



Lesson	Wildlife Corridors – Initial Field Survey (Lesson 2 of 4)	90-minute session
Learning Outcomes	<ul style="list-style-type: none"> To understand the impact of the reducing natural environment on wildlife To take steps that can improve natural environment To be able to support & assist nature To extend vocabulary and learn the correct names for items in nature 	
Resources Needed	Booklets for each class, 1 per student <ul style="list-style-type: none"> Pencils/Pens ID Sheets/Dials/Books etc for surveys Bug collectors, Binoculars, Quadrants Seed bomb resources – seeds, clay, flour, water, compost Jugs, trays, wipes, table cloths, seed markers Laminated seed bomb making instructions Sharpie Pens Scissors Glue 	

Adaption maybe required for additional student needs

	Outline	Resources
Introduction 10mins	<p>You have already started to look around the school grounds. Can you remember what you have discovered? - Group Discussion</p> <p>Today we are going to look at them in more detail and we are going to see how many things we can find. Do you think you will be able to name everything we find so you can properly identify them?</p> <p>What do you think we are going to be looking a or for?</p> <ul style="list-style-type: none"> Insects Birds Plants Trees <p>On page 6 of the booklet draw a basic outline of your school site (<i>teachers might want to have a printout to cut and stick into book instead?</i>) When exploring the site have a think about any areas which might need to be improved for any of the above.</p>	Booklets Pencils <i>School Layout</i> <i>Print out – if required</i> <i>Glue</i> <i>Scissors</i>
Activity 1 – Tree I Spy 10mins	<p>Set up An area of the school’s grounds already pre-determined and available for activity. Time for students to put on coats/outdoor wear should the weather be cold</p> <p>Activity Students are going to be environmental explorers On page 7 of the booklets is a picture chart of tree leaves, students are given a set amount of time to try and find as many on the sheet as possible and come back to a set location. (<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> <p>Discussion of the trees identified and how. This can also include things like their bark and seeds.</p>	Booklets Pencils

<p>Activity 2 – Making Seed Bombs 20mins</p>	<p>Set up An area to make the seed bombs which is appropriate for access and easy to clean due to mess. Access to hand washing or wipes to clean hands after activity</p> <p>Activity Students take part in making seed bombs - 2 different variations (<i>Bombs will need to be left to dry out before being placed</i>) Additional Resource sheets on how to make seed bombs provided for guidance</p> <p>Why do we plant seeds like this? – It stops the seeds blowing away in the wind and gives them nutrients while they are waiting for rain to come to plant them fully.</p> <p>Hands will need to be washed prior to starting the next activity.</p>	<p>Seed bomb resources – seeds, clay, flour, water, compost, jugs, trays, wipes, tablecloths, seed makers, laminated instruction sheets</p>
<p>Activity 3 – Wildlife/Field Surveys 20mins</p>	<p>Activity The students to be split into groups one for each area of the surveys</p> <ul style="list-style-type: none"> • Bugs • Birds • Plants • Trees <p>Using the resources available students will need to log what they see in the survey charts on page 8/9 Before exploring, students should be told to stay within a pre-set area of the school grounds. (<i>Students will be split up depending on staff available – ideally 1 group for each area or two groups with 2 areas each</i>)</p> <p>Call the children back and feedback on anything interesting they saw or how many different species they found.</p>	<p>Booklets Pencils ID sheets/dials/books Bug collectors, binoculars, quadrants</p>
<p>Activity 4 – Seed Bombing 15mins</p>	<p>Activity Before we plant/place the seed bombs students will need to mark on their maps where they have identified to plant them. You may like them to write a marker with their name on one side and the type of seed bomb on the other.</p> <p>To plant the seed bombs, they need to place them in an appropriate area on top of clear soil free from grass. When it rains it will wash away the clay or flour and encourage the seeds into the ground below to be able to grow.</p>	<p>Seed Bombs Booklets Pencils Sharpie Pens Markers</p>
<p>Plenary 15mins</p>	<p>On page 10 students are asked to recall what they did when they made their seed bombs. You might like them to write a step by step list of what they used and did, or they could draw and label it.</p> <p>Ask the students to make prediction on page 11 about what they think will happen to both wildlife and plant life as a result of their seed bombs.</p>	<p>Pencils/Pens Booklets</p>