



COMMUNITY ACTION

Session plan



**START
SOMETHING**

In partnership with:

**Howden Group
Holdings**

SUSTAINABLE DEVELOPMENT AND CITIZENSHIP

AT A GLANCE

This is the final session in the ‘Sustainable Development and Citizenship’ unit. In this session, learners will plan and design a small wildlife community garden that could be established at their educational setting. Learners will progress from the initial scoping of ideas, through to the creation of a garden design board, which they will share in a short presentation to the whole group.

Please note: The emerging nature of this topic means new evidence and information is being released every day. While we strive to keep this content up-to-date, we actively encourage you to incorporate any new and evidenced information that may arise.



CURRICULUM LINKS

- ✓ SMSC: values and ethics
- ✓ PSHE and citizenship: personal values



MATERIALS

- ✓ Wildlife garden worksheet
- ✓ Wildlife garden prompts resource
- ✓ A3 paper
- ✓ Pencils and colour pencils
- ✓ Supporting resources listed on page 8 (optional)

LEARNING OUTCOMES

- ✓ Understand the importance of wildlife and nature in building strong communities
- ✓ Understand how community action can achieve positive global and local citizenship
- ✓ Develop creative thinking, analytical, teamwork, communication and decision making skills

ACTIVITIES

| ACTIVITY | TIME | PAGE |
|--|---------------|--------------------|
| Why wildlife? | 15-20 minutes | 03 |
| Planning a wildlife garden | 35-40 minutes | 05 |
| Wildlife garden designs | 60 minutes | 06 |
| Wrap up | 10 minutes | 07 |
| Supporting resources | N/A | 08 |

WHO CREATED THIS SESSION PLAN?

This session plan was co-created with Justine Oakes. Justine Oakes CEnv, MIEEnvSc, MIEMA is an environmental professional with over 25 years experience in both the public and private sector. She is currently the Sustainability Manager at the University of Suffolk and Business and Research lead for the Suffolk Sustainability Institute. Working in partnership with local and national sustainability initiatives, the University of Suffolk is a transformational university, absorbing the best of UK University traditions and aligning them with a modern world of employment and entrepreneurship.



WHY WILDLIFE? >



TIME REQUIRED

15-20 minutes



MATERIALS

- ✓ Completed home activity worksheets (from previous session)

ACTIVITY STEPS >

1. Give learners the opportunity to share with the group the wildlife that they observed during their home activity. Did anyone spot anything unusual or surprising?
2. Spend a few minutes recapping the Moss Side community allotment case study from the previous session. Ask the learners if they can think of any of the benefits that this project provided for wildlife.
3. You will now introduce the importance of making space for wildlife and sustainable food growing, particularly in urban areas. As part of a whole group discussion, explore the questions below with the learners. Possible answers have been provided for you, although the learners may come up with many additional interesting points.

| DISCUSSION QUESTION | POSSIBLE ANSWERS |
|---|---|
| Why do you think wildlife is important? | <ul style="list-style-type: none"> • Every living thing, including us, is connected. If even just one thing becomes threatened or extinct, it can cause problems for us and other animals and plants. • When discussing wildlife, you'll often hear the term "biodiversity". This refers to the number of different types and plants and animals that you might find living in a particular place (a habitat). A wider variety of wildlife means greater productivity, cleaner water and air and better health. • Everything we eat originally comes from an animal or plant. While we don't eat as much "wildlife" as we used to (because our food comes from farms), many people still depend on wildlife for their food. • Without a variety of food sources, our nutrition and health suffers. Protecting wildlife and nature means we can be more sure that food will be available around the world. |
| How do trees help with climate change and encourage wildlife? | <ul style="list-style-type: none"> • Trees help stop climate change by removing carbon dioxide from the air, that they then use to grow. Carbon is then stored in the trees and soil, and the trees release oxygen back into the atmosphere. It's a bit like us breathing. • Trees also offer cooling shade in the sun and block cold winter winds. • Trees attract birds, insects and wildlife to live in them and eat their fruit and seeds. • They prevent soil from being washed away and the autumn leaves and material from their dead branches, in turn, makes soil over time. • They clean our water and beautify our gardens and communities. • Woodland provides great spaces to walk, cycle, sit and chat or play. |



| DISCUSSION QUESTION | POSSIBLE ANSWERS |
|---|--|
| <p>Why are insects and bees particularly important?</p> | <ul style="list-style-type: none"> • All bees and many insects are pollinators. Without pollination, plants would not be able to produce fruits. • Almost all the fruits and many vegetables that we eat and beautiful flowers that we enjoy, come from pollination! • You may have seen yellow dusty grains, sometimes white, black or green in flowers - this is pollen. It needs to be spread about onto other flowers to help make the seed, fruit or vegetable develop. Insects, and in particular bees, do this for the plant by attaching the dusty pollen grains onto their bodies and legs. • When a bee or insect flies off and visits another flower, it spreads the dusty pollen grains about and pollination takes place. The plant is “fertilised” and able to grow a seed or fruit. |
| <p>What other benefits does nature provide people with?</p> | <ul style="list-style-type: none"> • Humans have always turned to nature for medicine. Many medical systems (like Chinese traditional medicine) still rely on herbs, spices and more, but even the medicines we get from the chemists wouldn't be where they are today without wildlife. Medicines like Aspirin were original derived from willow trees. • For many people, wildlife is their main source of income. More than half of the money made every year in the world comes from nature, with people depending on forests and seas for their jobs. • Evidence shows that nature is really good for our mental health. People who live close to natural environments and wildlife are found to be more active, happier and physically healthier. |



PLANNING A WILDLIFE GARDEN >



TIME REQUIRED

35-40 minutes



MATERIALS

- ✓ Wildlife garden worksheet
- ✓ Wildlife garden prompts resource

ACTIVITY STEPS >

1. Split the learners into groups and tell them that they are a newly formed committee specially chosen for their knowledge on sustainability. They have been asked to design a small wildlife garden at your school/setting. If your setting already has one, then the task will be to improve and extend it.

PART 1: SCOPING

1. Using the 'Wildlife garden worksheet' to capture their ideas, the groups will be asked to consider where they would like the garden to be located.

If there is no existing green space, learners will be directed to think of a good location for a container garden, which could be against walls or the edges of playgrounds/car parks.

2. Referring to the headings on the worksheet, the learners should highlight their thoughts and observations.

PART 2: GENERATING IDEAS

1. Once some initial thoughts are down, give the learners some room to imagine the purpose of their garden and what they would like their garden to have in it.
2. To help get them thinking, you could provide each group with the 'Wildlife garden prompts resource'. It might be helpful to give the learners some post-it notes to jot their ideas on.



WILDLIFE GARDEN DESIGNS >



TIME REQUIRED

60 minutes



MATERIALS

- ✓ A3 paper
- ✓ Pencils and colour pencils

ACTIVITY STEPS >

1. Now that the learners have identified the purpose of their wildlife garden and have listed the features that they would like to include to encourage nature and community use, they will be able to begin designing the garden layout.
2. Provide the learners with sheets of A3 paper and pencils. Working in their groups, they should sketch out their wildlife garden design and label all the features and areas that they would like to include.
3. Learners should then prepare to present to the rest of the group their final design at the end of the session. They should point out the features they have included and be ready to explain why they chose to include them.
4. Give each group 3-5 minutes to present their wildlife garden designs. Allow time for the other groups to ask questions and encourage them to provide positive feedback to each presenting group.

OPTIONAL EXTENSION

You may want to share the groups' wildlife garden designs with your Headteacher/the manager of your setting. Learners could practise their communication and presentation skills further by presenting their ideas to them.

You may also like to feature their designs in a communal display.



WRAP UP >



TIME REQUIRED

10 minutes

ACTIVITY STEPS >

1. This is the last session in the 'Sustainable Development and Citizenship unit'. Have a final discussion about what they have learnt in this unit. Some questions that could be used to aid discussion are:
 - What impact can humans have on the environment?
 - What can humans do to have a less negative impact on the environment?
 - What groups exist that try and promote sustainability? What do they do?
 - What are some features of a sustainable community? Why are they important?
 - Why is wildlife important? How can we encourage more wildlife in different areas?

FEEDBACK

If you would like to share your feedback on this session plan or the entire unit, please complete our survey [here](#).



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SUPPORTING RESOURCES

You may want to explore the extra resources listed below. They are helpful in providing you with additional support and guidance for this topic. You may also want to share some of them with your learners.

- ✓ Wildlife Community Action: <https://vimeo.com/340667183>
- ✓ Lancashire Wildlife Trust: <https://www.lancswt.org.uk/habitats/towns-and-gardens>
- ✓ National Trust: <https://www.nationaltrust.org.uk/features/nine-ways-to-build-a-wildlife-friendly-garden>
- ✓ WWF: <https://www.wwf.org.uk/get-involved/schools/resources>

