

# Saving the Saffron Brook

Primary School - Education Offer 2022/23

**Molly Laycock**

**Education Officer**

[Molly.Laycock@leicester.gov.uk](mailto:Molly.Laycock@leicester.gov.uk)

0116 454 3187

Version number	Changes	Owner
0.1		Molly Laycock



# Litter

Reducing litter, which harms wildlife and costs millions to clear every year.

## Background to this topic

Litter comes from different sources, and different people. For instance, it may be intentional litter by motorists discarding litter out of windows, pedestrians dropping litter on the street or footpaths, or people on picnics and at other public space events.

Another source of litter may be unintentional. It may come from uncovered loads and can easily be blown out of trucks, cars and trailers. Household rubbish, commercial rubbish and uncontrolled building waste can become litter if not secured by a proper cover. Finally, there is rubbish from the wind, and rubbish which animals carry from sites that are not properly secured.

## How it links to the Saving Saffron Brook Project

Within the Saffron and Wash Brook Catchment, like many places there is a significant amount of litter. Organised volunteer litter picks can be used to remove this litter but also connect residents (and school students) to the watercourse and its wider environment. As part of the programme, we are installing 2 litter booms, one within Overdale Junior and Overdale Infant School grounds and one in the vicinity of Sir Jonathan North Girls' College and Lancaster Academy. Students will be responsible for emptying the litter booms and sharing this information with their school and community.

## How we deliver this topic

This topic is a combination of classroom-based learning (understanding what litter is, why people litter and what we can do to reduce people dropping litter) and well as practical action – litter picking in the school grounds and wider community.





## How many students can this topic include?


This topic can be delivered to a whole class or smaller group. The introduction makes a good assembly suitable for whole school.

## Any resources which we need to provide at school?

For classroom-based activities – paper, pens and crayons. For practical sessions litter picking equipment (gloves, pickers and hoops). These can be provided if you don't already have your own. We can also provide information to purchase your own equipment to keep in school.

## Potential activities and sessions

Session number	Lesson title	What will be covered	Resources (and who will provide)	Type of activity	Typical length of session	Curriculum links
1	What is litter?	Issues such as the effects of rubbish on the river/wildlife/community life and the importance of recycling	<a href="#">What is Litter? – Eco Schools</a>		Up to an hour (introduction)	Science – living things and their habitat (changing habitats – Y4)  Geography - human impact  SMSC - investigate moral and ethical issues; respect the law  British values - rule of law; individual liberty
2	Reusing rubbish	Bring in recyclable materials and create a sculpture of your favourite animal (inspired by local wildlife in Leicester) / bird feeders/ binoculars etc	<a href="#">Make it activities   WWT 14 Animal Art Projects</a>  Recycled material required from home or school		1-2 hours (classroom based)	Art SMSC – use imagination and creativity; investigate moral and ethical issues
3	Litter picking audit	Carrying out a litter audit and pick either in the school grounds or outside in the community	<a href="#">Conducting a Litter Audit</a> We can provide equipment if required		1-2 hours (in the school ground or outside of school)	Geography – fieldwork  SMSC – engage with the local community; participate, volunteer and cooperate
4	Anti-litter campaigns	Anti-littering campaigns/creating leaflets and flyers/letters to the council or newspaper articles	Pens, paper and crayons		1-2 hours	English - persuasive techniques  SMSC – engage with the local community;

						participate, volunteer and cooperate
5	Litter picking	Litter pick - In groups seeing how much you can collect and weighing it at the end/counting number of bags	<a href="#">Clean-up preparation and safety advice   Keep Britain Tidy</a> We can provide equipment if required		1-2 hours+	Mathematics – statistics  Geography – fieldwork  SMSC – engage with the local community

***This topic has very close links with the marine topic. Please bear this in mind if selecting this topic.***



School based

Offsite/outside of school grounds

Classroom based

## Useful links and organisations

[Environmental volunteering](#) - Leicester Environmental Volunteers fulfil a vital role in keeping our parks and open spaces, waterways and streets clean and well maintained so that we can all enjoy them. Our fully trained Environmental Rangers lead regular outdoor volunteering on land and water throughout Leicester, all year round, in all seasons and weathers.

[Keep Britain Tidy](#) – delivery litter campaigns for the public including schools.

[Helping Hand Environmental](#) – Supply litter picking equipment suitable for schools groups.

[South Leicestershire Litter Wombles](#) – a group of volunteers who care about cleaning up the environment and highlighting litter problems particularly in the Leicester and South Leicestershire area. They can provide assemblies and visit school.



# Biodiversity

Maintaining a high level of plant, insect and animal life locally and globally.

## Background to this topic

Biodiversity is the natural world around us, which includes all the plants, animals, insects and ecosystems which live on our planet. Without biodiversity, our entire support system for human, as well as animal life, would collapse. It is therefore important that we learn about it to properly take care of it. Issues such as climate change and deforestation are having a chaotic effect on plants, wildlife, and their habitats.

## How it links to the Saving Saffron Brook Project

The project focuses on improving the biodiversity in and around the Saffron and Wash Brook - conserving and protecting local wildlife, flora and fauna. We aim to create, conserve, and enhance all habitats wherever possible and increase the biodiversity value of designated and/or priority habitats back to favourable status. We want to promote biodiversity conservation as an essential element of sustainable development and adaptation to climate. *As part of the Saffron Brook Project, we are aiming to restore 2800m of river habitat, 2ha of species-rich grassland and 2ha of woodland.*

## How we deliver this topic

This topic will be a mix of taught (learning about local wildlife and their habitats) and practical sessions. The practical sessions can take place in either school grounds or local parks and nature reserves

## How many students can this topic include?




This topic could work for up to a class of children (30). It would also work well with a smaller group of approximately 10.






## Any resources which we need to provide at school?

Ensuring appropriate clothing for practical sessions, pens, paper, a projector or screen, if possible, for PowerPoints

## Activities and sessions

Session Number	Lesson Title	What will be covered	Resources (and who will provide)	Type of activity	Typical length of session	Curriculum links
----------------	--------------	----------------------	----------------------------------	------------------	---------------------------	------------------

1	Knighton Park trip	<ul style="list-style-type: none"> <li>-Travelling to and walking around the park (or going into spinney) and</li> <li>-Learning about the different types of trees and plant species</li> <li>-Collecting leaves/pinecones to use for leaf pressing, leaf masks etc.</li> </ul>	<a href="#">Friends of Knighton Park</a> <a href="#">Knighton Park map</a> <a href="#">Tree-Identification-guide-</a> <a href="#">Trees and plants worksheets</a> <a href="#">make-your-own-leaf-mask.pdf</a> <a href="#">pressed-flowers-card.pdf</a> <a href="#">fallen leaf_petal-art.pdf</a> <a href="#">tree-rubbing .pdf</a>		Approximately two hours including travel	<p>Science - living things and their habitats (classification – Y4/Y6; habitats – Y2/Y4; identification – Y1); working scientifically</p> <p>Art – using a range of resources</p>
2	What would I want?	<ul style="list-style-type: none"> <li>-Planning your dream park and what it would look like</li> <li>-This can be a drawing with a description included or can be in the form of letters to councillors/government/people of power</li> </ul>	Paper, pencils, crayons		Between 1 and 2 hours	<p>Art</p> <p>English</p> <p>*this session could be adapted based on the curriculum needs of your school/class</p>
3	Species and habitats	<ul style="list-style-type: none"> <li>-This will be a taught session on native and protected species that are found in and around Leicestershire</li> <li>-They will also learn about habitats, the importance of conserving them and how to identify them</li> </ul>	<a href="#">How to Identify Wildlife (UK species)</a> <a href="#">Mammals   Leicestershire and Rutland Wildlife Trust (lrwt.org.uk)</a>		Between 1 and 2 hours	<p>Science - living things and their habitats (classification – Y4/6)</p> <p>SMSC – cultural (reflecting on the value of protected species and why this is important)</p>

4	Camera trap practical	<ul style="list-style-type: none"> <li>-Learning how to set up a camera trap and how they work</li> <li>-Identifying a location in the school grounds to set one up</li> <li>- Collect the trap 2-3 weeks later and look at the footage (in an assembly perhaps)</li> </ul>	<a href="#">How to use a camera trap</a> We will provide the camera traps		<ul style="list-style-type: none"> <li>-Initial session will be approximately an hour</li> <li>- Collecting trap and sorting through footage – 1 hour</li> </ul>	Maths – statistics  Computing – use technology to purposefully create, organise, store, manipulate and retrieve data
5	Transects	Creating a transect (500m for example) along the river and then recording wildlife seen when slowly tracing the line (In regard to school grounds this could take place at Lancaster Academy, Sir Jonathan North and Overdale juniors). <ul style="list-style-type: none"> <li>-Mini beast trail/hunt</li> <li>-Creating plots and recording number of plant species within them.</li> </ul>	We will provide resources for the transects (tape measures, <a href="#">Recording the Wildlife of Leicestershire and Rutland   NatureSpot</a>  <a href="#">Bugs Count Survey   Research groups   Imperial College London</a>	  	Up to 2 hours	Maths – surveying and statistical analysis  Science - living things and their habitats (classification – Y4/6); working scientifically
6	Deforestation and tree planting	<ul style="list-style-type: none"> <li>-Taught lesson on deforestation and the positive effect of planting trees</li> <li>- Practical tree planting session</li> </ul>	<a href="#">Deforestation, explained   Tree Aid</a>	  	Approximately 2 hours	Science – living things and their habitats (identification of trees – Y1/2; human impact – Y4)  SMSC – moral (ethical issues around deforestation; comparing issues of livelihood for farmers vs consumers)



School based



Offsite/outside of school grounds



Classroom based

## Useful links and organisations

[Leicestershire and Rutland Wildlife Trust](#) – Our local wildlife conservation charity that also run environmental workshops in and around Leicester. They also have produced a [literacy and number education pack](#) which has been very well received.

[Habitats | Leicestershire and Rutland Wildlife Trust \(lrwt.org.uk\)](#) - Useful website which shows the different sorts of habitats we find in Leicester.

[How to use a camera trap | The Wildlife Trusts](#) - How to set up and use a camera trap.

[Recording the Wildlife of Leicestershire and Rutland | NatureSpot](#) – help support our wildlife recording by adding your observations to the NatureSpot website.

[Tiny Forests](#) – a project delivered by Earthwatch to establish and delivery tennis court size forest

[Teaching Resources for Classroom & Outdoor Lessons - The RSPB](#) – teaching resources for species ID, creating homes for wildlife and nature detective equipment





# Water

Valuing and preserving our most important natural resource.

## Background to this topic

Water is a finite resource and is currently being used at a quicker rate than it is replenishing. Therefore, it is crucial that we find ways to protect the water around us. If you include the products we use as well as actual water use, our daily water consumption is 3400 litres! One sheet of A4 uses 10 litres of water to produce, so try and make sure it is only used when essential.

Saving water at your school can save energy (and money!): Water needs energy to pump, treat and heat it, whilst energy needs a lot of water to produce it - so by saving one you will save the other! Saving water and energy will also save schools money as they are on a meter, as well as promoting sustainable behaviour and helping to protect the environment. By taking action and saving water (and energy as a result), your school will be actively demonstrating that anyone can use water more wisely and set a good example for future water consumers.

## How it links to the Saving Saffron Brook Project

The interventions at the river will include Natural Flood Management (NFM), Sustainable Drainage Systems (SuDS), and wetlands/pond creation. As part of the programme, we are installing 2 litter booms, one within Overdale Junior and Overdale Infant School grounds and one next to Sir Jonathan North Girls' College and Lancaster Academy, to help clean up the river. Students will be responsible for emptying the litter booms and sharing this information with their school and community. Additionally, invertebrate surveys will be done as they provide a valuable indication of the ecological health of the watercourse and the water quality. Learning about litter booms, the importance of water quality and invertebrate surveys will all be included in this topic.

## How we deliver this topic

This topic will be delivered through classroom-based activities, before finishing with some practical activities both inside the school grounds and outside.






## How many students can this topic include?


This set of learning would be suited to a standard class size or a smaller group, depending on your school's preference.

## Any resources which we need to provide at school?

Ensuring appropriate clothing for practical sessions, pens, paper, a projector or screen, if possible, for PowerPoints

## Activities and sessions

Session Number	Lesson Title	What will be covered	Resources (and who will provide)	Type of activity	Typical length of session	Curriculum links
1	The water cycle	-The water cycles -The importance of water reduction	<a href="#">Great Big Nature Boost - Severn Trent Water</a>		Up to an hour (introduction)	Science – states of matter (Y4)  Geography – the water cycle; distribution of natural resources
2	Reducing water waste	-How can you reduce water waste? -What water devices does your school have or do you have at home?	<a href="#">Water saving tips   Severn Trent Water</a>  Shower timers? Examples of water saving devices		1 hour	Geography – distribution of natural resources  SMSC – encourage students to accept responsibility for their behaviour
3	SuDS	-Introduction to SuDS -Maintenance of SuDS Maintenance of litter booms	<a href="#">Sustainable drainage (susdrain.org)</a>		1 hour	
4	Rain gauge	-Understanding what a rain gauge is and how it can be used -Creating rain gauges in their school grounds	<a href="#">Making a Rain Gauge Create a bottle garden</a>  School provides - Plastic bottles; permanent markers; small rocks; tape		Up to 2 hours  *These can be used in follow up activities to monitor rain fall	Maths – statistics  Geography – fieldwork
5	Invertebrate survey	-Understanding what an invertebrate is and how it relates to water quality -How to take a survey	<a href="#">Freshwater Case Study - Preventing Plastic Pollution</a>  <a href="#">Invertebrate survey</a>		Half a day including background knowledge, travel to the site and	Maths – statistics  Science – living things and their habitats (Y4/Y6)

		-Completing an invertebrate survey (water quality)	<a href="#">Sampling methods</a> <a href="#">Water Survey</a> School provides – clip boards; paper; pencils		completing the invertebrate study	Geography – fieldwork
--	--	--	---	--	-----------------------------------	-----------------------

***This topic has very close links with the marine topic. Please bear this in mind if selecting this topic.***



School based



Offsite/outside of school grounds



Classroom based

## Useful links and organisations

[Severn Trent](#) – Leicester’s local water company that also does environmental projects such as the ‘Great Big Nature Boost’ [Great Big Nature Boost](#).

[Get Involved - Schools and teachers | WaterAid UK](#) A global water charity with useful teaching resources from KS1-4.



# Marine

Protecting and conserving water-based ecosystems.

## Background to this topic

While it may appear that we are far removed from Marine life by being so far away from the seas, our actions impact the oceans daily. Around 8 million tonnes of plastic end up in the ocean each year causing catastrophic problems for the wildlife with around 700 different species being severely threatened by plastic in the ocean. Often, this plastic arrives in the ocean after being washed away by rivers or streams which eventually link up with the sea. Therefore, it is important that we consider our impact on the ocean no matter how far away it might seem.

## How it links to the Saving Saffron Brook Project

Within the Saffron and Wash Brook Catchment, like many places there is a significant amount of litter. Organised volunteer litter picks can be used to remove this litter but also connect residents (and school students) to the watercourse and its wider environment. As part of the programme, we are installing 2 litter booms, one within Overdale Junior and Overdale Infant School grounds and one next to Sir Jonathan North Girls' College and Lancaster Academy. Students will be responsible for emptying the litter booms and sharing this information with their school and community.

## How we deliver this topic

This topic is a combination of classroom-based learning (understanding how marine life is linked with what we do in Leicester, how plastics are broken down and the impact this has on marine life, and what we can do to reduce this impact) and well as practical action.



## How many students can this topic include?




This topic can be delivered to a whole class or smaller group. The introduction makes a good assembly suitable for whole school.

## Any resources which we need to provide at school?

For classroom-based activities – paper, pens and crayons. For practical sessions litter picking equipment (gloves, pickers and hoops). These can be provided if you don't already have your own. We can also provide information to purchase your own equipment to keep in school.

## Potential activities and sessions

Session number	Lesson title	What will be covered	Resources (and who will provide)	Type of activity	Typical length of session	Curriculum links
1	Native species	Learn about native protected species (amphibians, fish, insects, birds)	<a href="#">Marine   Leicestershire and Rutland Wildlife Trust</a>  <a href="#">A spotter's guide to waterway wildlife   Canal &amp; River Trust</a>  <a href="#">31623.pdf (canalrivertrust.org.uk)</a>  <a href="#">UK amphibians guide   WWT</a>  <a href="#">Freshwater Creatures - Freshwater Habitats</a>  <a href="#">Dragonfly cycle worksheet</a>		Up to an hour (introduction)	Science – living things and their habitats (classification – Y4/6); animals including humans (identify and name common animals – Y1)  SMSC – cultural (understanding reasons behind protected species and culture); moral
2	Pond dipping	Recap on native species How to identify and record what we find A trip to the brook/Overdale/Knighton Park/a nature reserve to pond dip at the river and try and identify what you have found	<a href="#">Pond Dipping information</a>  <a href="#">Identification guide</a>  <a href="#">British Newts: An Identification Guide - Woodland Trust</a>		Up to half a day	Science – living things and their habitats (classification – Y4/6); animals including humans (identify and name common animals – Y1)  Maths – statistics  Geography – fieldwork

3	Wetland habitats	Learning about wetland habitats	<a href="#">Wetland Habitats: Rivers, Lakes &amp; Reedbeds   Kids - The RSPB</a>		1-2 hours (in the school ground or outside of school)	Science – living things and their habitats (Y2; Y4 – relate to changes in habitats)
4	Single use plastics	Learning about the amount of single use plastic in fresh water (from clothes when washing, from packaging etc) and challenges to reduce single use plastic  **experiment on clothes washing and fibres	<a href="#">Learn to Love Nature - The plastic issue   WWF</a>  <a href="#">Ocean plastic video</a>  <a href="#">How Students Can Help Reduce Single-Use Plastic</a>  <a href="#">Fact Sheet: Single Use Plastics - Earth Day</a>		1-2 hours	Science – use of everyday materials (suitability – Y2); properties and changes of materials (give reasons for uses – Y5); working scientifically  SMSC – Moral (ethical issues around use of materials)
5	Plastic art	Bring in recyclable materials and create a marine display to showcase how much plastic is in our rivers/oceans  Possible trip to see art made of recycled materials (for Earth day)	<a href="#">14 Animal Art Projects Made with Recycled Materials - Project Learning Tree (plt.org)</a>  <a href="#">12 Inspiring Works of Art on Plastic Pollution — Plastic Pollution Coalition</a>  <a href="#">World Oceans Day: 13 Artists Who Create Art From Ocean Trash   Time</a>		1-2 hours	Art – range of materials; looking at work from famous artists  SMSC – use imagination and creativity; investigate moral and ethical issues

***This topic has very close links with the litter and water topics. Please bear this in mind if selecting this topic.***



School based



Offsite/outside of  
school grounds



Classroom based

## Useful links and organisations

[Trent Rivers Trust](#) - a charity which seeks to conserve, protect, and enhance the rivers and streams of the Trent catchment

[Canal and Rivers Trust](#) – a national charity that’s with volunteers and communities across England and Wales to transform canals and rivers into spaces where local people want to spend time and feel better

[Environmental volunteering](#) - Leicester Environmental Volunteers fulfil a vital role in keeping our parks and open spaces, waterways and streets clean and well maintained so that we can all enjoy them. Our fully trained Environmental Rangers lead regular outdoor volunteering on land and water throughout Leicester, all year round, in all seasons and weathers.

[WWT \(Wildfowl & Wetlands Trust\) | WWT](#) - an international wildfowl and wetland conservation charity based in the United Kingdom

[OPAL: Citizen science for everyone | Research groups | Imperial College London](#) – access to water, biodiversity, bug and air surveys



# Climate Change

**Taking an active role in your community and making our planet more peaceful, sustainable, and fair.**

Climate change is a long-term change in the average weather patterns that have come to define Earth's local, regional, and global climates. Climate change is having a massive impact on our planet with rising temperatures, drastic weather, and mass extinction. However, there are many changes that we can make to our lifestyles which will have a positive impact and slow climate change. These include reducing meat consumption, choosing public transport, walking to school, turning off lights and switches at home and reducing waste.

## How it links to the Saving Saffron Brook Project

A big focus of the project is to conserve the river itself and to prevent flood risk caused by drastic changes in weather. The project work will create climate change resilience through bank restoration, tree planting and grassland creation.

## How we deliver this topic

This topic will mainly be classroom based (understanding the causes of climate change, learning how to reduce your carbon footprint, learning about sustainable forms of energy, and encouraging activism)


## How many students can this topic include?

This topic could work for up to a class of children (approximately 30 children)





## Any resources which we need to provide at school?

Pens, paper, a projector, or screen, if possible, for PowerPoints

## Activities and sessions

Session Number	Lesson Title	What will be covered	Resources (and who will provide)	Type of activity	Typical length of session	Curriculum links
1	Climate change – the facts	-This will be an introduction/overview on climate change overview	<a href="#">The facts Climate change   Lesson Plans for Teachers   Young People's Trust for the Environment</a>		Up to an hour Would work as an assembly	Science  SMSC – moral, cultural (balancing



			<a href="#">9 things you can do about climate change</a>			culture with possible changes needed)
2	What is your carbon footprint?	-Tracking your carbon footprint online and learning about the effects your lifestyle has on the planet. – Setting yourself a challenge for the week of how to decrease your carbon footprint (Walking, cycling, meat free meals, reducing single use plastic, recycling)	A projector screen and/or laptops <a href="#">Ecological Footprint Calculator</a>  <a href="#">Interactive catchment map Primary resource (adobe.com)</a> Paper, pencils, crayons		Between 1 and 2 hours	Maths – statistics  SMSC – spiritual (linking actions with wider world); moral (consequences of actions); cultural
3	Extreme weather events	Climate change impacts on weather and keeping a weather diary for the week	<a href="#">How much does it rain in the UK? - Met Office</a>  <a href="#">5 Day Weather Diary (twinkl.co.uk)</a>		Between 1 and 2 hours Homework	English - diary entry  Geography – identifying weather patterns; climate zones
4	Renewable energy	Taught lessons on renewable/clean energy	<a href="#">Energy Teaching Resources</a>  <a href="#">Renewable energy</a>  <a href="#">Young People's Trust For the Environment</a>  <a href="#">Renewable energy PowerPoint</a>		Approximately an hour	Science/Design and Technology – understanding innovative technologies  SMSC – moral, social
5	Industrial impact	Write letters to councillors/ people in power encouraging them to make a positive change on the climate (e.g. More renewable energy, encouraging public transport	Pens, pencils, paper, crayons		Up to 2 hours	English – persuasive writing  SMSC – moral (offer reasoned views); social (wider community impact)

		by reducing prices, recycling campaigns)				
--	--	--	--	--	--	--



School based



Offsite/outside of school grounds



Classroom based

### Useful links and organisations

[Act Now - United Nations](#) – suggestions from the UN on individual and group actions on climate change

[WWF](#) - World Wide Fund for Nature is an international organization that works to reduce human impact on the environment.

[Young People's Trust for the Environment](#) – useful article on Climate Change supported by the Met Office.

[Met Office](#) – useful resources produced by the Met Office for schools

[WWF carbon footprint](#) – useful carbon footprint calculator for children and young people to use



# Healthy and Sustainable Living

Addressing your, and our planet's health. These two issues are intrinsically linked!

## Background to this topic

It is important to live a healthy lifestyle, and this refers to not only your physical health, but also your mental and emotional wellbeing. Making sustainable choices regarding your diet and lifestyle will have a positive impact on the environment and ecosystem. Production, processing, packaging, and transportation of food is highly dependent on the use of fossil fuels and chemical fertilizers. These can greatly harm our health and the health of the environment. Another factor in people's health is air quality. In Leicester the main source of these pollutants is road traffic which can be especially bad around schools. This both affects children's health and damages the environment.

## How it links to the Saving Saffron Brook Project

One of the aims of the Saving Saffron Brook Project is to engage the local community with nature. This aims to be done through encouraging people to make sustainable changes and improve their local landscape. One way this can be done is through living healthier lifestyles, both mentally and physically.

## How we deliver this topic

This topic will be made up of both classroom-based sessions and practical sessions. The practical sessions can take place in either school grounds, local parks, or nature reserves. The topic will cover sustainable diets, growing your own food, air quality and the importance of mindfulness and looking after your mental health.

## How many students can this topic include?

This topic could work for up to a class of children (approximately 30 children)






## Any resources which we need to provide at school?

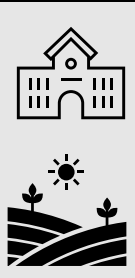
School grounds to implement a vegetable patch

Pens, paper, a projector, or screen, if possible, for PowerPoints

## Activities and sessions

Session Number	Lesson Title	What will be covered	Resources (and who will provide)	Type of activity	Typical length of session	Curriculum links
----------------	--------------	----------------------	----------------------------------	------------------	---------------------------	------------------

1	Having a sustainable diet	Taught session on food miles and sustainable diets	<a href="#">Food &amp; Climate: The Impact of Food on the Environment   ClimateScience</a>		Approximately 1 hour	Science – animals including humans (impact of diet – Y3/6)  Design and Technology – healthy and varied diet; where food comes from; seasonality
2	Edible playground	Creating an edible playground or cultivating it if there is already one in place	Space for a vegetable patch We will provide seeds, trowels, spades etc. <a href="#">Food Growing Resources   Trees for Cities</a>		Between 1 and 2 hours	Science - plants (monitor growth of vegetables – Y1; suitable environment for growing – Y2/3)  Design and Technology – how ingredients are grown
3	Air quality	-Learning about ways to improve air quality (Using examples from the AQAP) -How to monitor air quality	<a href="#">Air quality resources extranet</a>		Between 1 and 2 hours	Science
4	Lichen audits	-Conducting a lichen audit around the school grounds/river/local park to determine air quality	<a href="#">Lichen Projects for Schools   The British Lichen Society</a>  <a href="#">lichen-study-prep-session-lesson-plan.docx (live.com)</a>  <a href="#">Air Survey   Research groups  </a>  <a href="#">Lichen identification guide</a>	 	Up to 2 hours	Maths – statistics  Science – working scientifically

5	Mindfulness in nature	-Holding a mindfulness session in nature (can be done in school grounds, local park, or nature reserve) -Walking the interpretation/nature trail at either Overdale or Knighton Spinney or creating one in your own school grounds	<a href="#">Mindfulness-Minutes.pdf (eco-schools.org.uk)</a>  <a href="#">Being Mindful in Nature (mindful activities)</a>		Approximately an hour	SMSC – spiritual
---	-----------------------	---	--	--	-----------------------	------------------



School based



Offsite/outside of school grounds



Classroom based

## Useful links and organisations

[Air Quality education resources](#) – a whole suite of resources produced by the air quality and education team

[Trees for Cities](#) - a UK charity which aims to plant urban trees and create greener cities.

[Healthy Schools Network \(SDSA\)](#) – The Network is designed to offer school-to-school support for this vital aspect of the wider curriculum

[TCV | The Conservation Volunteers](#)- work with schools in Leicester to help enhance their school grounds and increase food growing.

[Carbon Literacy](#) – we provide free training to students and staff on carbon literacy (which is an awareness of the carbon figures for everyday activities)

[OPAL: Citizen science for everyone | Research groups | Imperial College London](#) – access to water, biodiversity, bug and air surveys



# School Grounds

Improving School Grounds for students, staff, plants, insects and animals.

## Background to this topic

Improving school grounds through making them greener and more sustainable.

## How it links to the Saving Saffron Brook Project

Education is a big focus of this project and one of the aims is to bring children closer to nature. We want to improve the whole catchment through developing areas including school grounds which often make up large areas of green spaces. Implementing items such as litter booms, edible playgrounds, and habitats for wildlife into your school grounds will help to achieve this.

## How we deliver this topic

This topic will mainly be made up of practical sessions that can be done in your school grounds. The topic will cover aspects from the other themes but will be focused on improving your school grounds. This will be done through creating more green space, cleaning up the school grounds and encouraging wildlife.

## How many students can this topic include?






This topic could work for up to a class of children (approximately 30 children)

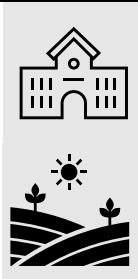
## Any resources which we need to provide at school?

Ensuring appropriate clothing for practical sessions, green space, wood, pens, paper

## Activities and sessions

Session Number	Lesson Title	What will be covered	Resources (and who will provide)	Type of activity	Typical length of session	Curriculum links
----------------	--------------	----------------------	----------------------------------	------------------	---------------------------	------------------

1	How would you like your school grounds to look?	-Design what you would like your school grounds to ideally look like -This can include items such as flower beds, edible playgrounds, biodiversity plots, a nature trail, a sensory garden etc.	Pens, pencils, paper, crayons		Between 1 and 2 hours	Art - range of materials  SMSC – spiritual
2	Camera trap practical	-Learning how to set up a camera trap and how they work -Identifying a location in the school grounds to set one up - Collect the trap 2-3 weeks later and look at the footage (in an assembly perhaps)	<a href="#">How to use a camera trap   The Wildlife Trusts</a> We will provide the camera traps		-Initial session will be approximately an hour - Collecting trap and sorting through footage – 1 hour	Maths – statistics  Computing – use technology to purposefully create, organise, store, manipulate and retrieve data
3	Habitat building	Creating habitats in school grounds such as hedgehog houses, bug hotels etc	<a href="#">Wildlife Gardening   Leicestershire and Rutland Wildlife Trust (lrwt.org.uk)</a>  -Wood, cardboard,		Up to 2 hours	Sciences – animals including humans (habitats – Y1/2/4/6)
4	Wildlife and plant survey	Creating a plot/quadrant and recording the plant species in the area, type, age, height if a tree	Measuring tape <a href="#">Recording the Wildlife of Leicestershire and Rutland   NatureSpot</a>		Approximately an hour	Maths – statistics  Science – working scientifically
5	Rain gauges	Creating a rain gauge or rainfall garden and setting them up in the grounds	<a href="#">Making a Rain Gauge (communityplaythings.com)</a>  <a href="#">create-a-bottle-planter.pdf</a>		Up to 2 hours	Maths – statistics  Geography – fieldwork

6	Tree planting	Tree planting practical In the school grounds or could be done elsewhere if this isn't feasible	Green space Seeds Spades, trowel		Up to 2 hours	Science – living things and their habitats (Y1/2 - identification of trees; Y4 – human impact)  Geography – human impact
---	---------------	--	--	--	---------------	--



School based

Offsite/outside of  
school grounds

Classroom based

## Useful links and organisations

[Trees for Cities](#) - a UK charity which aims to plant urban trees and create greener cities.

[Leicestershire and Rutland Wildlife Trust](#) – Our local wildlife conservation charity that also run environmental workshops in and around Leicester. They also have produced a [literacy and number education pack](#) which has been very well received.