

LEEDS
YEAR OF CULTURE **2023**

Under Our Feet

Education Pack

An education pack for
schools produced as
part of This is a FOREST
by LEEDS 2023

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About This is a FOREST

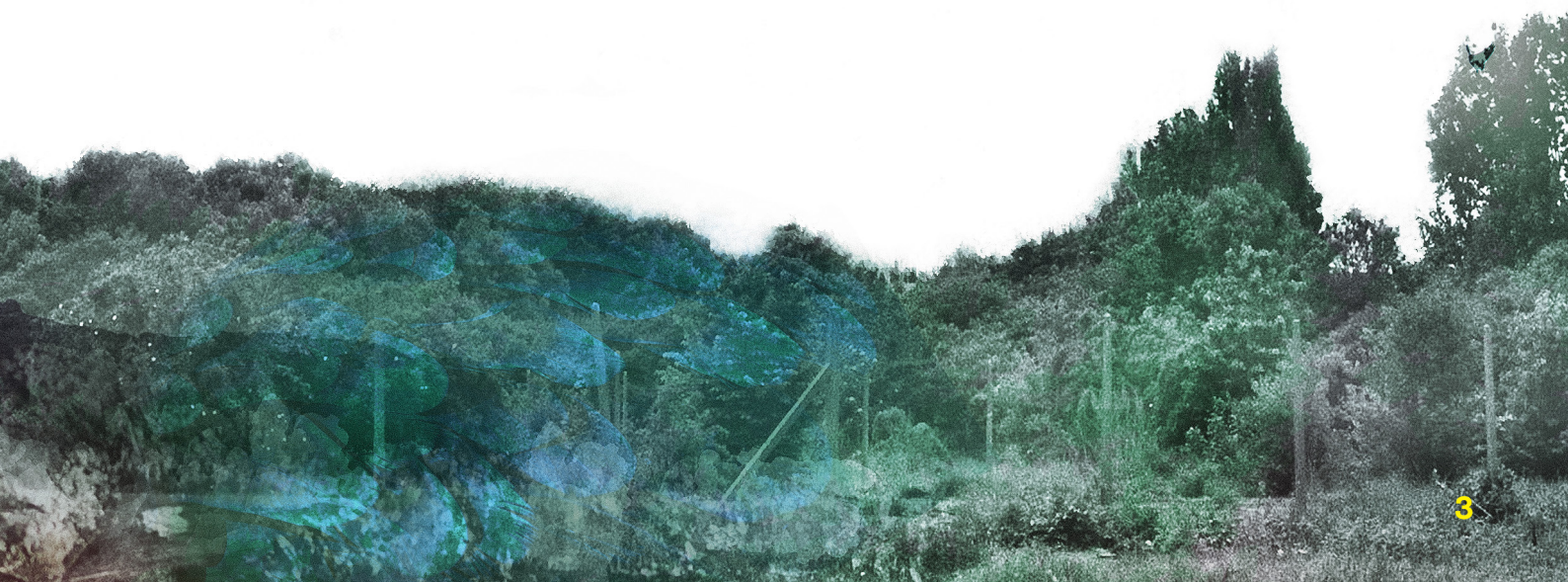
This is a FOREST was a signature project as part of LEEDS 2023's artistic programme, co-produced by artist collective Invisible Flock. This is a FOREST was exhibited at Moda, New York Square, from 6th October – 26th November 2023. Through art, sculpture, film and data, This is a FOREST explored what might be possible if we work with - rather than against - nature, exposing systems and structures that prevent ecosystems from thriving.

The artworks invited us to explore ownership of earth, soil, air and water. Beyond its financial value, what is land worth in ecological, health and social terms?

Invisible Flock is a multi-award-winning interactive arts studio, based at Yorkshire Sculpture Park, who create sensory environments and installations where human and planetary health meet. This project saw them collaborate with Anushka Athique, Vandria Borari, Nwando Ebizie, Outi Pieski and Jenni Laiti as they journeyed across 50 sites in Leeds in an attempt to reclaim a part of the city as a forest.

Under Our Feet Education Programme

As part of This is a FOREST, LEEDS 2023 developed a creative learning programme for schools to engage in the themes of the project, exploring land use and considering what might happen if we work with, and not against nature. We commissioned freelance creative producer May McQuade to develop a scheme of work entitled Under Our Feet in collaboration with local community organisation Hyde Park Source. In summer 2023, 15 schools took part in the project, using these resources to learn about nature, human geography, ecosystems and land use, and developing a small plot of land on their school site. We also funded teachers to undertake Forest School Level 1 training to develop their teaching practice. As part of the legacy plan for LEEDS 2023 these resources are now free to use and we hope many more schools will engage with these themes and enjoy learning about nature.





HYDE PARK SOURCE

WE CAN HELP YOUR SCHOOL CONNECT WITH NATURE



Consultation & Design. Working with your children, and wider school community, to turn ideas into fully costed designs. Support with funding bids.



Build . Our experienced team will work with you to carry out the installation. Where suitable we can include your school community in the practical work.



Community Work Days .We can bring large groups of volunteers to your site for one off work days - perfect for clearing neglected areas!



OUTDOOR EDUCATION

Regular Sessions. Our staff can run weekly outdoor education sessions with your kids, designed around the outdoor space you have, the needs of your school and your budget.



Teacher Training. We can provide different types of training and CPD support for your staff. This can be tailored to your setting and needs.

Contact us for more details!



WWW.HYDEPARKSOURCE.ORG

How to use this pack

Under Our Feet is a programme of activities which invite you to explore the land around your community and school. The scheme of work is designed to last a full term, or 12 weeks. You will lead your learners on a journey into ecology, land and the natural environment. Learners will learn through thinking, playing and doing about their local environment and will learn something about themselves too. Unique to this project is the incorporation of Forest School pedagogy, which is exploratory, set entirely outdoors and based around process and play.

There are a range of activities both cognitive, playful, sensory and movement-based to suit all learners. Teachers are encouraged to use their autonomy and expertise to present the material to their groups as they see best.

Finding your plot of land

A key outcome of this project is to find an area of land that can be accessed within a school day. A site that has the potential to be used for outdoor learning, physical activities, forest school sessions, community connections, planting or rewilding. Invisible Flock's work looks at ways that urban space can be returned to nature, so ideally your site will not already be a forest, but will have the potential to become one. Hyde Park Source can support you in finding somewhere suitable and developing this land. If an area of the school grounds is currently underused, this could be a good space to develop.

You must have found your site by week 7 onwards, as Week 7 activities are all based on the site.

The lessons in this pack are more creative, but the last two lessons focus on what you want your plot of land to become. The final aim is that you will then work collectively to transform your plot of land. This could be done over a longer period of time, after the 12 lessons have finished. You could fundraise for this through school, and work with Hyde Park Source who can support you practically with this.

Here's some ideas for what your plot of land could become:

- A vegetable garden
- A pond habitat
- A bug hotel complex
- A wellbeing space or prayer garden



Materials you'll need

Topic 1	Coloured pencils, natural materials (e.g. leaves, twigs, moss)
Topic 2	Google maps, art materials (e.g. pencils, paints, charcoal, fabrics, glue, scissors), compass, timer, cameras (optional)
Topic 3	Scarfs/ribbons, mini-whiteboards and dry-wipe pens, biros, a camera to capture finished work, card, sit-mats (optional)
Topic 4	1m measuring tape, sticks.

How this project links to the National Curriculum

This project is inter-disciplinary and links to the National Curriculum across a range of subjects:

Subject	Key Stage 2	Key Stage 3
Geography	<p>Describe and understand key aspects of physical geography</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p> <p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>
Science	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis</p> <p>The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops</p> <p>The importance of plant reproduction through insect pollination in human food security</p>

Subject	Key Stage 2	Key Stage 3
English	<p>Reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p>Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</p>
Art & Design	<p>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution.</p>
Drama	<p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p> <p>Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.</p>	<p>As KS2.</p>
Citizenship	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; - to share their opinions on things that matter to them and explain their views; - to recognise, name and deal with their feelings in a positive way; - to think about themselves, learn from their experiences and recognise what they are good at; e.g how to set simple goals. 	<p>Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood</p>

Learning aims and outcomes

- Developing learners' perceptions of and connection to forests
- Learners can articulate their thoughts and ideas in different ways
- Exploring how humans are connected to nature
- Exploring how humans are part of nature
- Understanding of folklore and storytelling and its contribution to identity and place
- Understanding of how lifestyle and access to space and resources can impact well-being, community cohesion, carbon emissions and city planning
- Reflection on personal needs and own connection with place
- Being observant and noticing
- Recording information and data in an appropriate way
- Awareness of Forest School methodology
- Exploring how activities could impact the site and things we can do to reduce negative effects (taking rubbish away, not picking new shoots, being mindful of habits, etc.)
- Deep listening
- Awareness of the 5 senses and how they help humans to understand their environment
- Learners can deepen their connection to nature through switching off 'thinking brains' and tuning into the senses.
- Noticing detail: textures, shape, form, function, colour, pattern
- Developing confidence to interact with nature without having to know names
- Working intuitively as a group without a predetermined outcome
- Appreciation for different natural forms, colours and textures



Yupirungawa, Vandria Borari - David Lindsay



Last to Bloom First to Fruit - David Lindsay



FOR EST PRO TEST - David Lindsay

Overview of the scheme of work

Topic One: What is a forest?

This first topic introduces forests as both creative inspiration and as a vital part of life on earth. The activities will encourage personal responses, unique to each learner. This topic can be done entirely in an indoor classroom and some activities require worksheets and videos, but many aspects could take place outside; for example, group discussions or collaborative creative tasks. When learners are making artworks, you are encouraged to introduce natural materials i.e. charcoal, handmade paper, vegetable dyes, leaves, feathers, twigs and twine.

Topic Two: Exploring the land around me

This topic will deepen learners' understanding of the area local to school and will lead to a site being identified for the rest of the project and beyond. It encourages learners to think of the idea of a neighbourhood and connections between environment, lifestyle and access to space impact community cohesion. Activities also encourage learners to think about ownership in relation to land. Once you have found a site the next topic will encourage learners to explore and plan for its future.

Topic three: Getting to know the site with Forest School activities

These activities are designed to be delivered outdoors in your chosen site, whatever the weather. You may need a high teacher-to-learner ratio. You may be in an area with lots of natural objects or somewhere more urban, both settings can work. These activities are ways for students to explore the site, they are inspired by the Forest School pedagogy which is student-led and focuses on play.

These activities can be done in any order, pick and choose the activities that work for your group and ideally leave the mapping activity until last. In total this topic could cover up to six hours of time. Some of these activities are simple and may appear to be designed for younger children. But Forest School works brilliantly for all ages, including adults. This topic is experiential and aims to calm busy minds by encouraging focus and presence.

Topic four: Investing and rooting

This final section aims to do two things: reflect on learning and make plans for the future of the site. These activities are designed to be done in the order shown and are deliberately open ended as each group will be in very different circumstances and environments. The challenge here is to balance dreams and aspirations with practical realities and at all stages for learners to lead. Depending on the needs and interests of your group the plans created may be imaginary but this section can also be a way for learners to feed into real plans and strategy around use of the land.



Activities

Preamble

Broadly introduce the whole project to your class, giving them an outline of what to expect in each section and an overview of what they will be doing.

Starter

Word association: Create a collaborative spider diagram of words that learners associate with the word 'forest'. Elicit what you would expect to see in a forest/what would live in a forest.

Development

Creative response: Invite learners to choose three of the words as inspiration for a drawing. Here you could encourage both abstract and descriptive responses.

Plenary

Sharing and reflection: Learners reflect on their process by presenting their picture to the group and explaining their inspiration. You could facilitate a discussion around why there are different interpretations.

Extension Activities

- How many different languages are spoken in your class? Invite learners with other languages to share their word for 'forest'. Here you could discuss how languages are written down differently and how forests may be different in different countries. Invite learners to write the word for 'forest' in their language on the board.
- Write a recipe or poem for how a forest is made (ingredients, timings, flavours). Share poems with the class.

Learning Questions & Prompts

How does a forest sound/smell/feel?

What forests in the world can you name?

Why are these forests important?

Resources

- Coloured pencils
- [Forest sounds to play whilst working](#)

Activities

Starter

What do learners already know about ecosystems? You could split the word and discuss ‘eco’ and then ‘systems’.

Development

Watch BBC video and ask learners what other ecosystems they can name. Some learners may be able to think about what ecosystems humans are part of. Check understanding by asking the following questions:

1. Where do humans fit in the ecosystem?
2. What would happen if more trees were planted?
3. What would happen if more trees were cut down and burnt or left to rot?

Plenary

Becoming an ecosystem

- Option 1: In groups, invite learners to find movements inspired by how a forest ecosystem works. For example, learners can assign each member of the group the role of tree, water, soil, CO₂, the sun, oxygen, rain, and act out how the tree is connected to its life-sources.
- Option 2: play sounds of water or air and allow learners in groups to move as if they are one of these elements. ‘Move as if you’re air’, ‘move as if you’re a tree’, ‘move as if you’re rain’. (This can be done outdoors in nice weather or indoors if space is limited.)

Extension Activities

Interconnected Beings (think BIG!)

Try to do this exercise outside so that learners can use their senses outdoors – maybe, depending on the group, a 2-5 minute embodiment exercise such as meditation, breathing, stillness and listening could help learners feel into being part of nature.

In pairs or small groups, learners tackle one of the big questions from the ‘Interconnected Beings’ worksheet, then present answers back to the group.

If working outside, students could choose something in nature to represent their answer. Note: there are many answers to each question, some are hypothetical. You could encourage learners to share what they are thinking if they are struggling to settle on an answer.

Learning Questions & Prompts

How does a forest sound/smell/feel?
 What forests in the world can you name?
 Why are these forests important?

Resources

- [BBC video on ecosystems](#)
- Worksheet: Cut out a question for each group.

ActivitiesStarter

Group discussion: What is folklore? Why are the stories created, how are they passed on?

What folktales have children heard of? Are there folktales from different cultures that children know about?

Elicit some answers from learners & read aloud the information about The Leshy (see Appendix)

Development

Leeds used to be an ancient forest called Leodis. What would the guardian of Leodis look like?

If outside: Using natural materials learners create a creature that might live in the forests of Leeds.

If Inside: Learners write or draw a description of their creature.

Plenary

Story writing and/or drama activity.

Learners can use their creature as a central character in a story. Ask learners to consider how their creature is part of their natural environment and how it interacts with it. Learners can write a story, draw film scenes or comic strips or create a dramatic scene in groups.

Learning Questions & Prompts

Prompts for Leshy creative task:

- How would someone recognise the Leeds Leshy?
- What does it want?
- What powers does it have?
- What does it think of us humans?
- How would you describe it to someone else?

Resources

- Worksheet: The Leshy
- Natural materials (e.g. leaves, twigs, moss)

Activities

Starter

Introduce the idea of a ‘neighbourhood’. You could list names of areas within Leeds or ask about the difference between what surrounds the school and what surrounds learners’ homes. Encourage learners to think about why an area might be described as a neighbourhood – e.g. what do people need in a neighbourhood?

Use google maps satellite view to take a screenshot of your school’s 20 min neighbourhood (roughly 1 mile squared)

Ask learners to annotate:

- Natural areas or green spaces
- Water or bridges
- Local ‘landmarks’ that they recognise
- Roads and paths
- Places where people live
- Places where people work
- Where is my closest forest or where could there be a forest?

Development

After reading the information on 20 minute neighbourhoods, give learners 10 minutes to complete the following questions. As this project is being delivered at school the questions focus on your school’s surrounding neighbourhood.

- Write a list of the things you think it is important to have in walking distance
- What places or buildings do you go to the most frequently?
- What does ‘accessible’ mean and what would this look like in a neighbourhood?
- Do different people need different things from a neighbourhood?

Show learners the 20 minute neighbourhood video – check for understanding – why a 20 minute neighbourhood? What are the advantages?

Extension Activities

Who Owns England?

These are think-heavy exercises.

Firstly, introduce learners to the concept of land-ownership, who has access to the land. Ask how many of them often go for walks in the countryside or have access to a big park in their local area. Try and gauge their thoughts about it.

Use this news article and the quote “Over half of the UK owned by less than 1% of the population and we have public access to just 8% of the land.” (Guardian, 2019) to introduce this issue to students – What is the problem with this?

Task 1 – Divide the class into small groups and pose the question:

What do you think are the difficulties in changing the way land is used in England? Facilitate a class discussion

Task 2 - Groups must then work together to present a campaign to answer the question: ‘How would you divide the land in Britain if you could start again?’

Resources

- [20 minute neighbourhood website](#)
- [20 minute neighbourhood video](#)
- [News article](#)

ActivitiesStarter

Explain that part of this session will involve walking outdoors and that learners will be observing and noticing. Considering work from the previous sessions, what will the groups be looking out for?

Development

Split the class into 4 groups, each will walk* for five minutes in different directions (N, S, E, W).

Use worksheet 'Local Walk prompt sheet' as a prompt.

*If it is not suitable to take your group outside due to staffing capacity or safeguarding, you can explore the neighbourhood using Google maps in the classroom.

Groups can record their data in many different ways, e.g. annotating a map, sketches, taking photographs, audio-recordings, writing notes.

Plenary

Group sharing – what did learners experience and notice as they walked around? What and how did they record their data? Invite learners to share their work with the group.

Extension Activities

Invisible Flock spent 18 months looking at sites all around Leeds which are not currently used. They are disused, abandoned, derelict. Consult their [map](#). Choose three sites. They may be in or near your neighbourhood, or you may have never seen them before. Using all the information you have – which may be a lot or a little – imagine what they could be. In small groups spend some time (15-30 mins) coming up with a proposal for the city. You have 1 minute to present this to your “mayor” (which may be a teacher or a nominated learner) who will decide whether to commission it or not.

Resources

- Worksheet: Local walk prompt sheet – key geographical questions
- Compass
- Google maps
- Timer
- Cameras (optional)
- Art materials

Week 6

Activities

This lesson is designed to take place outside.

Starter

Listening exercise: Sitting in a circle on the ground. Learners listen to what they can hear. This is a listening game where learners must listen to each other as well as what's around them – one by one they have to say aloud what they can hear, but they must not talk over each other.

Development

Set ground rules for working outside over the next few weeks:

Discuss with learners how they can work safely and sensibly outside. Together you will make a live risk assessment. You could choose to document this into a class agreement or contract.

Here are some ways to involve learners in thinking about how behaviour or rules might be different outside.

Split learners into three groups, each taking one of the following categories to decide on how we will look after it during sessions. Feedback and discuss.

- How will you look after yourself?
- How will you look after others?
- How will you look after nature?

Suggestions:

- Give learners scarves or ribbons to tie to things to define the boundaries of where they are allowed to go (think about being in eye/ear shot).
- Ask learners to choose a noise/call that you will use to bring them back together after an activity (woof; howl?)
- Do a live risk assessment with the group. 'Looking for danger' at ground level, waist height, head height and overhead. This could also include a litter pick to prepare the site.

Plenary

This is Hide and Seek but backwards. One player hides and the others must go hunting for them individually. When they are found, instead of announcing it they must hide with them. The last person hunting then becomes the original hider in the next round. This game teaches patience and cooperation.

Discussion: Why might animals need to hide in nature? E.g. predators watching prey. What makes them good at hiding? E.g. camouflage, size and agility.

Resources

- Scarfs/ribbons

Week 7

Activities

These activities take place outdoors in your chosen site.

Starter

Begin with a brief grounding exercise. Ask learners to sit on the ground and take 10 deep breaths. You can do this in unison as a group, guided by the teacher. Ask them to feel the grass beneath them and listen to what's going on around them. Learners can close their eyes if they feel safe to do so. This invites them into the space and helps with attention.

Play Eye Spy to encourage the group to look closely at surroundings. You could experiment by adding in shapes or colours that you can see.

Development

Give learners the scavenger hunt worksheet to collect items. This will work best in a natural wooded area where there are lots of loose parts. If your area is more empty or urban you could do the whole activity as one group or in two large groups rather than individually. After collecting items, ask learners to sit in groups and compare their collections.

Further questions: What made you notice that object? Where do you think that object comes from? Can you describe the features of that object?

Plenary

Creative activity: clear an area on the ground. Learners take it in turns to arrange the natural items collected from the site to make an artwork or sculpture. You could introduce boundaries, for example; without talking, not allowed to move what someone else has put down or everyone has 2 turns.

Encourage learners to notice the patterns of the objects e.g. symmetry, shapes or spirals.

Reflection: Once you decide the piece is finished ask the learners to reflect on what bits they like and why and what they notice about the objects after looking closely at them.

Resources

- Worksheet: 'Scavenger Hunt list'
- A camera to capture finished work

Week 8

Activities

These activities take place outdoors in your chosen site.

Starter

Establish existing knowledge of birdsong. Some learners may be able to recognise or imitate specific calls, some may have memories or stories about hearing birds. Any learners that are D/deaf may have different ways to identify birds e.g. phone apps like BirdUp. Discuss why birds (and other animals) might make noise and why would they have different calls?

Stand in a circle and demonstrate how to listen really carefully, like a deer would in the forest.

Explain that deer have bigger ears than us and that we can make our ears bigger by cupping our hands behind our ears. Stand with eyes closed, feet still and no talking, and just listen.

Development

Ask learners to find separate spots where they can sit comfortably and listen for 2 minutes. Learners can create a map of sounds with their own ears at the centre of the map. Give everyone a blank piece of card or use whiteboards. Ask learners to draw symbols to represent what they hear in front, behind and above them.

Plenary

Learners share their sound maps and describe the types of noises and how it felt to listen for 2 minutes. Discussion questions: why forest animals need to have good hearing – e.g. to listen for predators. How might human noise impact bird song?

Resources

- White boards and markers/pen or card
- Sit mats - optional

Week 9

Activities

These activities take place outdoors in your chosen site.

Starter

Introduce the concept of mapping as a way to visually show information. What types of maps can learners think of? E.g. Crime detective maps, computer game maps, maps of the body, maps in fantasy books of other worlds.

Development

Ask learners to make a map of your site. Consider the following:

1. What information would they like to show? And how will this information be gathered?
2. What symbols will you need for your map key?
3. Who is going to be reading your map?

As well as mapping the physical features of the site, you could introduce other more abstract and creative elements and encourage the maps to be artistic rather than scientific.

Ideas for things to measure and map:

- Different shades of green
- Heights of plants or trees on the site
- Where there are habitats
- A map of light and shade
- How many bugs are in different areas
- Could learners describe how different areas feel?
- Mapping the different textures
- A map using photos
- A map of the water on site or ways that water would flow or pool
- A map of sounds that you can hear in different positions
- Mapping different species of plants, insects, fungi, animals.

Extension Activities

Experiment with different ways of taking in information on the site.

- Magnifying glasses
- Kaleidoscopes
- Blindfolded (listening or touching)
- Smells
- Mirrors
- Is there anything you can taste?

Reflection

Encourage learners to talk about their experiences, what happened, what did they notice and how did it feel? What insects or animals do learners know who have developed particularly strong senses?

Learning Questions & Prompts

LOOKING DEEPLY, HOW DO YOU FEEL?

- Can you find a plant growing on the site?
- How does this plant make you feel?
- How do you think it got there?
- If it kept growing how would it look?
- Can you draw it?
- If it had a voice what would it say?
- Look closely at the soil, this soil is a forest...
- Can you describe what you see growing there?
- How healthy do you think it is?
- What do you think can grow in it?

Resources

- Examples of maps



Topic 4: Investing and rooting**Activities**Starter

Encourage learners to talk about their experiences, what happened, what did they notice and how did it feel? What insects or animals do learners know who have developed particularly strong senses?

Development

Collective storytelling: Remind learners of the folklore and storytelling from topic 1. Collaboratively, tell the story of this project out loud from start to finish inviting learners to add details. Highlight key moments and bring together a narrative. This can be done visually or performatively depending on your group. If the group is large you might consider splitting them into smaller groups, then having a group tell the story to another group.

Individual – art activity

Invite learners to create something that signifies the story. If you are outdoors, using found natural materials or indoors using craft supplies. If you took any photos these could be printed and used to document and reflect.

Plenary

In groups, ask learners to tell the story of this plot of land. What did it used to be? What has it become? What will it be in the future? This could be made into a written story, a poem, performance or documentary style film.



Activities

The plan for this week is to make a decision and plan for how you will transform your site – it is up to you if this is a group decision with learners or one made by the teacher in advance.

Starter

Using the storytelling ideas from the previous session, share ideas for what the site could become or could be used for. This could be a very open discussion if you have not got a definite plan yet, or could be guided by you. In this discussion you could take a vote or decide on a final plan, or leave this open for further discussion.

Prompt questions:

- Who is this land for?
- Who do we want to enjoy it?
- When will it be used?
- What are the conditions (eg does it get sun? Is it near water?)
- What is our budget and time resource?
- Who will do this project and what skills do they have?
- Do we need to raise money for this?
- How long will it take?

Development

What is a manifesto? Refer to examples from popular culture. Why might groups make a manifesto? What are their intentions?

Splitting the group according to interests, create a 'master plan' or 'manifesto' for the site including;

- A description of the site and why you are interested in it.
- The long term vision
- What is needed now to achieve this vision
- Optional: How can other people or groups be involved?

This could be displayed at school, sent to parents, posted to local businesses and residents, displayed as signage around the site or presented in assembly.

Plenary/homework

Ask learners to sketch or map out, or create a mood board for their site. This could be done at home if more time or access to a computer is required. These could then be brought back and shared before a final plan is made.

ActivitiesStarter

Ask learners what they do in their everyday lives to support nature. Encourage them to think about activities at home, such as recycling or planting flowers, to activities outside such as walking to school, or picking up litter. Make a list of all the learners' suggestions.

Development

Introduce the concept of Ecosystem services, using [this website](#) to support.

Ecosystem services are the contributions which the ecosystem makes to human wellbeing and quality of life. For example, healthy soil will lead to better plant growth, which may contribute to more produce being grown for food, or healthier flowers for human enjoyment and wellbeing.

They are broken down into four categories:

Provisioning – The physical good which can be taken from the environment, the provisions such as food, water, and wood

Regulating – The services the ecosystem provides to regulate our environment for our benefit, such as cleaning our air, controlling erosion, flood prevention, or water filtration.

Cultural – The cultural benefits the environment gives us, such as health and wellbeing, enjoyment and education.

Supporting – All the services the ecosystems need to function, such as the nutrient cycle, habitats for creatures to enable them to live and contribute to other services, and soil formation to enable plants to grow. These supporting services form the basis of the above 3 services.

Plenary

Can learners prioritise which areas to focus on? This could be informed by need, interests or other practical factors.

Closing circle

Allow learners to think about their individual wishes for the future of the site. You can remind them of the manifestos they created. You can also use this moment for learners to share their favourite memories of this learning journey and share what they had got out of it.



Worksheet 1: Interconnected beings



How are you a part of nature?



What do you depend on to survive?



What effect do the seasons have on us and other organisms?



Where is your natural habitat?



How many trees does it take to make a forest?



A forest isn't something that can be created instantly, it takes investment over time. What are you investing in that will have results in the future?



What is nature?



What does wilderness mean?





In folklore, the Leshy is a guardian of the forest, coming from Pagan Slavic mythology. The Leshy rules over the forest and hunting, he is there to protect the forest and is a shapeshifter, sometimes taking the shape of an animal, human, or even a tree, river, or mighty wind. The colours of the Leshy are black, green, brown and tawny - the colours of nature. He can change form, size and height. In some stories, the Leshy is described as having a wife and children, but in some myths the Leshy is depicted as a solitary being, with only one Leshy living in each forest. The Leshy is sometimes said to live in old dry trees, in tree stumps, in caves, and even underground. It is said that animals and forest creatures live alongside the Leshy, who acts as a master or shepherd of all the woodland creatures and governs the animals. The Leshy can be a malevolent figure, full of mischief and trickery, and can misguide wanderers in the forest. The Leshy can have a negative attitude towards humans if humans are deemed to be threatening the forest.





Key geographical questions

What is the name of this place?

Where is this place and which other places are near it?

Is it a village, town, suburb or part of a city?

What types of buildings can we find and what are they used for?

What different types of land-use can we find?

Are there any green spaces and what are they used for?

Who lives here and what do they do?

How do people use this landscape in different ways?

Are there any local 'landmarks'?

What types of transport links can we find?

What evidence is there of connections to other places?

What was this place like in the past?

How and why is it changing?



Worksheet 4: Scavenger hunt list



Can you find a natural thing that is...



Soft

A home for something

Shiny

Layered

Rough

Edible

Smooth

Dead

Delicate

Alive

Floats

Crunchy

Cold to touch

Colourful



Can you find a natural thing that is...



Soft

A home for something

Shiny

Layered

Rough

Edible

Smooth

Dead

Delicate

Alive

Floats

Crunchy

Cold to touch

Colourful

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