

Understanding Wildlife Corridors

Lesson	What is a Wildlife Corridor, how is it made up and why are they so important? (Lesson 1 of 3)	50-Minute Lesson
Learning Outcomes	<ul style="list-style-type: none"> • To understand what a wildlife corridor is and their purpose • To identify existing knowledge of the natural environment • To start to think about impact the natural environment 	
Resources Needed	<ul style="list-style-type: none"> • Pencils/Pens • Giving Wildlife A Home Worksheet • Hedgerow/Pond Wild Hotel Wildlife Cards (if required) • Scissors & Glue (if required) 	

Adaption maybe required for student with any additional 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 care of their surrounding environment.</p> <p>What is your environment? – Students can talk about the school grounds, the journeys they make from home to school and to other important locations in their daily lives, as well as the surrounding area they live in.</p> <p>Everyone is responsible for the world we live in by –</p> <ul style="list-style-type: none"> • Reducing waste & litter • Encouraging biodiversity • Reducing carbon footprint <p>Earth is not just our home, it is also home to an estimated 8.7million different species of wildlife. Can you list as many of the different wildlife you can think of which might live in your school environment? You have 1 minute to list as many as possible. Class discussion of the kinds of wildlife identified.</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, like schools, roads and homes. What can you think of that would be a wildlife corridor between your home and school? – Class Discussion</p> <ul style="list-style-type: none"> • Hedges/Hedgerows (a hedge becomes a hedgerow when it includes other features such as trees, fence or gate) • Parks • Woodlands • School playing fields • Rivers/connecting ponds 	Paper Pens
Activity 1a – Wild Hotels (Hedgerows, Trees etc) 15mins	<p>We can describe these as a 'Wild Hotel', there will be wildlife which may live there all the time, some that pass through and others which will visit for a short time and then move on.</p> <p><i>Hedgerow Example – (This can be differentiated to a different 'Wild Hotel' which might be more applicable for your site)</i></p>	Giving Wildlife A Home Worksheet Pens Hedgerow Wild Hotel Wildlife Cards (if required) Scissors & Glue (if required)

	<p>There are different levels to a hedgerow -</p> <p>Base/Ground Layer - This includes broadleaved plants, grasses, rushes, ferns and dead leaves found in the hedge bottom. This dense layer of vegetation is important to smaller wildlife and invertebrate/mini beasts.</p> <p>Shrub Layer - The shrub layer includes thorns, woody climbers and tree species that have a shrubby growth form, normally due to management such as cutting or laying. Hedges with a greater diversity of plant species will increase biodiversity and promote year round availability of food sources.</p> <p>Tree Layer - Hedgerow trees are any trees within the hedge that have been planted deliberately or have been naturally allowed to grow. Did you know that, oak and willow trees can support over 400 different insect species each.</p> <p>In small groups/pairs or individuals – add the wildlife you listed, as well as any others you can think of to the Giving Wildlife A Home Worksheet. Think about the different layers and where you would find them. <i>(if required, use the Hedgerow Wild Hotel wildlife cards. Cut them out and add them to the right place on the worksheet)</i></p> <p>As a class feedback and discuss your answers</p>	
<p>Activity 1b – Wild Hotels (Ponds, Rivers etc) 15mins</p>	<p>We can describe these as a 'Wild Hotel', there will be wildlife which may live there all the time, some that pass through and others which will visit for a short time and then move on.</p> <p><i>Pond Example – (This can be differentiated to a different 'Wild Hotel' which might be more applicable for your site)</i></p> <p>There are different levels to a pond –</p> <p>Bottom Water - The bottom-water habitat varies depending upon the pond's depth. Shallow ponds with sandy bottoms provide a nesting environment while deep-ended ponds have muddy bottoms, which allow various microorganisms to reproduce and survive.</p> <p>Open Water - The open-water habitat allows larger fauna and fish to breed. This this is due to a large variety of algae, to insect larvae, small crustaceans and invertebrates as the fish feed on these.</p> <p>The Surface Film - The pond's surface provides an excellent habitat for water striders and free-floating fauna as well as those who can walk on the surface of water.</p> <p>The Shore - Depending on whether it is rocky, sandy, or muddy, it will attract different flora and fauna. For instance, rocky shores may allow plants to grow, while muddy or sandy shores attract grasses, algae, earthworms, snails, protozoa, insects, small fish, and microorganisms.</p> <p>In small groups/pairs or individuals – add the wildlife you listed, as well as any others you can think of to the Giving Wildlife A Home Worksheet. Think about the different layers and where you would find them. <i>(if required, use the Pond Wild Hotel wildlife cards. Cut them out and add them to the right place on the worksheet)</i></p> <p>As a class feedback and discuss your answers</p>	<p>Giving Wildlife A Home Worksheet Pens Pond Wild Hotel Wildlife Cards (if required) Scissors & Glue (if required)</p>

<p>Activity 2 – Wildlife on Farms 15mins</p>	<p>How does this relate to farms?</p> <p>The UK has lost 84% of its fertile topsoil since 1850! This affects how farms are managed and what they are able to grow.</p> <p>Hedgerows act as a barrier around farmer’s fields to prevent soil from being lost. The deep root structures of hedges and trees reduce the risk of it being blown away and eroded during dry months and high winds.</p> <p>They also provide a natural way to control water/flooding. The bio-diversity of hedgerows on farms reduces the need to use pesticides as farmland birds and predatory invertebrates such as spiders, beetles and wasps all feed on pest species.</p> <p>Ponds, when placed in the right location, can trap or slow water flow reducing erosion and controlling flooding, especially in hilly areas. They also provide a home for a wide range of different wildlife species further enhancing bio-diversity.</p> <p>Before you visit a farm what do you think the difference will be between a hedgerow or pond (<i>or other chosen by you</i>) at your school and on a farm?</p> <p>Discuss as a class or in small groups and list your thoughts.</p> <p>Visit People's Trust for Endangered Species (PTES) and Hedgelink - Working together for the UK's hedgerows</p> <p>Or</p> <p>Visit Pond life: facts about pond habitats, plants and animals Natural History Museum (nhm.ac.uk) and Ponds - Life in a Pond Young People's Trust For the Environment (ypte.org.uk)</p> <p>For further information, activities and resources</p>	<p>Paper Pens</p>
<p>Plenary – 10mins</p>	<p>Farmers have lots to think about – it is not just about growing food or looking after animals. What questions would you ask a farmer when you visit.</p> <p>Class discussion/feedback to teacher, select the most interesting questions and take them with you on your farm visit.</p>	