



Lesson	Wildlife Corridors – Exploration (Lesson 1 of 4)	60-minute lesson
Learning Outcomes	<ul style="list-style-type: none"> • To understand their own natural environment • To start to think about how they impact their environment • Understanding of what positive changes they might be able to make • Learn new vocabulary of items in the natural world 	
Resources Needed	<ul style="list-style-type: none"> • Booklets for each class, 1 per student • Pencils/Pens • Pots, Bags, Wallets to collect items in • Hand wipes or hand washing facilities 	

Adaption maybe required for additional student needs

	Outline	Resources
Introduction 10mins	<p>There are over 7 billion people living on the Earth, and all those people need food, clean water and shelter to survive. Through daily living, people don't always take good care of the environment.</p> <p>What is our environment?</p> <p>Everyone is responsible for the world we live in. How can we be responsible?</p> <p>In the booklet on page 2 – can you list as many of the different things that live in our school environment? You have 1minute to list as many as possible.</p> <p>Do you know what a wildlife corridor is? - A wildlife corridor, habitat corridor, or green corridor is an area connecting wildlife separated by human activities or structures, just like our school.</p>	<p>Booklets Pencils</p>
Activity 1 – Scavenger Hunt 15mins	<p>Set up An area of the school's grounds already pre-determined and available for activity. Pots/bags to be available for students to be able to use – 1 each or per group Time for students to put on coats/outdoor wear should the weather be cold</p> <p>Activity Students are going to be environmental scientists They have a list of items in their booklet, page 3, to go and find and collect in their pots etc Before collecting them, students should be told to</p> <ul style="list-style-type: none"> • Only collect things which have fallen from trees or plants • To stay within a pre-set area of the school grounds • Given a set amount of time to collect the items on the list <i>(This can be set by the teacher determined on need or weather. Individual, pair or group work will also need to be considered)</i> 	<p>Booklets Pencils Pots</p>
Activity 2 – Sharing & Discussing 30mins	<p>Activity The students have collected their items, now they need to lay them out in an interesting way to present back to the rest of the group and talk about what they have found. <i>(This can be outside or back in the classroom)</i></p> <p>Draw what they have created on page 4 of their booklet or they can create a piece of wild art and take a photo to stick into their book.</p>	<p>Booklets Pencils Pots</p>

	<p>Allow the student the opportunity to look at each other's work – especially if taking part in creating wild art</p> <p>Group discussion on –</p> <p>What have they learnt about their school grounds?</p> <p>Is there anything that surprised them?</p> <p>What do they think they can do to improve this?</p> <p>Write their answers on page 5 and feedback to the group</p>	
<p>Plenary 5mins</p>	<p>Put everything back to nature or pack away items inside</p> <p>Wash or clean hands with wipes</p> <p>Before the end of the session ask the students to use one word to describe what they have seen or learnt or how it has made them feel.</p>	