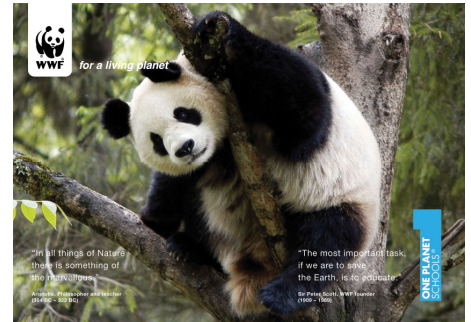




Conservation work activity

Summary information

Age range:	5-16
Curriculum Links:	Science, Geography
Time needed:	60 minutes plus follow up
Group size:	Varies
Setting:	Outdoors and indoors
Learning Cycle:	Taking action
Key vocabulary:	Biodiversity, global issues, habitat, survey



Sustainable learning outcomes:

- To understand different ways to safeguard the local environment
- To understand different ways to safeguard the wider environment

Resources needed

- Clipboards,
- Paper,
- pencils.

Procedure

Whole class

- Explain that you are going to think about some of the different ways that you can safeguard those parts of the natural world that can be found within the school grounds.
- Explain that the pupils are going to walk around the grounds looking for:
 - Examples of the natural world e.g. plants, birds, insects, lichen.
 - Examples of things that spoil or damage the natural world:
 - Locally (e.g. litter)
 - Globally (e.g. via pollution or greenhouse gas emissions)
 - Opportunities for action that will improve the school grounds and safeguard the natural world.

ONE PLANET
SCHOOLS



Group work

- After the walk, groups of pupils could be asked to create an outline plan for the school grounds. They should include:
 - Information about what's there already.
 - Ideas for conserving these features.
 - Suggestions for improvements that will safeguard the natural world:
 - Locally (e.g. wildlife area, log pile, vegetable garden)
 - Globally (e.g. school plan to reduce carbon footprint by harvesting rainwater, growing own vegetables, reducing consumption of resources.....)

Plenary

- Invite pupils to share their work.
- Ask pupils to try to identify which plans they'd like to put into action by considering factors such as cost, difficulty, time and impact.

Extension

Develop an action plan and put the plan into operation.

Evaluation

- Work with a partner.
 - What stages do you need to go through when you're developing a plan and putting it into action?