

Hampshire &
Isle of Wight
Wildlife Trust



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Wildlife in School Grounds

Information Pack



Learning outside
the Classroom &
enhancing the
wildlife value of
School grounds

make a **WILD** change!
Hampshire & Isle of Wight Wildlife Trust



Contents and our aims



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For more than 50 years, we have protected local wildlife and inspired people to love nature. No other organisation, local or national, does more to protect the wildlife and wild places of Hampshire, the Island and our local seas.

Wildlife needs space. The nature reserves we manage are precious wildlife havens, alive with plants, birds, mammals and insects. But alone, they're not enough to ensure that our wildlife survives and flourishes into the future.

We want to work with as many people as possible to achieve our vision for living landscapes and marine areas that are rich in wildlife and valued by everyone. This booklet aims to give Schools and groups practical advice and ideas on how best to manage their grounds for wildlife and inspiring young minds through experiential learning outdoors.

We can support your School to set up after school wildlife clubs with our engaging Wildlife Watch resources; our Education team can provide training for staff and volunteers on how to use your grounds for learning linked to the National Curriculum, for play or Forest School. We can offer outreach services at certain times of the year such as willow dome weaving, and School visits to our Education Centres and reserves all year round.

This pack will guide you through the steps to consult, plan and implement a successful project with practical advice, inspiring ideas and suggestions.

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The Hampshire and Isle of Wight Wildlife Trust (HIWWT) is the leading nature and conservation charity in the two counties.

For more information, please visit our website **www.hiwwt.org.uk** and click on **Learn & Discover**



The booklet has sections for different habitat types and includes tips for linking activity to the National Curriculum—look out for the speech bubbles!



Involving Children



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Full participation from pupils, staff, parents and members of the local community is the best way to ensure a School grounds project is successful, sustainable and appreciated by all.

Ideally, ideas are child initiated; decisions are shared with adults who support planning and implementation of the project.

The children will be the end users and benefactors of changes to their grounds and can have lots of ideas about what would enhance their experience outside. Encouraging active participation from the consultation and planning phases through to building, excavating and planting and ongoing maintenance and management evokes a true sense of ownership, pride and respect for their environment.

All stages of development can offer children learning opportunities linked to the National Curriculum and long term projects could inspire cross curriculum links, becoming an integral theme running through a term or whole School year.

Active participation can increase the self- confidence and self- esteem of pupils and new skills or hidden talents can be nourished and celebrated. Children are often inspired by the outdoors; creativity and imagination can flourish with engaging design and planning projects following visits to natural environments. The end user is often best placed to identify where changes should be made.

Although involving the pupils can sometimes be more problematic and time consuming, the results outweigh these constraints with potential for fostering stronger relationships between the School staff, pupils and the local community, improving behaviour, attitude, attendance and attainment of pupils as well as enhancing the learning environment for the School community and future generations.

Pupils could report on progress using multimedia tools such as digital cameras, time lapse video, blogs and social media.

Projects need problems solving, collaboration and decision making, all skills that link to PSHE and Citizenship curriculum.

Visit nature reserves with the children for inspiration on how to manage land to attract wildlife, provide habitats and benefit biodiversity.



Site Survey - know what is there



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Our Education Officers can lead a wildlife survey with your class or school. For more information please see the Outreach Section.

The first step is to develop a site map and identify the needs of the site to develop habitats for wildlife and provide educational and recreational opportunities.

It is important in the planning stages to involve the children in identifying these needs as full participation can help foster an affinity and appreciation of the grounds and wildlife.

- Measuring perimetres, calculating areas, develop scale drawings etc.
- Recording species: plants, minibeasts (including pond life), small mammals (or signs of), birds etc.
- Investigate the soil types: clay/sandy/ stony/acidic/neutral/ alkaline
- Measure the microclimate: light levels/wind/shelter/water/slopes/direction facing etc.
- Plot the areas which already contain useful habitats (trees, hedges, meadows, ponds, garden, woodland etc.)
- Survey the current use of areas and mark on the plan areas which are currently underused. It can also be useful to investigate how children use certain areas when supervised and when unsupervised. Use the results of your observations to plan pathways and boundaries.
- Find out and mark constraints that could affect development on your plot diagram, e.g. overhead lines, underground cables, pipes, land drains etc. and mark boundaries and check ownership with your Local Authority and Grounds Maintenance Managers.



A site or area survey could form part of a Maths, Design & Technology, Geography, Science or Biology project.



Planning Next Steps



Once your survey and maps are complete, use them to plan the development of habitats for wildlife and address your specific needs: amalgamate the best ideas and get advice from Grounds staff or Education Officers from HIWWT.

- Visit other sites with the children; determine which habitats are suited to the areas you want improved.
- Fit the design to the topography and conditions of the area, e.g. plant a Butterfly herb garden in an area with full sun and use existing topography to your benefit.
- Involve as many people as you can to help you with planning, fundraising, design, construction and long term care: teachers, pupils, caretakers, teaching assistants, governors, contractors, neighbours, parents.

If an area is underused by classes in the summer as there is a lack of shade; planting trees, shrubs or perhaps constructing a willow structure could address this need and provide areas for minibeast hunts, or resources for art sculpture projects.

Will neighbours be affected? Often being overlooked can help avoid issues of unauthorised access.

- Develop a long term management plan with Grounds staff: involve the children in simple management tasks.
- Take before and after pictures: involve pupils in recording the progress of a project using social media, blogs, e-newsletters as part of an ICT project.
- Check if your plans will need Planning Permission with your local Planning Authority.
- Complete risk assessments and check what Health & Safety and Safeguarding controls would need to be put in place for the safety of all those involved in your project, for example children, parents, visitors on site such as contractors.
- Consider your costs, budgets and seek funding if needed.

**Send parents
a skill share
questionnaire.**



**Research traditional
management methods
that support nature
conservation as part
of a Local History
project.**

**Source native
species and whips
where possible from
reputable suppliers,
they are cheaper
and require
less intensive
management.**

**Pupils or the
PTA could plan
and organise a
fundraising event.**



Wildlife Pond



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Art or creative writing inspired by nature, e.g. the lifecycle of a dragonfly, the movement of a Whirlygig beetle etc.



A pond can be an expensive feature to construct and maintain, so it is important to consider the educational value and how it will be used during the planning stages, perhaps by planning INSET training that can be provided by a local HIWWT Education Officer. A pond can provide benefits across the curriculum, science applications are the most obvious, although there are many other creative learning opportunities a pond can bring.

Pond design and location

- The larger the pond the better: at least 20 square metres- it will be richer in wildlife and easier to maintain in a balanced state. A longer edge allows more space for children to access the water. A large pond allows you to have at least 75cm depth (to stop it freezing over in winter) and gently sloping sides so that wildlife can get in and out.
- Design 2/3rds of the pond margin to be child-friendly with boardwalk or paving and the remainder wildlife friendly with irregular shallow bays, ledges and tall plants. Locate your platforms on the south side to reduce sunlight reflection when looking into the water.
- Include sheltered areas (e.g. with workbenches and shade if possible) away from the dipping/viewing areas where children can be engaged in other activities such as Identifying minibeasts or using microscopes etc. whilst waiting for their turn on the platform.
- Raised ponds may improve accessibility and be a solution for small spaces. They can be incorporated into a slope to look more natural and provide access for wildlife to enter the pond.
- Avoid shade- a sunny, sheltered spot is best.
- Avoid overhanging trees- rotting leaves will reduce the amount of oxygen in the pond and cause it to 'silt up'.



Try attaching chicken-wire to boardwalks to prevent slips



Pond Excavation



- Where will the spoil go?
Can it be used in landscaping?
- Ensure enough depth by the dipping platforms so that when water levels drop in the summer, the children can still reach the pond with nets.
- Do not introduce fish- they will eat all the minibeasts!
- Stock your pond with native plants from a reputable supplier and let the wildlife colonise naturally- introducing plants and animals (such as frog spawn) from other ponds is not advised as you may introduce unwanted invasive species or diseases.

Remember to check all your pond excavation plans with your local planning authority!

Perhaps locate near to buildings with water butts for topping up your pond in summer. Tap water can affect the water chemistry and cause an imbalance and algal blooms, as can run off water from fertilised ground.




Archaeology and local history: involve children and parents through the whole process and use it as an excellent opportunity to bring local history to life through an archaeological dig. As well as the extra adults providing a bit of muscle, a community effort will help to raise levels of pride and ownership in the project.





Pond Excavation

Recommended pond plants & species to avoid

Submerged plants	Floating leaved plants	Emergent plants for cover in shallow water	Damp places & marsh edges	Invasive plants to avoid 
Rigid hornwort Curled pondweed Alternate water-milfoil Common water-milfoil Spiked water-milfoil Whorled water-milfoil	Frogbit White water lily Yellow water lily Water-plantain Common water-crowfoot	Brooklime Bur-reed Flowering rush Water forget-me-not Water-plantain Yellow flag iris Marsh-marigold Arrowhead Amphibious bistort Greater spearwort Lesser spearwort	Purple-loosestrife Common valerian Water mint Water figwort Soft rush Pendulous sedge Meadowsweet Ragged-robin Lady's-smock Yellow loosestrife	New Zealand pygmyweed Water fern Parrot's-feather Canadian/Nuttall's waterweed Floating pennywort Curly waterweed Water primrose Water hyacinth Water lettuce Fringed water lily

Pond care

Spring maintenance	Summer maintenance	Autumn/winter maintenance
It is important not to disturb your pond during spring as this is the time when aquatic insects begin to emerge and there is lots of activity below the surface.	<ul style="list-style-type: none"> Keep your pond topped up with rain "later rather than tap water. Aim to keep pond 3/4 full with plants. Remove filamentous algae and duckweed. Watch out for invasive species and water fern. They are hard to get rid of once established. If you remove any plant material from the pond, leave it in a pile by the side of the pond for a short while to allow wildlife to escape. 	<p>Maintenance work should be carried out in autumn when there is less activity, but before pond creatures are dormant.</p> <p>Every year:</p> <p>Remove the looser vegetation so that just 3/4 of the pond is dense with plants.</p> <p>Every 2 or 3 years:</p> <p>Lift reeds, Iris and other plants with rootstocks, split and plant 1/3 back.</p>

Conduct annual pond health check surveys with pupils, recording the biodiversity in and around the pond area, use the data for Science and Maths projects.

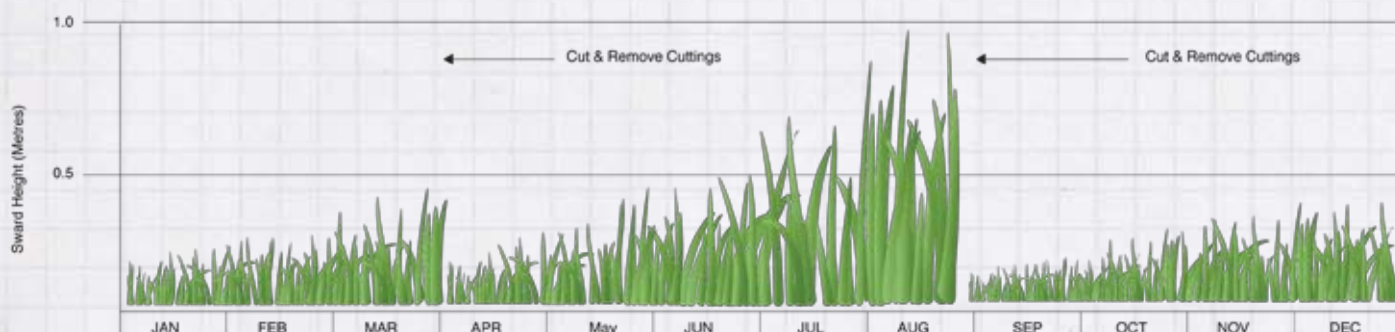


Wildflower Meadow

Wildflowers and grasses prefer nutrient poor soil or subsoil. If there is an area of grass that can be left uncut for most of the year, then perhaps sowing wildflower seeds or planting pot grown flowers could provide a natural home for butterflies, bees, crickets and a variety of other invertebrates.

If you have an existing wild area, it would benefit from being cut once or twice a year and then raking off the cut grass to ensure the delicate wildflowers are not crowded out by coarser grasses.

Cross curriculum links would be possible, including: using keys to identify the minibeasts in this habitat, compiling statistics and graphs using ICT on data from biological transect surveys, investigating the parts of a flower, describing seed survival, growth and pollination or acting out the lifecycle of a butterfly.



KEY ● Good for bees ● Good for butterflies ● Good for insects ● Good for moths

Spring flowering meadow plants

Dropwort ●
Foxglove ●●●
Black medick ●
Cow parsley ●●

Primrose ●●
Hoary plantain ●

Red campion ●
Cowslip ●●
Selfheal ●●
Buttercup sp. ●●

Oxlip ●
Ribwort plantain ●●
Ox-eye daisy ●
Common sorrel ●

Grasses

Red fescue
Crested dog's tail
Common bent
Meadow grasses
Meadowfoxtail
Quaking-grass
Sweet vernal grass



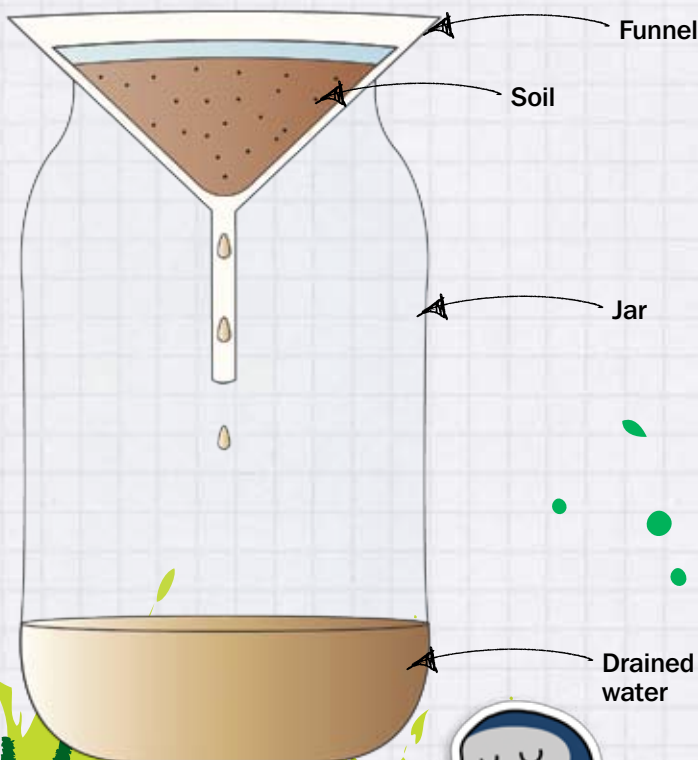
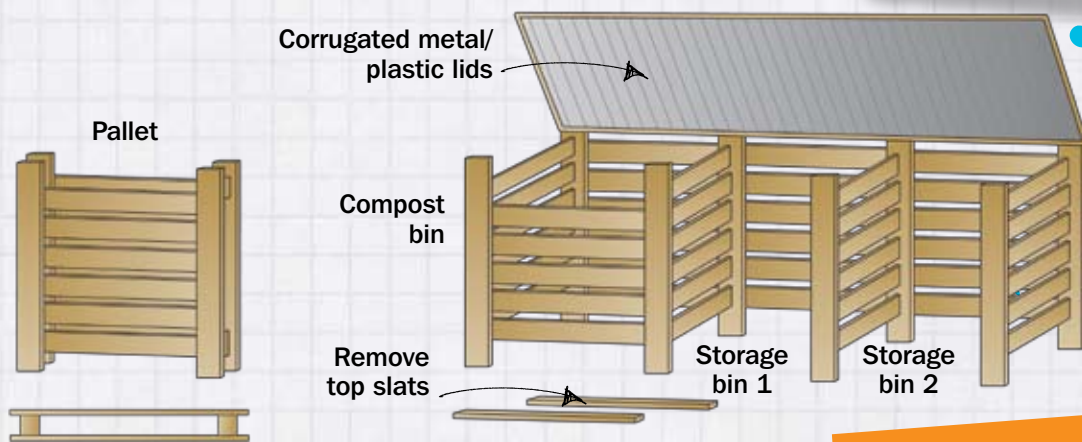
Wildflower Meadow



A mown path through the meadow increases the edge for pupils to sample from and reduces trampling to the habitat. Dry cuttings for hay for class pets or make a compost heap.



Making a compost bin



Investigate the soil type as part of a rocks and soils topic, use upside down recycled plastic bottles filled with different soils, (e.g. gravel, clay, silt, sand) and record how long a volume of water passes through.

Your class could grow plants from seed. Perhaps even design and make cloches for optimising growing conditions.



Butterfly Garden



An ideal feature for a sunny corner and can double up as a sensory garden as many 'butterfly plants' are herbs.

Developing the plot, building raised beds, growing herbs from seeds and tending to the plants may be an ideal project for a school gardening club.



Attracting adults to feed: Nectar-rich plants

Spring	Summer	Autumn
Blackthorn	Red campion	Field scabious
Bramble	Ragged-robin	Lobelia
Goat willow	Bird's-foot trefoil	Phlox sp.
Common valerian	Raspberry	Lavenders
Hyacinth	Wild teasel	Mint sp.
Honesty	Hemp-ag'l'mony	French marigold
Field forget-me-not	Common Heabane	Wild marjoram
Aubretia	Yarrow	Common ivy
Hedge roundwort	Meadow crane's-bill	Heather sp.
Alyssum	Purple-loosestrife	Wild carrot
Wallflower	Common knapweed	Chives
Primrose		Wild thyme
		Ox-eye daisy
		Devil's-bit scabious
		Honeysuckle
		Nasturtium sp.
		Ice plant
		Michaelmas daisy
		Verbenas
		Common ivy

Pupils could conduct a micro-climate survey to identify a suitable area using tools such as wind spinners, thermometers and light metres.

Some plants are food as nectar source for adult butterflies and moths; others are good food for caterpillars, ideally try to ensure both food sources are available.

Caterpillar food plants	Attract the following species
Common bird's-foot-trefoil	Common blue
Black medick	Common blue
Dock	Small copper
Sorrel sp.	Small copper
Garlic mustard	Orange-tip, green-veined white
Lady's-smock	Orange-tip
Common nettle	Small tortoiseshell, comma, peacock, red admiral
Hop	Comma
Holly/common ivy	Holly blue
Alder buckthorn	Brimstone
Nasturtium sp.	Large white, small white
Honesty	Orange-tip
Sweet rocket	Orange-tip

If there is an available power supply, you could set up an overnight moth trap. The moths will need to be released to suitable hiding places in the morning to resume their sleep.



Introduce pollinators and growing plants, part of Science KS1-4 Life Processes and Living Things

Leaving a portion of long grass uncut can provide overwinter food for butterfly and moth caterpillars



A Healthy Eating Garden



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Growing food in your School grounds is an excellent way of supporting children to understand healthy eating, the origins of food and the importance of protecting biodiversity.

- You can garden fruit and vegetables in any sized area of your School grounds which receives plenty of sun, water and is sheltered from the wind.
- You may need to consider storage space such a shed or greenhouse.
- Use the shape and area to inform the planting plan. If there is room for raised beds, position the beds North to South, planting from East to West to maximise the sunlight reaching the plants.
- Ensure children can access and reach the plants in the beds, perhaps laying bark on paths between the beds to keep weeds at bay with suitable paths to and from storage sheds etc. that children can take a wheelbarrow down.
- Provide children with information about growing and harvesting times and the dates of School terms when planning the planting- it would be a shame if the fruits of their labour were wasted! Potatoes, carrots, broad beans could be planted to harvest in July. Squashes, pumpkins and courgettes could be harvested in the autumn provided they are kept watered over the summer.

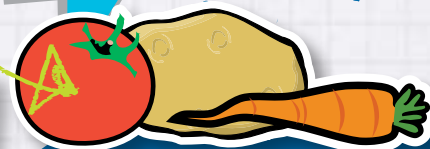
Link growing activities to where food comes from, air miles and global warming, food chains and inter-dependence.

Containers, hanging baskets vertical planting frames and recycled receptacles such as plastic bottles can make the most of small spaces.

Investigating changes to native plant phenology as they adapt to a changing climate.

Work with the School kitchen staff to plan menus utilising harvested crops, or use the produce during Home Economics lessons.

Consider how plants will be looked after outside of the School term. Is there direct access to the plots and/or greenhouses and sheds in the holidays? Who will be doing the watering?



Have you considered planting an orchard? Less maintenance required once the trees are established and would attract pollinators.

Hedges



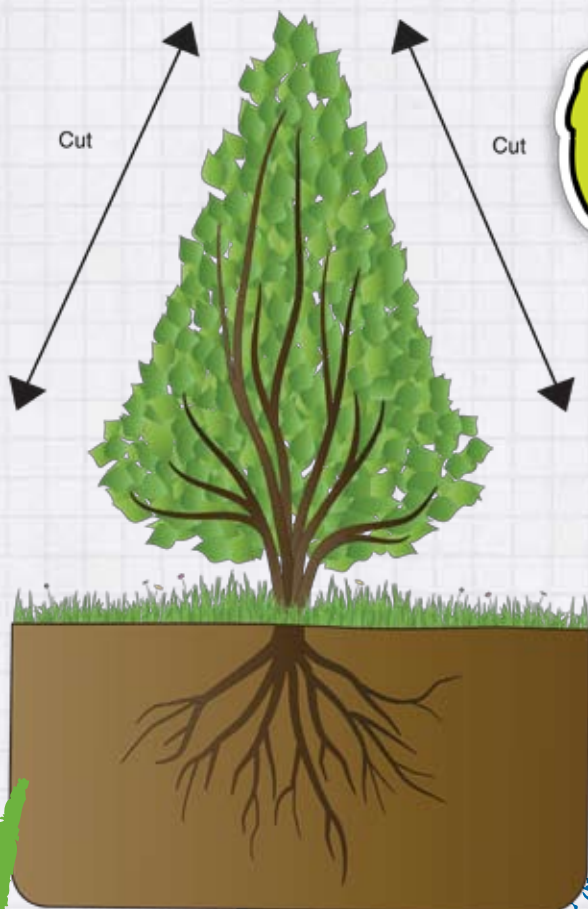
An existing old hedge adds much education value to the school grounds and an excellent habitat for wildlife.

If there are gaps in an existing hedge, fill the gaps with native shrubs, wildflowers such as primroses or plant climbers such as honeysuckle. Evergreen climbers such as ivy provide shelter for over-wintering butterflies and insects, nesting for birds in the spring and the berries provide food in the autumn and winter.

If an existing hedge is trimmed into an A shape, rather than a flat cut top, it will encourage bushy leafy growth around the base, forming cover for small mammals.

A cross curriculum project could involve pupils measuring the perimeter, mapping and confirming the age by looking at historic maps. The estimated age could be established by pacing out 30m and counting the number of shrub species $\times 100$ (Hopper's Rule).

However don't be fooled by younger hedges planted with a variety of species- look how thick the stems are for a clue.



Letting grasses and flowers grow uncut around the base is even better for wildlife.



Native hedgerow plants

Evergreen

Holly Berries
Yew (poisonous)
Juniper
Common ivy

Non-Evergreen

Hawthorn
Blackthorn
Hazel
Guelder rose
Dog rose
Field rose
Crab apple
Goat willow
Wild cherry
Bird cherry
Spindle
Elder
Honeysuckle

Added Attraction

Berries
Berries
Berries
Berries, flowers

Added Attraction

Berries, flowers
Berries, flowers
Nuts
Berries, flowers
Hips, flowers
Hips, flowers
Fruit, flowers
Flowers
Berries, flowers
Berries, flowers
Berries, flowers
Berries, flowers
Berries, flowers

Hedges



Trees and shrubs can act as a barrier to wind, sound and unsightly features, be a useful divider or boundary. Being clear with your overall aims can help making a decision about what type of hedge, what plant species to plant and what wildlife you will attract.

Hedges do need some management, how often they are cut depends upon their purpose and position. Wildlife value is increased if they are cut every 2 or 3 years which would be cheaper than annual maintenance.

Preferably cut in early spring, to avoid disturbing nesting birds

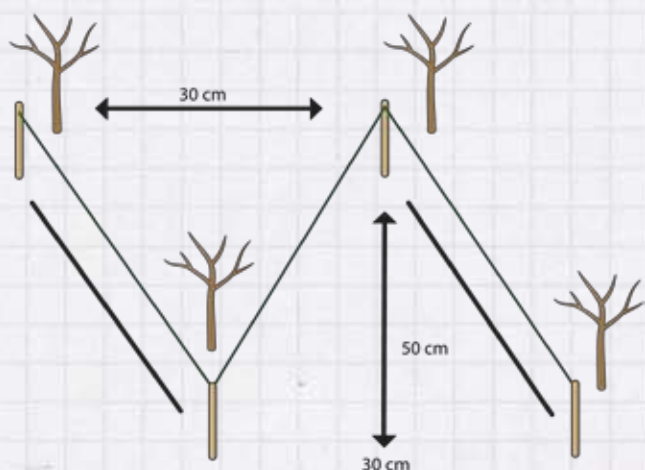


Hawthorn provides a bounty of berries

Preparing the site & planting the hedge

To achieve a thick hedge, it is advisable to plant at least 6 whips per metre, in double staggered rows.

1. Dig over the selected site, removing all weeds and roots.
2. Mix in plenty of well rotted manure or other organic matter to provide the new hedge with plenty of food, help the soil to hold more moisture and improve drainage.
3. If the soil is heavy clay, add some grit and sand to improve drainage further.
4. Mark out two lines of string about 50 cm apart, along the line of your new hedgerow.
5. Using 20 cm lengths of string on cane pegs, mark out the distance between the plants, creating a zig-zag pattern.
6. Dig a single hole for each plant or a continuous trench.
7. Place the whips in the hole/trench up to the root collar (a slight change in colour should indicate the level) and back fill with soil.
8. Water well and protect each plant with a tree guard to prevent grazing by rabbits or deer.



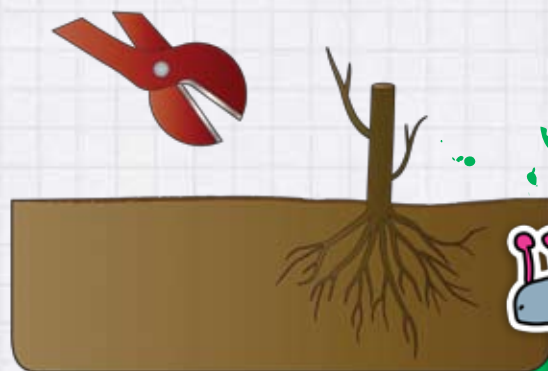
The first year

During the first summer you should weed around the base of the plant (at least 30cm). This will prevent competition from grasses and other plants. However, mulch placed along the length of the hedgerow will prevent weeds growing in the first place. If there is a spell of dry weather, don't forget to water them too.



You may find in late summer that some trees and shrubs have died. These gaps should be replaced with new shrubs in the autumn or winter.

In the first spring you should cut shrubs down to 45-60cm above the ground. This hard pruning encourages the shrubs to bush out and will help create a nice thick hedge.



Woodland



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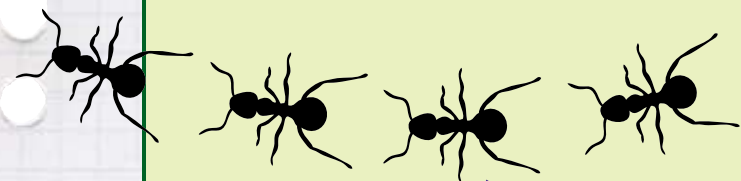


Such a long term feature needs careful thought- a new plantation will only start to look or feel like woodland after about 10 years. During that time it will need some management- suppression of weeds to start with and thinning out unwanted/ dead or diseased specimens as they develop. On-going management may require removal of low branches, hazardous trees and coppicing of suitable species.

Developing woodland as a long term project involving children can be a very special experience for the school as a whole. For example, oak and horse chestnut seeds and saplings could be collected and cared for by children entering the school in year R and then planted out by those children in year 2 or 3 between November and March.



The developing woodland could provide inspiration for many areas and stages of the curriculum planning, for example learning about how plants grow, adaptations and habitats, design and technology projects (insect homes, bird or bat boxes, perhaps with live camera feeds to school), English and PSHE debates, considering the benefits of planting trees versus using land for other purposes in urban environments etc.



Plant woodland flora such as spring bulbs, primroses and ferns from a reputable supplier

If bats are present, they must only be handled by licensed people. Contact your local Bat Group when you want to check the boxes.

Woodland



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Dead wood

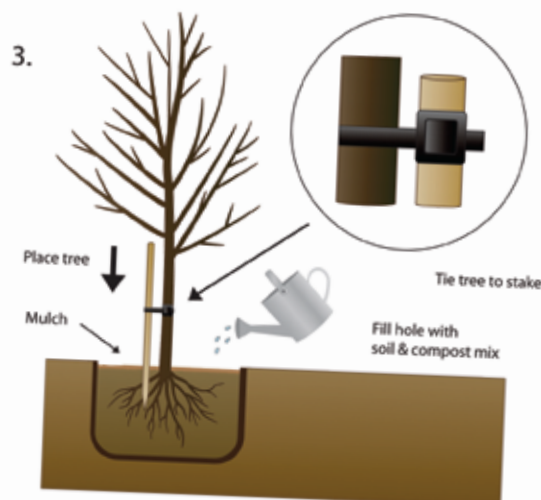
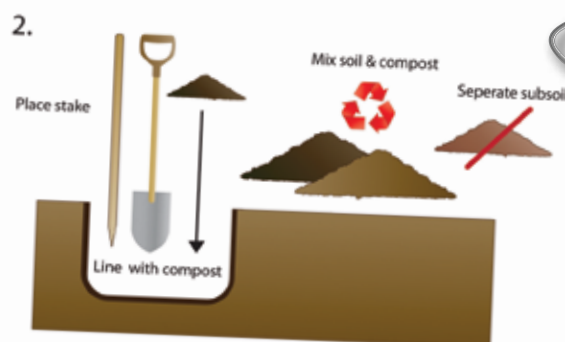
You can improve the wildlife value of your woodland by allowing piles of logs and brushwood to decay. Many invertebrates, such as beetles, spend the majority of their lives borrowing inside dead wood. These decomposers are a vital part of the ecosystem, attracting predators such as centipedes, birds and larger mammals.

Ensure you have a supply of suitably sized logs for the class to turn over for minibeast hunts and key work. Larger logs that are too big to turn over make good seating in a clearing, perhaps around a fire circle for bushcraft, singing, story- telling, music, drama or a Forest School programme.



When & where to plant

The best time to plant trees and shrubs is between November and March. This is the period when trees are dormant and so can be moved with minimal damage. Avoid planting in extremes of temperature or windy weather and never plant in soil that is frozen or water logged. Before purchasing, check that your chosen tree/s will be suitable for your soil type and always plant them at least their mature height's distance from a building.



Coppicing



If your school already has a woodland area, it may benefit from introducing a variety of native species such as rowan, field maple. If your woodland consists of hardwoods such as birch, alder, willow, sweet chestnut and in particular hazel, coppicing is a traditional form of woodland management that these species respond very well to and can improve light levels to the woodland floor.

Hazel grows quickly and a regular sized stool can produce a large number of small diameter stems that can be useful in many projects, from den making to wattles (used in wattle and daub plaster and sheep pens) and whittling.



Cut willow and hazel could be a very useful resource for Design and technology and art projects.

Coppicing

Willow Domes and Tunnels

Coppiced willow is a sustainable resource. It is naturally bendy and pliable so well suited to weaving projects.

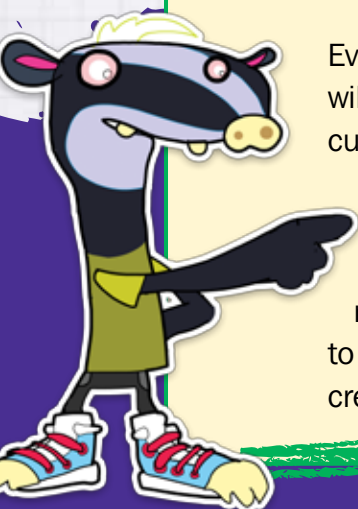
Willow whips that are cut during the winter, kept moist and replanted as soon as possible are likely to take root and shoots will grow in the spring. It is easy to create beautiful living sculptures such as tunnels and domes and can be an excellent hands-on project the whole school can participate in.

Every spring the living willow sculpture will produce new stems which can be cut to provide more willow whips for future weaving projects. A willow dome can provide a shaded den area for children to play in or a reflective space for small groups to listen to stories, write poems or create artwork.



Our Education team can provide expert advice and lead a dome or tunnel building project on your School grounds. We can even source native willow grown on one of our local reserves for your project. For more information, please see the outreach section.

Willow Domes and Tunnels



Creature Features



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Hedgehogs, newts, frogs, butterflies, hoverflies, lacewings, ladybirds, solitary wasps may all be searching for suitable hibernation sites on your school grounds and many of the suggestions below could be made using scrap and recycled materials.

Making artificial lodgings for creatures great and small can be engaging projects for Design and Technology, Art, English, Maths and Science programmes at all key stages.

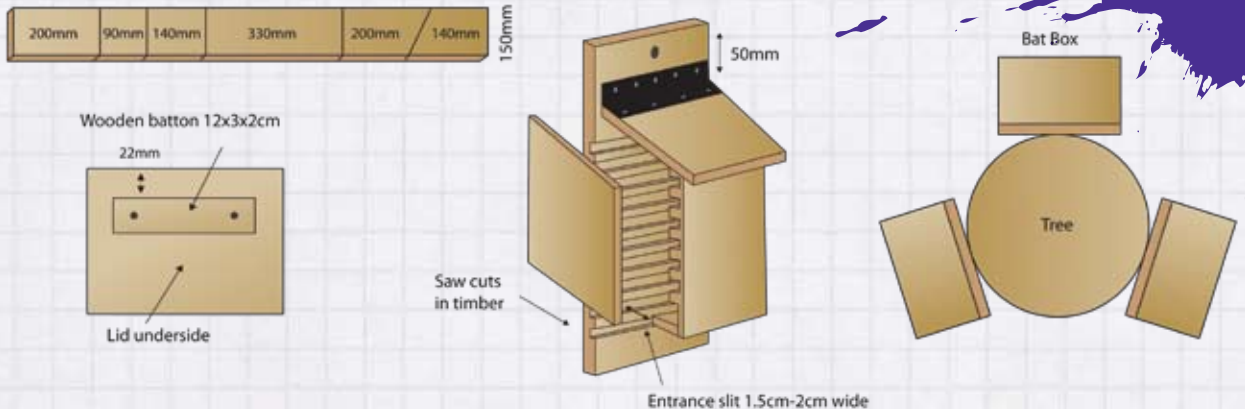
Feature	Good for	Materials	How to...
Insect hotel	Various bugs, solitary bees, mason bee, solitary wasps, beetles, spiders, ladybirds.	Block of wood, log, fence post, brick, drill and bit 5-10mm diameter.	Drill holes of various widths, 90mm deep into logs and/or wood blocks, fence posts or bricks.
Stick case	As above.	180mm long cylindrical container with top taken off, straws or bamboo canes 5-8mm diameter, polystyrene or other material to seal one end of straw! cane and sticky tape.	Seal one end with bung, tape sticks into place. Hang in sunny position; attach to trunks and fences at various heights. Tilt at an angle to ensure rain does not collect and can drain out.
Lacewing chamber	Green lacewing (Tip: lacewings are attracted to house lights - so install bottle chamber near house.	Plastic bottle (1 or 2 litre size is perfect) with top. Roll of corrugated cardboard 80-100cm long. Wire and scissors.	Cut bottom off bottle; roll card and insert; fix with wire so bottle covers card with 5cm overhang. Hang in dense foliage, preferably by mid - Aug. Tilt at an angle to ensure rain does not collect and can drain out.
Bee home	Bees.	Log, bamboo cane, block of wood, saw, drill and nails. Place in a sunny spot.	Cut a 30cm length of log with diagonal sides. Drill several holes 90mm deep. Cut the block of wood in two to make roof. Fix to log with nails, fill with bamboo pieces.
Ladybird lodges	Ladybirds (7, 10, 11, 14 spot).	Corrugated cardboard. Hollow stems (esp. of thistle, teasel, fennel, angelica,) leaf litter, grassy tussock, loose bark, plant debris and dead dry foliage.	Fill a rolled piece of corrugated cardboard with material and place in the undergrowth.



Creature Features



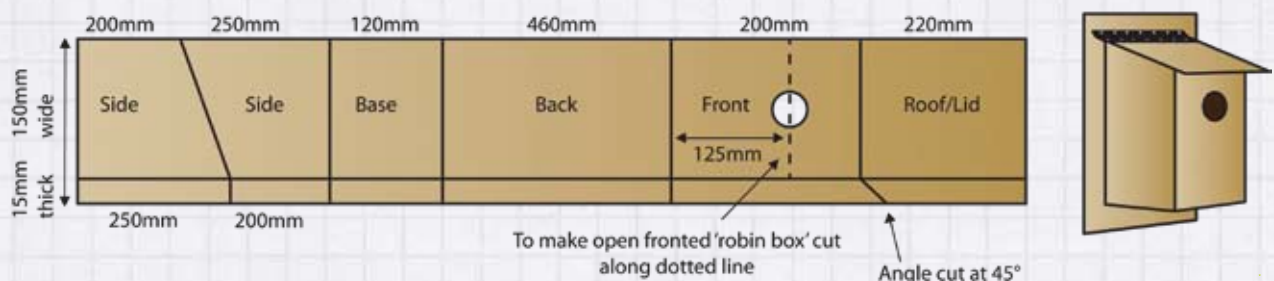
Building a bat box



1. Make the box from rough saw timber. Make sure the wood is untreated as many wood preservatives can be fatal to bats. Cut the grooves in the inside panels to give the bats something to cling on to. You'll also need a piece of scrap rubber and some nails.
2. The best place to position a bat box is on a tree - bats like to move from one box to another during the day and from season as temperatures change.
3. Put the boxes as high as possible above the ground to avoid predators - some species of bat such as noctules prefer to roost at least 5 metres off the ground.
4. Clear away surrounding branches to give them a clear flight path.
5. Boxes can also be located on buildings. A good position is under the eaves and at the gable apex to protect them from bad weather. You can also paint the top, front and sides black to absorb solar heat.

Bats can take a while to investigate new premises, but if your box is not occupied with 3 years, try moving it. You can check if the box is being used by looking for crumbly or black droppings on the ground.

Building a bird box



You will need:

1. Rough cut, unplanned, untreated softwood timber, 150mm wide x 1500mm long x 15mm thick.
2. Scrap rubber, such as an old inner tube from a tyre.
3. Galvanised 20mm (3/4") nails.
4. The following tools: carpentry saw, hammer, hand brace or drill (with 25mm, 28mm, or 38mm diameter cutting bits), pencil and ruler, scissors for cutting rubber.



Forest School



**Wildlife
Watch**



Forest School is a system of outdoor learning through a range of practical skills and achievable tasks that was first developed in Sweden in the 1950's. This internationally recognised programme, that supports the National Curriculum, helps to build confidence and independence as individuals lead their own learning. The children also develop their ability to problem solve, assess and manage risk, share new skills as well as grow in their environmental awareness.

What is Forest School?

A long-term process of regular sessions, rather than a one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.

Forest School takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.

Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

It aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.



Run by qualified Forest School practitioners who continuously maintain and develop their professional practice.



Visit our website
www.hiwwt.org.uk
and click on
Learn & Discover
to find out more.



The **Hampshire and Isle of Wight Wildlife Trust** can offer:

- Forest School advice: The session can include discussion of risk assessment, health and safety, training and practical grounds advice, tailored to your school's needs.
- A 2 hour Introduction to Forest School training: The session includes a taster of the Forest School experience with discussion around the ethos and pedagogy of Forest School.
- A programme of Level 1 and Level 3 Forest School leader training and short continuous development bushcraft and wildlife ID training courses.



Outreach services on your site or your local green space

- Talks and assemblies
- Outdoor activities and games led at your School
- INSET training at school
- INSET training at one of our reserves
- Training in use of your grounds/green spaces as a teaching resource
- Help setting up an After School Wildlife Club

Visit our website
www.hiwwt.org.uk
and click on
Learn & Discover
to find out more.

For more information on outreach services or Wildlife School Club, call the Children's Engagement Officer on **01489 774413**

Or to book a School visit at a reserve contact your local Education Officer:

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