

# Creative Contributors:

## Pollinators and poetry

Spring forward! This bumper set of resources gives you the chance to freshen up tired activities with a seasonal blitz! So, in the spirit of spring, how about taking your ambitious, capable learners outside for an exercise on angles and coordinates, or perhaps getting your creative contributors to play with poetry in a way they've never done before?



Credit: White-tailed bumblebee – Penny Frith

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## Creative contributors: pollinators and poetry

To use this resource, you will need:

- This document – there's a brief summary below, with the main resources and links on the following pages.

Spring forward! This bumper set of resources gives you the chance to freshen up tired activities with a seasonal blitz! So, in the spirit of spring, how about taking your ambitious, capable learners outside for an exercise on angles and coordinates, or perhaps getting your creative contributors to play with poetry in a way they've never done before?

### Step 1: Orange-tipped angles: a pollinator coordinate activity

This coordinate-based activity is designed to increase students' confidence with measuring and expressing angles / coordinates. Students will plot out a route for the pollinator through the wild flower meadow – this can be differentiated to be easier by providing students with a mapped out route – and will culminate in an outside activity, creating a real-life representation of their maps!

### Step 2: Rewilding your words: animal-themed 'concrete' poems

These differentiated tasks are perfect to support and challenge all abilities into experimenting with vocabulary and imagery – every member of your group can feel like a poet! Nothing makes a pupil more proud than producing work for display, and the fact these are all about celebrating our wildlife makes this a wonderful bonus.

As ever, if your pupils make, write or do anything they're really proud of, please send a photograph through to [chris.baker@northwaleswildlifetrust.org.uk](mailto:chris.baker@northwaleswildlifetrust.org.uk) – it may make an appearance on our website or social media!

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## Step 1: Orange-tipped angles

### A pollinator coordinate activity

Introduction: This coordinate-based activity is designed to increase students' confidence with measuring and expressing angles / coordinates.

Students will plot out a route for the pollinator through the wild flower meadow – this can be differentiated to be easier by providing students with a mapped-out route.

Once their route is drawn out they will fill in the table provided to provide a clear set of directions, using distances and coordinates.

There are a series of differentiated challenge activities, with progressing difficulty.

We've also provided a separate whole-class, outside activity, creating a real-life representation of the maps. Students can be as creative as you like with their representation of the meadow and could make the flowers and butterflies as 2D or 3D images, or just use chalk if time is short!

#### Aims:

- To introduce / re-familiarise students with the importance of pollinators and the relationship between pollinators and flowering plants
- To plot / draw lines between points (excellent practice for line graph skills)
- To measure distances to nearest centimetres or millimetres
- To measure angles and present them as bearings
- To calculate distances in real life from distances on a map, using scales
- To use a set of directions to plot a route (excellent practice for navigation and map skills)

#### Resources:

- Rulers with mm
- Protractors (180° or 360°)
- Worksheet 1 (see overleaf – route grid of flower meadow – select the pre-drawn route for lower differentiation)
- Worksheet 2 (see overleaf – table to fill in)
- Challenge activities (see overleaf)
- Class Challenge instructions (see overleaf)

#### Instructions:

1: Using a ruler and sharp pencil, draw between 6 to 10 straight lines, starting at the butterfly, and going from flower to flower. Number the flowers from 1 to 10 as you draw the lines.

2: For the first line you drew, carefully measure the length, in cm (centimetres) from the butterfly to flower 1 – use decimal places if you can. Write this in the first line of your table.

3: Measure the angle, from North (straight up) of the first line (butterfly to flower 1). Write this angle in the first line of your table.



4: Complete steps 2 and 3 (measuring the length of the line and the angle of the line from North) for the rest of your lines (e.g. from flower 1 to flower 2 and so on). Record these numbers in the next lines of the table.

You now have a clear set of instructions to show the route of the butterfly through the flower meadow.

### Further notes

#### Pollinators

- Butterflies are examples of pollinators
- Pollinators take pollen from the flower of one plant to the flower of another plant (of the same species).
- This allows the plant to produce seeds – without which there would be no new plants.
- But!! The butterflies don't do this for free! All that flying takes a lot of energy - the butterflies collect yummy nectar from the flowers as they go.
- Nectar is a sugary liquid that can taste just like honey!
- In this activity you will look at the route a butterfly would take through a wildflower meadow.
- Do you know any other animals which act as pollinators?

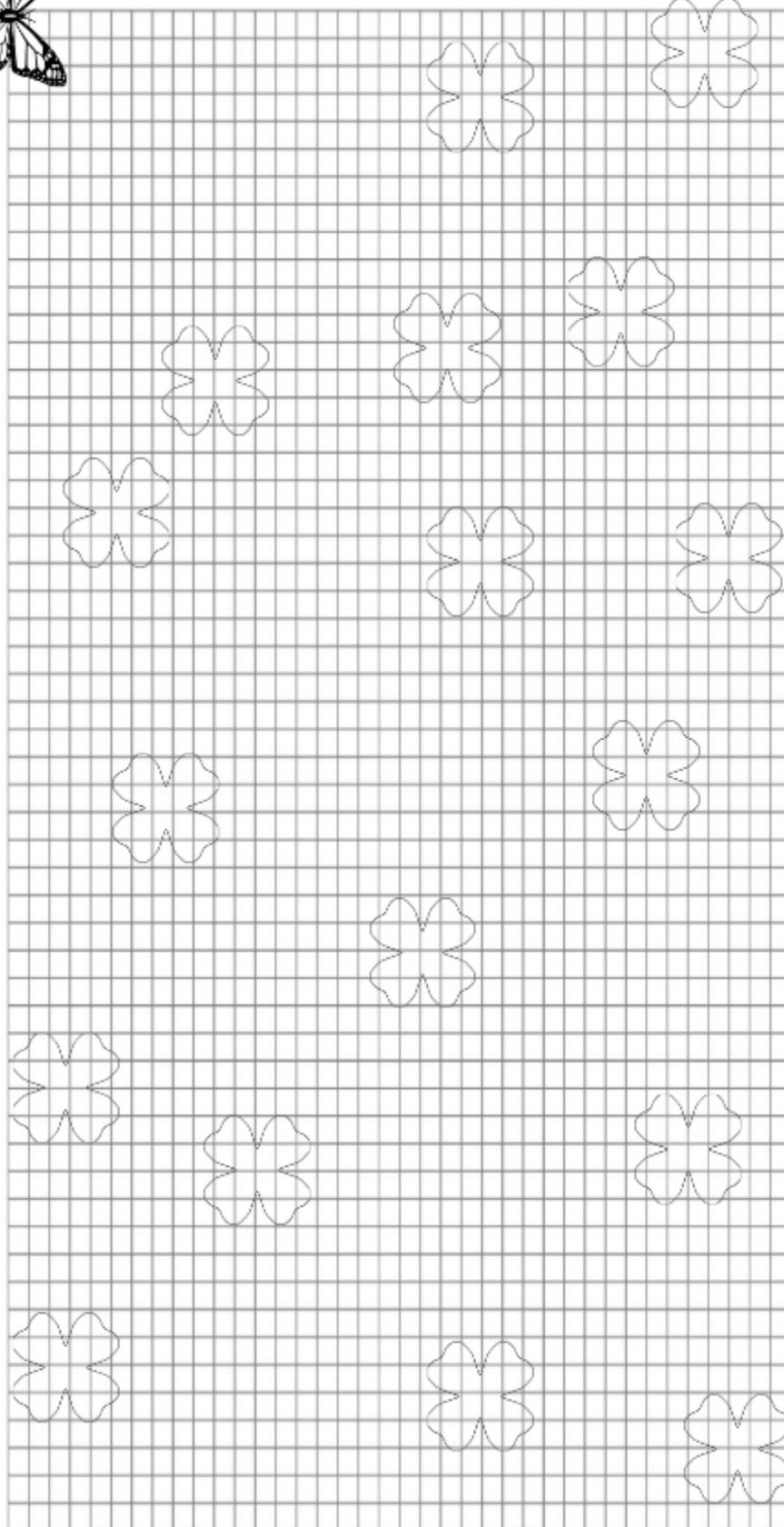
#### Options for measuring angles

- The activity is laid out so all angles are measure from North (0 °)
- Depending on your objectives and equipment, angles can be measured as bearings from 0-360° (full circular protractor required) or 0-180°, clockwise or anticlockwise from North.



# Worksheet 1

Version 1: draw your own route



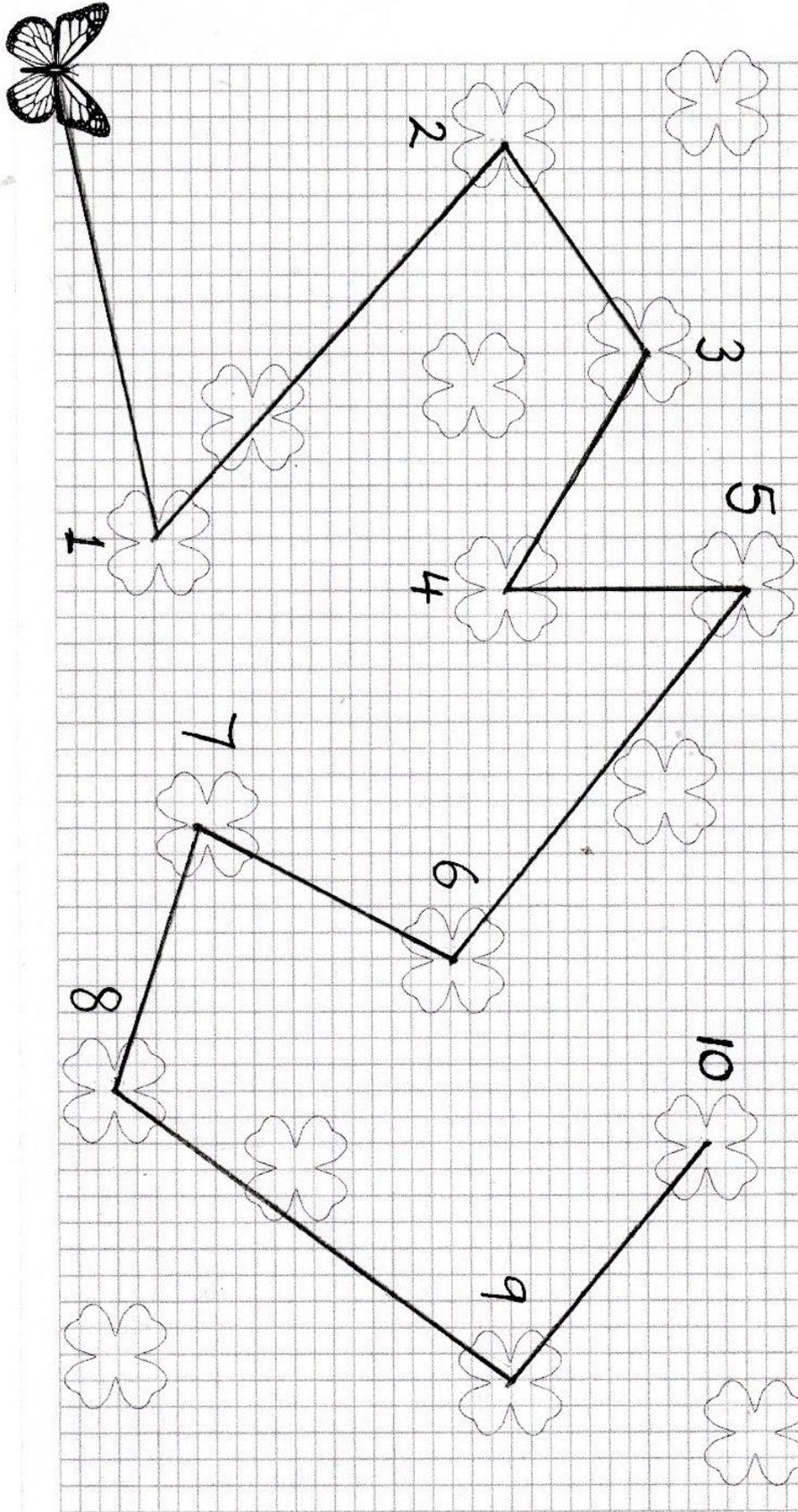
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**Worksheet 1**  
Version 2: pre-drawn route



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## Worksheet 2

Fill in your table to give the butterfly's route!

Butterfly's route	Length (cm)	Angle from North (°)	Anticlockwise or clockwise?	Acute or obtuse?
Start to flower 1				
Flower 1 → flower 2				
Flower 2 → flower 3				
Flower 3 → flower 4				
Flower 4 → flower 5				
Flower 5 → flower 6				
Flower 6 → flower 7				
Flower 7 → flower 8				
Flower 8 → flower 9				
Flower 9 → flower 10				



## Challenge activities

### Challenge 1

Find the total distance travelled by the butterfly to collect its nectar, in centimetres.

Space for working out:

*Hint: add up all the numbers in the "length" column of your table*

Total distance travelled = \_\_\_\_\_ cm

### Challenge 2

Each 1 cm on your paper is equal to 4 metres in the wildflower meadow. Find the total distance the butterfly travelled in the meadow

Space for working out:

*Hint: multiply your answer to challenge 1 by 4*

Total distance travelled = \_\_\_\_\_ m

### Challenge 3:

Swap your table with a partner. Remember the table is the instructions for the route the butterfly travelled. Use your partner's table to draw the route of their butterfly through the meadow.

Don't look at your partner's map until the end – then use it to check if the pattern you drew is the same as theirs. If not, can you identify where you went wrong?

If you finish this, why not colour in the flowers in bright colours to attract other butterflies!



## Class Challenge

On the yard you are going to map out the route of the butterfly!

You will need:

- Long tape measure / metre rulers
- “Flowers” – these could be coloured bits of paper, or you could all draw an A4-sized flower
- A “butterfly” – use your imagination for something to represent the butterfly
- Chalk to draw on the ground
- Protractors
- Filled in table of directions (either completed by a student, or the example overleaf)

Instructions:

- Use the table for your route
- Mark out the butterfly’s start point on the ground with chalk
- Use the protractor and metre ruler / tape measure to measure the angle and distance to flower 1 (using the information from the table)
- Remember, 1 cm = 4 metres (note: this scale can be changed to fit the space available)
- Mark out flower 1 with chalk. Lay one of the flowers you have made at this point (you may have to weight it down to stop it blowing away)
- Repeat this for all the flowers

Congratulations – you have mapped out the butterfly’s route!



**Class Challenge**  
Example table

<b>Butterfly's route</b>	<b>Length in cm</b>	<b>Angle from North (°)</b>	<b>Anticlockwise or clockwise?</b>
Start to flower 1	6.5	78	clockwise
Flower 1 → flower 2	7.0	50	anticlockwise
Flower 2 →flower 3	3.4	56	clockwise
Flower 3 →flower 4	3.8	120	clockwise
Flower 4 →flower 5	3.4	0	clockwise
Flower 5 →flower 6	6.4	128	clockwise
Flower 6 →flower 7	3.8	155	anticlockwise
Flower 7 →flower 8	3.8	107	clockwise
Flower 8 →flower 9	6.6	36	clockwise
Flower 9 → flower 10	4.3	51	anticlockwise



## Step 2: Rewilding your words

### Animal-themed 'concrete' poems

We've provided three different activities to get students thinking about experimenting with vocabulary and imagery – every member of your group can feel like a poet!

#### Resources:

- Word banks – see overleaf; noting that different word banks go with different activities
- Example animal poems – see overleaf
- Scissors
- Pencil crayons / chalk / coloured pens

#### Activity 1

*In these two vocabulary grids, the animals they relate to are slightly ambiguous.*

#### Instructions:

- 1: Can you identify an animal for each grid, using at least three words as evidence?
- 2: Based on the vocabulary provided, what is the animal's behaviour? Is that usual or atypical for the species? Can you suggest a reason or situation for this behaviour?
- 3: Choose one grid and look closely. Can you offer an alternative, original suggestion about the animal's species or the behaviour displayed?
- 4: Aside from just making the animal's outline, can you suggest a shape that is significant to the animal's behaviour? Draw the shape in pencil as a first draft.
- 5: Think about how you could present your words *and* the drawing in one artwork – use the examples as inspiration. Have a go yourself!

#### Activity 2

*These three vocabulary grids are each about a particular, specified animal.*

#### Instructions:

- 1: Choose one grid. Find words that make interesting pairs and write them down – you can cut out the grid, if you like. You can add to them immediately with your own words – try to extend the pairs into longer lines.
- 2: Based on these word pairs, or lines, can you think of a journey the animal may have made or a devise a narrative for their actions?
- 3: Reassemble your writing into a new order – experiment! Write out a complete poem as a first draft.
- 4: Aside from just making the animal's outline, can you suggest a shape that is significant to the animal's behaviour or to your poem? Draw the shape in pencil as a first draft.

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5: Think about how you could present the poem *and* the drawing in one artwork – use the examples as inspiration. Have a go yourself!

### Activity 3

*Creating your own word banks and artwork from scratch*

Instructions:

1: Draw your own 4 x 4 grid in your book, or use the blank one below.

2: Think about an animal of your choice – will it be predatory or prey, isolated or with young? Is it safe or at risk?

3: Complete your own word bank. Use mainly nouns (e.g. beak, claw) and adjectives (e.g. yellow, greedy) but you may wish to include a few verbs, too (e.g. gauge, burst).

4: Follow instructions 3-5 from Activity 2!




Activity 1: Word banks (x 2)

<b>bark</b>	<b>grey</b>	<b>cloud</b>	<b>white</b>
<b>old</b>	<b>muzzle</b>	<b>breath</b>	<b>sky</b>
<b>collar</b>	<b>time</b>	<b>eyes</b>	<b>knobbly</b>
<b>black</b>	<b>lead</b>	<b>master</b>	<b>aching</b>

<b>fence</b>	<b>streetlight</b>	<b>shadow</b>	<b>garden</b>
<b>dew</b>	<b>glow</b>	<b>smooth</b>	<b>carving</b>
<b>sphere</b>	<b>smile</b>	<b>teeth</b>	<b>clues</b>
<b>moon</b>	<b>shape</b>	<b>secrets</b>	<b>crime</b>



Activity 2: Word banks (x 3)

<b>badger</b>	<b>bone</b>	<b>mask</b>	<b>pupils</b>
<b>eye</b>	<b>mountain</b>	<b>sleep</b>	<b>digging</b>
<b>glitter</b>	<b>smile</b>	<b>teeth</b>	<b>heavy</b>
<b>kingdom</b>	<b>subterranean</b>	<b>yawning</b>	<b>weary</b>

<b>owl</b>	<b>mask</b>	<b>shadow</b>	<b>wings</b>
<b>shape</b>	<b>stillness</b>	<b>smooth</b>	<b>stars</b>
<b>talons</b>	<b>scattered</b>	<b>death</b>	<b>trees</b>
<b>screams</b>	<b>buried</b>	<b>eyes</b>	<b>beak</b>



<b>pike</b>	<b>gold</b>	<b>surface</b>	<b>current</b>
<b>weeds</b>	<b>glow</b>	<b>deep</b>	<b>carving</b>
<b>gloom</b>	<b>depth</b>	<b>teeth</b>	<b>watching</b>
<b>gills</b>	<b>muscular</b>	<b>dream</b>	<b>river</b>

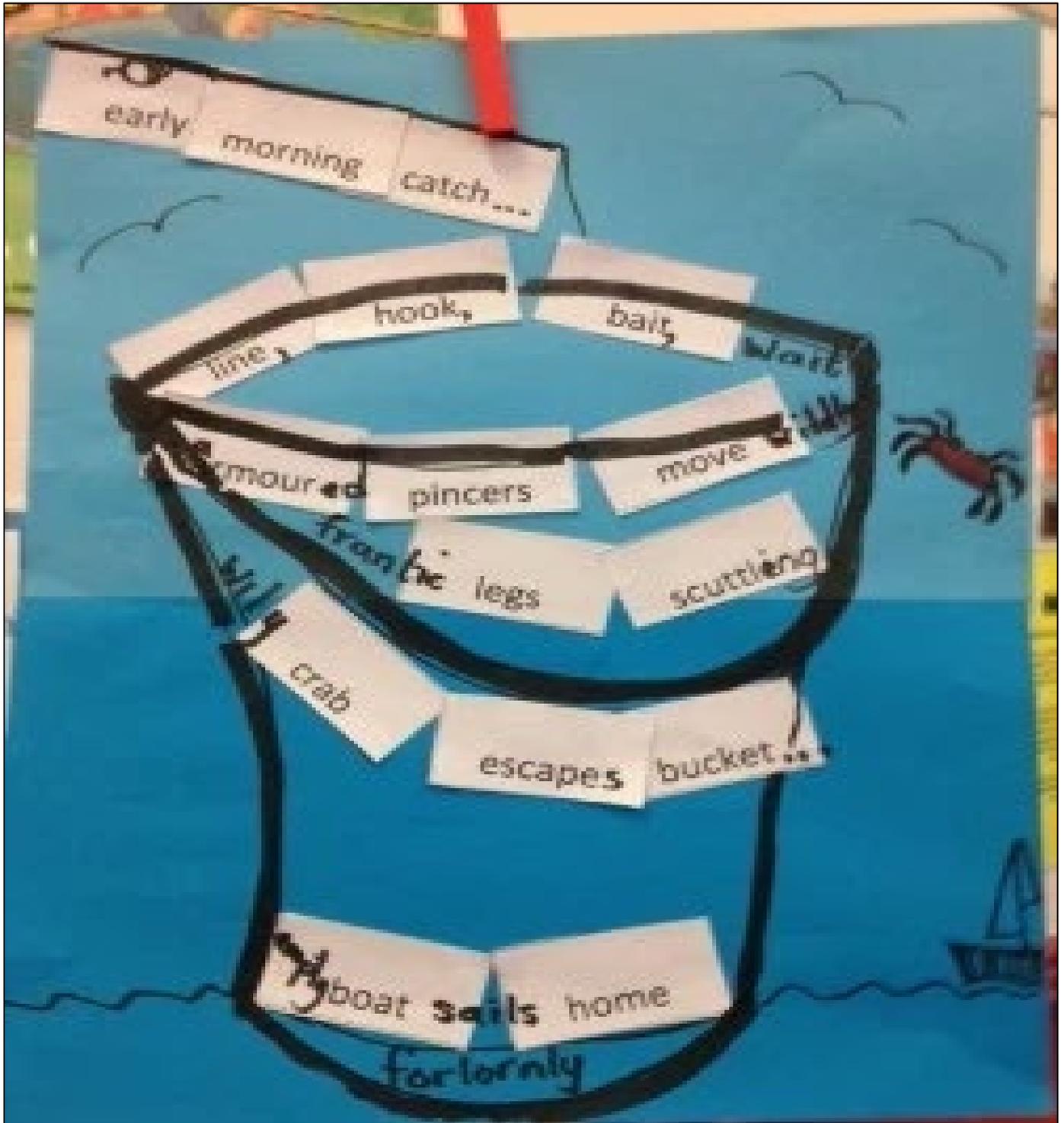
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## Example animal poems



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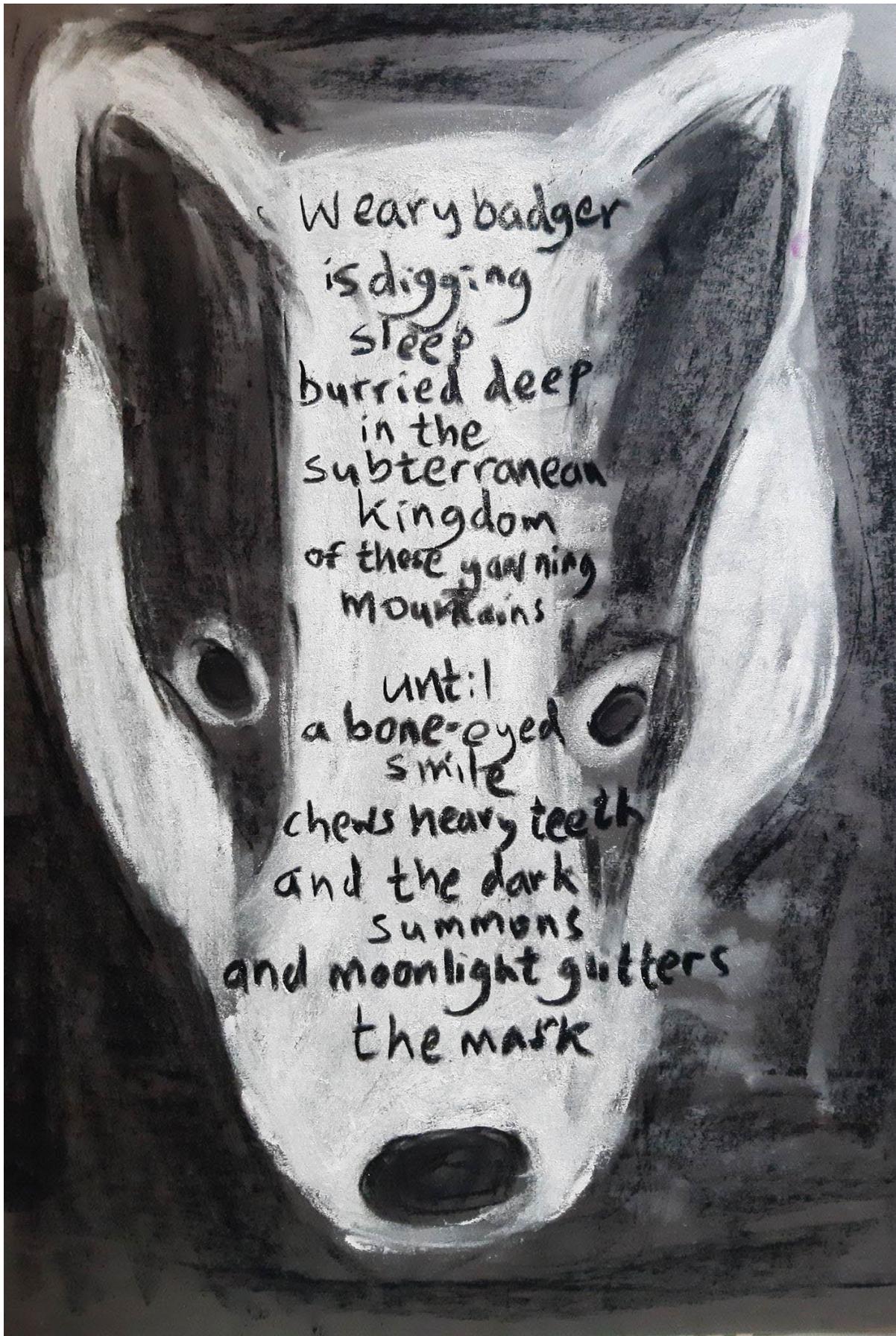


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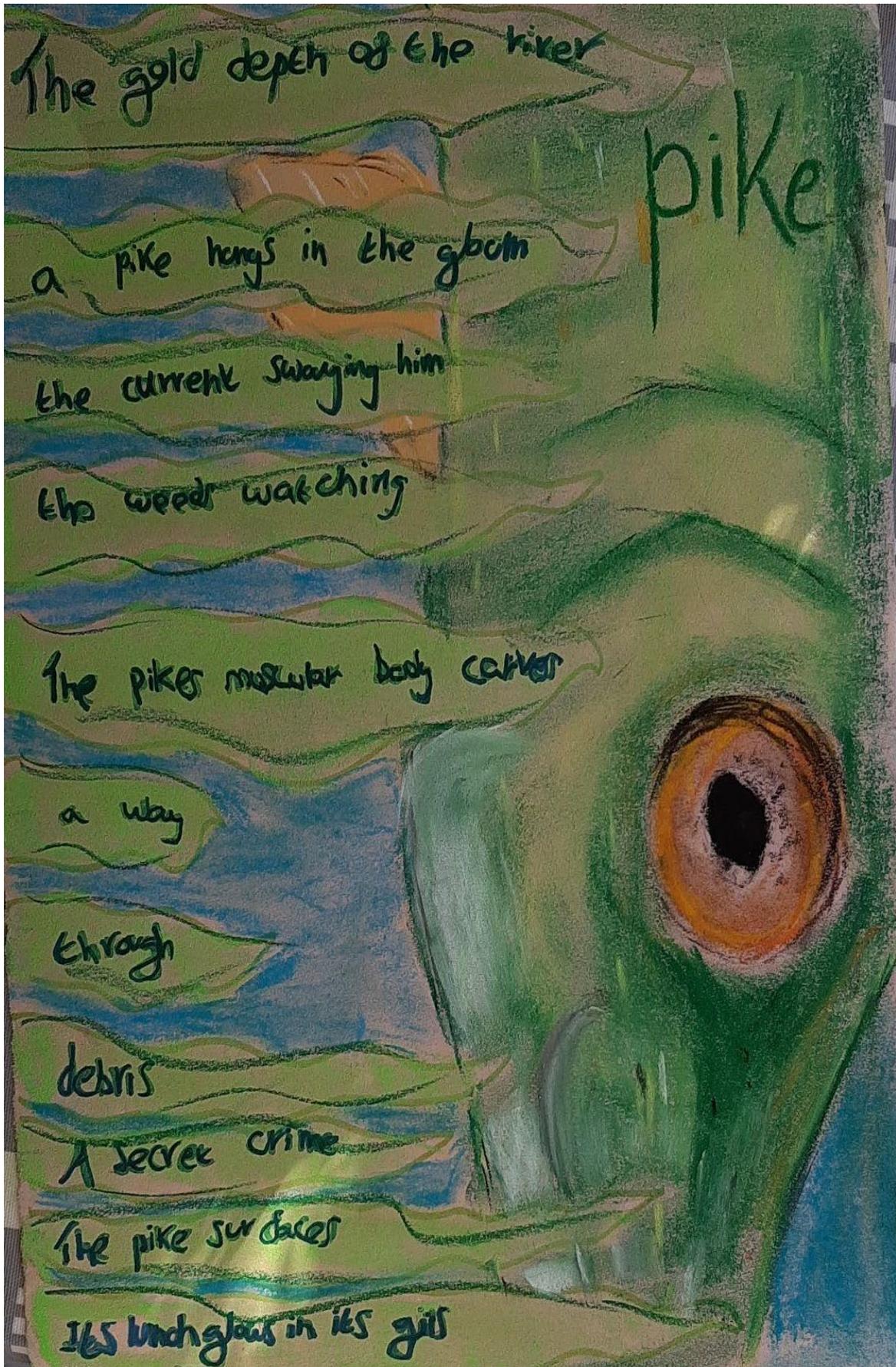
Wearry badger  
is digging  
sleep  
buried deep  
in the  
subterranean  
kingdom  
of these yawning  
mountains  
until  
a bone-eyed  
smile  
chews heavy teeth  
and the dark  
summons  
and moonlight gutters  
the mark

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