

## Exploring & Comparing Wildlife Corridors

<b>Lesson</b>	What are the environmental differences between a school and a farm/nature reserve or local countryside? (Lesson 2 of 3) <i>(This lesson is to be used on both the school and visit sites.)</i>	60-Minute Lesson
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>To explore the school natural environment and compare to another natural space</li> <li>To be able to identify different species</li> <li>To create an action plan to connect different wildlife corridors and enhance them</li> </ul>	
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>Pens</li> <li>Field Study Surveys (School / Other)</li> <li>Identification Charts – Birds, Trees, Wildlife, Mini Beasts (as required)</li> <li>Pots (to collect mini beasts if required)</li> <li>Pond Dipping Kits (if required)</li> <li>Wildlife Print Cards (extension activity)</li> <li>Action Plan Tool</li> </ul>	

*Adaption maybe required for student with any additional needs*

	<b>Outline</b>	<b>Resources</b>
<b>Introduction 10mins</b>	<p>We have already learnt about what a wildlife corridor is and explored some of the wildlife which might live there.</p> <p><b>Activity</b> The students are going to be environmental scientists by exploring their wildlife corridors. Working in small groups/pairs or individually split the students across different parts of the school grounds to explore what wildlife they discover.</p> <p>A safety briefing should be given to ensure students know the expectations, this should include –</p> <ul style="list-style-type: none"> <li>Space allowed to explore and anywhere out of bounds</li> <li>Any flora or fauna not safe to touch i.e stinging nettles and caterpillars</li> <li>Do not lift or move anything large or heavy</li> <li>Time given for task</li> <li>Appropriate clothing/equipment for weather</li> </ul> <p>Allow time within the lesson for students to collect and return coats, change shoes etc, as required.</p>	
<b>Activity 1 – Wildlife Hunt or Pond Dipping 25mins</b>	<p><b>Set up at school</b> Choose different areas of the school grounds for the groups to explore. If needed use a map of your school site to divide the space considering group supervision as required.</p> <p>Complete a safety pre check of any additional issues before the activity, if required.</p> <p><b>Wildlife Hunt Activity</b> When you are looking for wildlife what kinds of things might we need to pay attention to? – Class Discussion</p> <ul style="list-style-type: none"> <li>Surroundings – listening for clues such as birds</li> <li>Keep noise levels low - loud noises will scare wildlife away</li> <li>Look under, behind and in – gently move leaves, stones and twigs to see what is underneath</li> <li>Prints or animal droppings</li> <li>Habitats – holes in trees or the ground, nests</li> </ul>	Field Study Surveys Pens Identification charts (Bug Pots if required)

If required, bug pots could be used to collect specimens of mini beasts to show and share with others.

Before collecting them, students should be advised to -

- Not dig the pots into the ground – they will not be able to see what they have collected if it is covered in mud
- Not leave their pot in direct sunlight
- Not to shake the pot if there is anything alive inside
- To stay within their pre-set/designated area of the school grounds
- Safely and respectfully, return any specimens back to where they were found
- Ensure students wash their hands after the activity

### **Set up**

Check the area around your pond to make sure it is suitable for use in advance. Ensure the students understand about how to be safe around a pond/water, they should be advised -

- Not to lean over into the pond
- Kneel on a flat stable surface before starting
- Ensure the tray is close to be able to transfer the contents of their nets easily
- When looking at the specimens up close use the spoon provided
- When returning their specimens/emptying the trays, this should be done safely and respectfully, as close to the water as possible and not from a height

### **Pond Dipping Activity**

Divide the group into smaller groups, each group should have a pond dipping kit including –

- Nets
- Tray
- Pond Id Sheet
- Spoon

Fill the tray with some of the water from the pond, ensure there are not too many plants/flora so you can see

When dipping the net in the water, move it around in a figure of 8 for 2 or 3 times

Carefully, hold the net bag and turn it out to remove and empty the contents into the tray

Discover what you have uncovered

Students should record their findings of their discoveries on the Field Study Survey Sheet so it can be compared to the wildlife found in different locations across the school as well as with what you will find on your farm visit.

### **Additional Extension Activity –**

As part of the resources for this lesson plan you will also find Wildlife Print Cards. You can use these to set up your own wildlife trail at school for the students to practise their identification skills.

<p><b>Activity 2 – Sharing &amp; Discussing</b> 15mins</p>	<p>Bring the students back together to share what they have seen and discovered. Is there a difference to what they have found in the different areas? What do they think is influencing this? – Group Discussion</p> <p>Compare their findings to the list they created in the previous Understanding Wildlife Corridors lesson –</p> <ul style="list-style-type: none"> <li>• Is it what they expected?</li> <li>• Is there less or more?</li> <li>• What have they learnt?</li> <li>• Is there anything that has surprised them?</li> </ul> <p><b>On a Farm/Nature Reserve or in the Local Countryside –</b> Remember to take your surveys with you as well as blank ones to complete.</p> <p>Repeat the above activity and remind students about safety rules etc (<i>you will have been provided with a risk assessment for your visit, please use and adapt this as required for your visit</i>)</p> <p>Compare the surveys completed at school to the one completed on your visit –</p> <ul style="list-style-type: none"> <li>• Is it what they expected?</li> <li>• Is there less or more?</li> <li>• Is the wildlife they found the same?</li> <li>• What have they learnt?</li> <li>• Is there anything that has surprised them?</li> </ul>	
<p><b>School Plenary</b> 10mins</p>	<p>What ideas do the students have to be able to increase bio-diversity on their school grounds?</p> <p>What have they learnt from their visit? What could they do to create and connect wildlife corridors? – Class Discussion</p> <p>Record your ideas in the action plan tool</p>	<p>Action Plan Tool Pen</p>
<p><b>Farm Plenary</b> 10mins</p>	<p>How does the area visited compare to the school grounds? What else can be done to connect the wildlife from this space to school?</p> <p>Add your new ideas to your action plan when you return to school</p>	
<p><b>Monitoring</b></p>	<p>As you make changes and start to work through your action plan revisit the same areas on your school site and complete new field study surveys to see what impact you are having.</p> <p>Are there other corridors which could be create to connect to other areas?</p>	<p>Field Study Surveys Pen</p>