

Heroes and villains

Challenge Summary

Which fungi can help us, and which can harm us? Your pupils' challenge is to design and create a comic book cover or poster depicting fungi "heroes and villains" (fungi that have positive effects on living organisms or the environment vs. fungi that have negative effects). The poster can be hand drawn or computer generated.

Learning outcomes

- Understand what fungi are and why they are important
- Recognise that some of the requirements of plants for life are provided by fungi
- Describe a variety of ways that human beings use fungi
- Recognise some of the threats fungi pose to plants and animals, including humans

KS2 Curriculum Links

Our KS2 Heroes and Villains challenge is directly linked to the National Curriculum. View the various KS2 curriculum links [here](#).

Scientific Enquiry Skills

Pupils will be developing their research and design skills.

Prior Knowledge

It would be helpful for pupils to have basic knowledge of the five kingdoms.

Resources

All resources and supporting information can be found in the "Resources" tab of the Endeavour platform, unless specified.

Key Vocabulary

Fungi, kingdom, mushroom, fruiting body, mould, yeast.

Heroes and villains

Part 1: Introduction

Watch and learn (5-10 minutes)

Introduce the challenge to your class by playing the short clip on the “Getting started” tab.

Play the Heroes and villains ‘Watch and learn’ video with your class. Pause at the question “Fungi can be useful but they can also be harmful...can you think of any examples?” for pupils to complete the introduction card sort activity. Finish watching the video for answers and more information on fungi.

You may want to print out or display on the whiteboard the “What are fungi?” infographic.

Card sort (10-15 minutes)

This activity invites pupils to sort images of fungi into two categories: “harmful” or “useful”. This activity can be done in groups by printing a set of cards in colour or grayscale. We recommend 3-6 pupils and one set of cards per group. Once each group has completed the activity, they can feed back how and why they sorted their cards to the rest of the class. As a whole class approach, display the cards on the whiteboard. There is a teacher answer sheet for you to use.

The Example comic posters resource can be used to give pupils ideas on how to create their own poster. Your pupils can use the Research template to make notes while they are researching fungi and deciding which ones to feature on their poster.

Part 2: The challenge (1-2 hours)

Design and create a comic book cover or poster depicting fungi “heroes and villains”. The poster can be hand drawn or computer generated.

By “hero” we mean has positive effects on living organisms or the environment.

By “villain” we mean has negative effects on living organisms or the environment.

To complete this challenge your pupils will need to:

- Investigate what fungi are
- Research positive and negative effects fungi have on us and the environment
- Name some species of fungi
- State the role their chosen fungi play, whether positive or negative

Heroes and villains

Completing the challenge

Pupils can complete the challenge alone or in groups. They can work on the challenge in class, or as a homework activity. The “Useful links” can be used as research or for inspiration. You can upload your pupils' challenge-related work to the Endeavour platform.

Success Criteria

Pupils must submit:

- A copy of their hand drawn or computer generated poster or comic cover, single page, showing at least one fungi “hero” and one fungi “villain”

Their poster or comic cover will be judged on:

- Accuracy of information
- Quality of design and presentation
- Originality of ideas

Assessment Opportunities

You can use the success criteria as a way for your pupils to self and peer assess their work. Pupils' sharing their ideas during the card sort activity may help you to assess their understanding before they begin the challenge. Throughout the challenge you could use strategic questioning to assess pupils' learning.

Judging the challenge

Only one entry can be submitted per school so you may wish to hold a judging panel at school to determine which entry will represent your school in the competition. You can use the success criteria as a way for your pupils to self and peer assess their work.

Certificates

In the “Additional resources” page you will find downloadable certificate templates to fill in and award to pupils or classes who have completed Endeavour challenges.

Evaluation

Once you have finished a challenge with your class, please complete the post challenge evaluation form, which can be found under the “Getting started” tab.