share through wall displays and presentations by the children. The teddy bears should of course be part of any celebrations. Why not invite the bears and the parents to witness the presentation of the final certificates. The final picnic where the children have produced all the food would be a fine occasion for this. The class should not forget to invite Centre staff who were their leaders for the teddy bears picnic.
Blank Certificate
# We Care for Plants / We Care for Animals

## Roster

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This is to certify that

…………………………...

Age.... of .........................school

Is a qualified Teddy Bear Guardian

who knows that a Teddy Bear needs

Plants for Food    Air

Water            Shelter

And that Teddy Bears help each other.

Edward
Edward Chief
Teddy