

Green Tree

Schools Award Project



Pre-visit

Outdoors

Post-visit

PROJECT CHECKLIST

We have created these projects to help you gain ten points towards your Green Tree Schools award and help you to gain your Platinum Award. You need to complete both projects and have a total of 30 points to gain your Platinum award.

While working on these projects, you will complete:

- A pre-visit activity.
- An outdoor activity – i.e. a visit to a wood or somewhere near your school with trees (such as a park or your school grounds).
- A post-visit activity.
- Record your progress on the checklist below.

Let us know that you have completed the projects by logging onto the award thewoodlandtrust.education.co.uk/schoolshomepage

A WOODLAND PERSPECTIVE	
We have completed:	Tick boxes
Pre-visit	<input type="checkbox"/>
Outdoors	<input type="checkbox"/>
Post-visit	<input type="checkbox"/>

WILD TRAILS	
We have completed:	Tick boxes
Pre-visit	
Learning about woodland animals or	<input type="checkbox"/>
Learning about trees	<input type="checkbox"/>
Outdoors	<input type="checkbox"/>
Post-visit	<input type="checkbox"/>

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A WOODLAND PERSPECTIVE

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INTRODUCTION

This learning pack is one of several resources that schools can use as part of the Woodland Trust's Green Tree Schools Award scheme. It provides a great opportunity to use the outdoor classroom and introduce children to the wonderful woodland environment. Packs can be used within any accessible wood, but are also suitable for use in parks and other green spaces where groups of trees are available. They can be used on their own or in conjunction with the other packs available.

Each pack contains the key resources you will need to introduce your pupils to a new topic, continue learning outdoors, and reflect on their woodland experiences back at school.

Packs contain:

- Teacher's notes (with links to Curriculum for Excellence (CfE) Second Level – capacities, experiences and outcomes, approaches and contexts).
- Worksheets for pupils.
- Risk assessment guidance.

Pre-visit

These activities are designed to help children discover how objects, people, animals and nature can all look very different if we look at them from other angles. For example, what does a plant look like from below? They will also help the children learn about taking photographs from different perspectives. Teacher Notes and activity sheets "A Different View" and "Taking Photographs" guide the children through this process utilising the school environment.

UNIT IN BRIEF

This pack enables teachers to get their class into the woodland to take photographs that can be used to create imaginative artwork and to share with other children at school. The pack introduces the children to perspective and the idea that we often look at things in only one way. It aims to allow the children to see things from a different point of view and to translate their ideas into art. The pack is divided into three sections – pre-visit, outdoors, and post-visit. These activities can be used as standalone activities or as a series of lessons; the Project Checklist explains which activities must be completed to gain your Green Tree Schools Award.

Outdoors

The second set of activities are carried out during a visit to a nearby wood or park with trees and suggest things that the children could take photographs of and new ways to look at these. Activity sheet "Finding A View" allows the children to record information about the photographs they have taken.

Post-visit

Post-visit activities can be used as they stand or adapted to allow the children to create individual or group pieces of art. This section starts the children thinking about their own art and what they want to create using the photographs they have taken as a starting point. Teachers can choose an appropriate art activity to suit the materials and time available. This section also encourages the children to think about their work, how they could further develop it, and the ideas they have used.

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Teacher's notes

Pre-visit

Outdoors

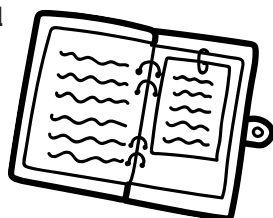
Post-visit

UNIT IN BRIEF

The pre-visit activities help the children to explore the concept of perspective. For example, how would you view the school differently if you were an animal?

Equipment and resources required

- Cameras.
- Activity sheets "Different view" and "taking photographs".
- Story involving a wood.
- Nature Detectives Spotter sheets.



Suggested time: 60 – 90 minutes



Children will learn:

- How to explore ideas for different purposes.
- How to collect visual and other information to help them develop their ideas about the environment.
- That living things and the environment need protection.
- That different plants and animals are found in different habitats.
- The knowledge, skills and understanding through using a range of materials and processes, including ICT.

Exploring and developing ideas

On the Woodland Trust and Nature Detectives websites there are wide range of sheets and images that can be used to inform discussion with children and to introduce woodland. The links below are examples of the spotter sheets that can be used to give children an idea of things they might find in the woods.

woodlandtrust.org.uk/naturedetectives/activities/2015/06/fantastic-fruits-and-seeds/

woodlandtrust.org.uk/naturedetectives/activities/2015/06/twig-hunt/

Explain to the children that they are going to be completing art work that is based on different views and perspectives of woodland.

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Pre-visit

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Post-visit

QUESTIONS TO PROMOTE THINKING AND DISCUSSION

Where are our local woods?

Discuss whether the children have ever visited the woods and what they have seen there.

How do woods and trees make you feel?

Do the children like woods or do they associate them with feeling scared? Children's stories such as the Gruffalo, Hansel and Gretel, Red Riding Hood etc. often have scary creatures or people living in woods. You may want to read a brief excerpt from one of the stories.

What features might they see in the wood?

Consider man-made as well as natural features that children might see in the wood such as stone walls, fences, or old buildings. You might want to use the spotter sheets from the Woodland Trust website to look at natural features such as fungi, lichens, leaves, seeds and animals.

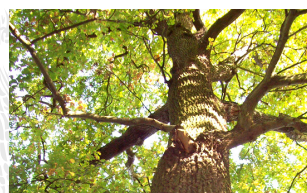
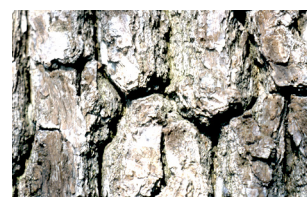
How might someone or something else see the woodland differently?

Think about how different people or animals might see the woodland differently. For example, a bird's eye view of the woodland would be very different to that of a hedgehog. Show the children examples of photographs taken from different viewpoints, for example an aerial view of a wood. Then discuss with the children what they could take pictures of in the school environment:

- Benches from above or underneath.
- Plants.
- Things in the classroom – desks, pens, books.
- Trees close up to show the bark.

Activities

1. Use the handout called "A Different View" to get children thinking about what it is like to look at landscapes from different viewpoints. Give the children some examples of things that they could draw – what would a blade of grass look like if you were a beetle? What would a tree look like if you were a bird?
2. Before undertaking the visit to the woodland it is a good idea to give the children some information on taking photographs. Once they have been shown how to use the cameras the children can then use the "Taking Photographs" handout to practise some of these techniques – perhaps in the school grounds before going on the woodland visit.



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Pre-visit

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A DIFFERENT VIEW

There are lots of different ways to view the world around us. Imagine if you were an insect or a bird – what do you think your school would look like to you?

In the space below draw a part of your school from a different viewpoint. You could be an insect crawling along the floor or a bird looking down at the school from above. You could draw something in your classroom, on the field, playground or school garden. What does it look like? What patterns, colours and textures can you see?



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TAKING PHOTOGRAPHS

In this activity you are going to take some photographs of your school environment and learn how to use the camera in different ways.

1. First, think of five things on the school site, either natural or man-made, that you would like to photograph and list them below. **Then**
2. Take the photographs. You can do this from different viewpoints, so for each item take a picture from at least two different viewpoints and tick which viewpoints you have used.

Natural or man-made	Birds eye view	Insect view	Your level view
1			
2			
3			
4			
5			

3. Choose your favourite picture, print it out and stick it in the space below.



4. What is it about this photograph that makes it your favourite?

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Pre-visit

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PLANNING YOUR VISIT: RISK ASSESSMENT

This sheet outlines some of the more common risks associated with the outdoors – it is not comprehensive but will help you plan a safe and enjoyable visit.

Teachers must assess their own sites in accordance with their schools' risk assessment procedures and apply risk levels as appropriate.

HAZARD	ACTION
Sharp or prickly materials	Encourage long sleeves and sturdy footwear (not sandals) and discourage wearing shorts. Carry a First Aid kit.
Poisonous berries/fungi	Give verbal warning not to eat anything or put things/fingers in their mouths. Seek medical assistance if ingested. Wash hands carefully after the trip (especially before eating or drinking) or carry wet-wipes or antibacterial gel.
Low branches	Give verbal warning to take care (especially of eyes).
Uneven ground, holes, slopes, fallen branches	Advise to walk carefully. Wear suitable footwear and plan route appropriate to the weather.
Children going out of sight/missing	Advise children on boundaries and give verbal warning. Adults to keep visual contact with their group. Correct ratios of adults: students. Have an agreed 'missing person' procedure that everyone is aware of, including an agreed meeting point in emergency situation.
General public	Avoid contact with strangers and animals where possible. Ask owners to control their animals if passing.
Insect bites/stings or allergies	Be aware of children with allergies (such as nuts, insect stings, hayfever). Check anyone with severe allergies has their asthma pump or epipen, and they are able to administer it. Remind everyone of the risk. Carry a First Aid kit. Tuck socks into trousers if in potential Tick area.

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Pre-visit

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PLANNING YOUR VISIT: RISK ASSESSMENT (CONTINUED)

HAZARD	ACTION
Dangerous Litter (i.e. Fly-tipped waste, broken glass, syringes)	Conduct safety sweep of area before activity takes place. Remind people of dangers and, if appropriate, show example.
Disease or infection–i.e. <i>Toxicara canis</i> (dog faeces) tetanus (soil), leptospirosis (rat urine in water)	Cover broken skin on hands (i.e. wear gloves), advise of risks and symptoms and seek medical advice a.s.a.p. if infection suspected.
Lyme disease (ticks)	Tuck socks into trousers if in potential tick area.
Sun/ultra violet radiation	Advise of risks. Cover exposed skin, especially the head, back of the neck and shoulders. Work in the shade where possible.
Slippery surfaces	Warn about mud or ice. Change activity or route according to the weather. Wear appropriate footwear
Electrical storms or gales force winds	Check weather websites for the latest information and severe weather warnings. Cancel activity if too severe.
Open water	Verbal warning of danger area. Advise to keep clear of water's edge/banks. Have a throwline if working near deep or fast flowing water.

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Teacher's notes

Pre-visit

Outdoors

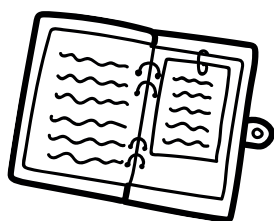
Post-visit

UNIT IN BRIEF

The on-visit activities are to be carried out during a visit to your local woodland or a nearby park with groups of trees. This will help the children further explore the concept of perspective in a woodland setting, whilst getting inspiration for their own piece of artwork.

Equipment and resources required

- Risk Assessment (see Pre-visit Teacher's notes).
- Pens/pencils.
- Cameras.
- Cardboard viewfinders.
- Spotter sheets from Nature Detectives.
- Prompt cards.
- Activity Sheet "Finding a View".
- Clipboards.
- Bin bags to lie on.



Children will learn:

How to explore ideas for different purposes.

How to collect visual and other information to help them develop their ideas about the environment.

That living things and the environment need protection.

That different plants and animals are found in different habitats.

The knowledge, skills and understanding through using a range of materials and processes, including ICT.

How to use appropriate fieldwork techniques.

ACTIVITY 1 – FINDING A VIEW

EXPLORING AND DEVELOPING IDEAS

Suggested time: 45 minutes



Some suggestions could be made to the children about where they might start:

- If the cameras have a macro function this could be used to take photographs of the detail on a flower as a bee or butterfly might see it.
- Leaves from underneath as they might be seen by an insect.
- Places to hide or find food as they might be viewed by an animal.
- A stile, wall or fence from above as they might be viewed by a bird or squirrel looking down from a tree.
- Plants or parts of the tree that we see at eye level
- If there is space, the children could lie on the ground on bin bags and take photographs of the canopy from below.
- Look for any patterns or textures that are interesting. Could be the symmetry of a butterfly or the texture of lichen on a tree.

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FOLLOW ON ACTIVITIES

- On the visit, ask the children to use cardboard viewfinders (page 13) to select the views that they think would make interesting photographs. Remind the children that their photographs will form the basis for their own composition when they return to the classroom.
- You may also want to print off some of the spotter sheets woodlandtrust.org.uk/naturedetectives/schools-and-groups
 - this will give the children a focus for things to look for that might make interesting photographs, and also occupy them whilst the cameras are in use by others.
- Recap with the children of the different viewpoints that they used at school – bird's eye, insect view or eye level. If necessary use the Viewpoints (suggestion sheet) available to remind the children of the viewpoints.
- Before using the camera use the "Finding A View" handout to record the photographs that the children want to take and the viewpoints that they are aiming to show?

Extension activity

Children could return to the woodland in a different season to repeat the activity and see how the woodland has changed. Alternatively the children could do this with a parent/guardian if they would like to follow it up at home.

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FINDING A VIEW

While on your visit to the woods or park you are going to take some photographs.

1. Use the cardboard viewfinders to select four views that you think would make interesting photographs. Think about how you would see things if you were a fox, insect, farmer, woodland ranger, bird, hedgehog or other woodland visitor or inhabitant. Don't forget to try the macro button on your camera to get the really close up shots.
- Look all around, above, below and to the side of where you are.
 - Lie on your front or on your back see how this changes your view.
 - Frame your view using branches or leaves.

Record them below so that you know what you are taking a photograph of, and from which viewpoint.

Photograph	View
1	
2	
3	
4	

2. Take your photographs. Remember to think carefully about the viewpoint that you are taking them from and how to take a good photograph.

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Pre-visit

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VIEWPOINT (SUGGESTIONS)



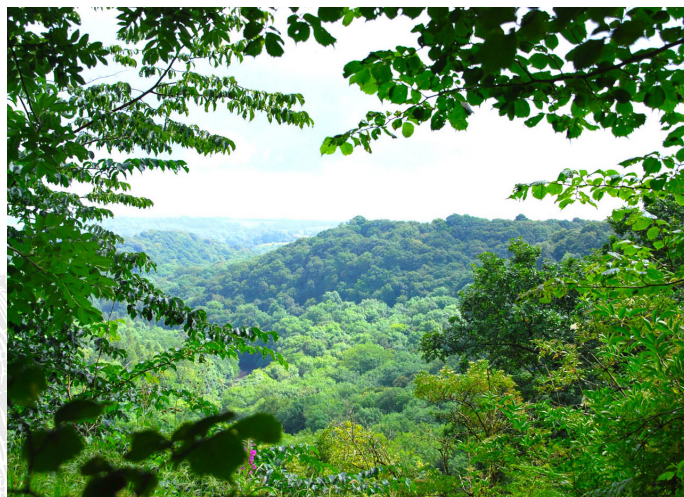
A bird's eye view – remember you need to look at things from above.



A insect view – you might want to use the macro button for this to get a close up of a flower, leaf, lichens or moss.



A view from below – looking at trees, leaves, flowers from below gives you a completely different view.



Framing your picture – use the woodland to frame a view.

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VIEWPOINT TEMPLATE

Cut out a template in card to make your viewfinder



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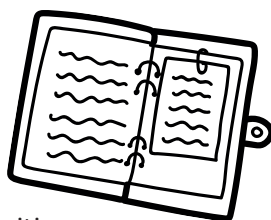
UNIT IN BRIEF

In this unit the children will reflect on their visit and create art using the photographs they have taken as a starting point. They will also review their artwork and think about how they could develop it further. Optional extension activities encourage pupils to analyse another artists' work and share their woodland experience in other ways.

Suggested time: Flexible depending on activity chosen

Equipment and resources required

- Photographs uploaded onto whiteboard or laptops
- Activity Sheet "My woodland art"
- Various media to create own composition
- Enlarging grid



Exploring and developing ideas

In the classroom, discuss with the children the photographs that they took on their visit. Show the children examples of ways in which artists have drawn and painted the rural environment using different perspectives.

Children will learn:

- How to select and record from first hand observations of the environment.
- How to develop their ideas, including using a sketchbook.
- To make thoughtful observations about starting points and select ideas to use in their work.
- How to reflect on their own work in progress and adapt it according to their own ideas.
- How to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work.

Questions to promote thinking and discussion

Did looking at the woodland from a different perspective change your view?

Discuss what features they noticed that they might never have noticed before for example how leaves affect the light on the woodland floor. Were there fewer or more manmade features than they expected to see?

How were natural features affected by humans or animals?

Did looking at the woodland from another person/ animal's point of view give you an insight into how they live?

Discuss how seeing the woodland from an insects view for example can give you an insight into where they go to find food/shelter etc...

How might the woodland change over time?

Consider with the children how the woodland might be affected by the seasons or the activities of humans.

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INVESTIGATING

Discuss with the children how they might take one of their photographs and make their own composition. Look at the photographs on an interactive whiteboard or laptops, and discuss with the children what features they like and don't like. Discuss the use of different viewpoints and what effects they create.

Revise the concept of perspective with the children and introduce how perspective can be created in their piece of art. Talk about the different media that they can use – chalks, watercolour pencils, paint, charcoal. The composition can be as simple or complex as you have the time available for. Examples of what the children could do include:

- Their own individual composition based on their favourite photograph – drawing or painting.
- Digital enhancement and alteration of photographs.
- A class mural.
- A 3D collage of a woodland in a box.
- A 2D collage using items found in the woods.

Ask the children to draw their composition onto a large piece of paper or card. If they are painting a composition direct from a photograph then they could use an enlarging grid.

MAKING

1. Children to stick their chosen picture into a sketchbook or in the centre of the **"My Woodland Art"** activity sheet. Children to annotate this with ideas about the colours they can use, media and other resources.
2. Children to create a group composition from the photograph(s) they have chosen **or** their own artwork.



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MY WOODLAND ART

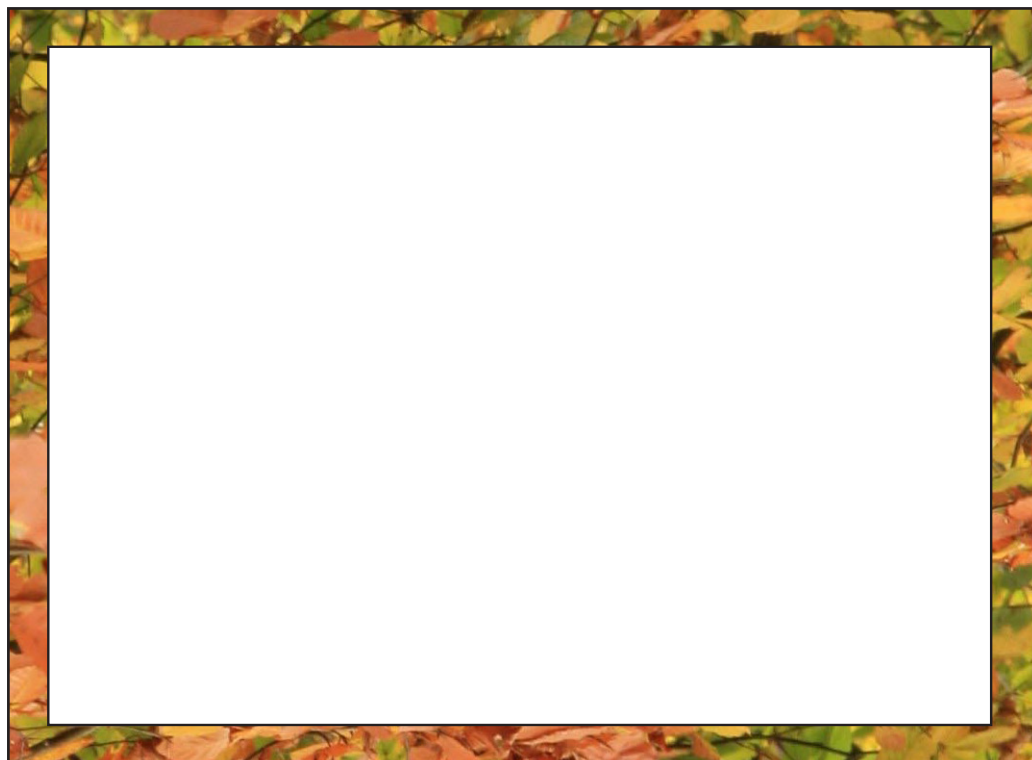


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Subject _____



Media

Viewpoint

Colours

**Patterns or
textures**

Feelings

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Teacher's notes

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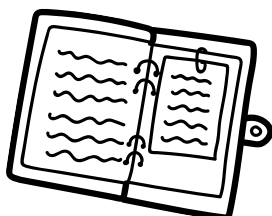
EVALUATING AND DEVELOPING WORK AND SHARING YOUR WOODLAND EXPERIENCE

Equipment and resources required

In this unit the children will review their artwork and think about how they could develop it further.

Equipment and resources required

- Jpeg or other image files of any ark or photographs you wish to exhibit.
- Broadband internet access.
- Photo permissions from parents to upload any photos of pupils.



- How to share and exchange information in a variety of forms.
- How to be sensitive to the needs of the audience and think carefully about the content and quality when communicating information.

What ideas from other artists and elsewhere have they incorporated in their work?

Discuss whether they used any ideas from the art that they looked at in their own work and if so how.
How did they use their visit to help inform their work?

How well does their finished piece communicate their ideas and feelings?

Consider whether the finished composition has the effect that they hoped.

1. EVALUATING AND DEVELOPING WORK

Questions to promote thinking and discussion

Ask the children to talk about their work using the vocabulary that they have learn in previous activities such as the different perspectives.

Children will learn:

- How to compare ideas, methods and approaches in their own and other's work and to say what they think and feel about them.
- To describe how they might adapt their work and according to their views and describe how they might develop it further.

How would they adapt their work in ways that would improve it?

Discuss whether the media and colours could have been changed or whether a different viewpoint may have been a better way to communicate their feelings and ideas.

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ACTIVITY 2 – SHARING YOUR WOODLAND EXPERIENCE

Pupils can share their artwork, photos and woodland experiences on our Green Tree Schools Award web pages. Simply e-mail your photographs and comments as jpegs and / or PDF files to our learning inbox

learning@woodlandtrust.org.uk. Please remember to use the subject line “Sharing your platinum woodland experience” and remember to let us know which school you are representing. Please also note that by sending us your pictures that you are giving us permission to use them on our website and for publicity purposes.

Collecting your award points

When you have uploaded your images and any comments please use the Project Checklist to make sure your group has completed all of the stages in Route 1– “**A Woodland Perspective**” To let us know that you have completed the project simply tick the box on your award in

“**Join more projects**” at **thewoodlandtrust.education.co.uk/schoolshomepage**

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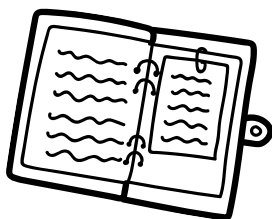
EXTENSION ACTIVITY 1 – OTHER ARTISTS’ PERSPECTIVES (OPTIONAL)

UNIT IN BRIEF

This activity introduces the children to artists who have used different perspectives in their work. The activities aim to allow the children to discuss the work and be able to think about what the works make them feel and what they can see.

Equipment and resources required

- Selection of pictures by artists such as Hockney, Klimt (see web links).
- Activity sheets 4 and 5.
- Activity sheet **My thoughts and feelings** or **Another artist’s viewpoint**.



Suggested time: 60 minutes



What perspectives have other artists used to paint/draw/photograph rural environments?

Look at a range of paintings and photographs that show rural areas from different perspectives. Why has the artist selected that perspective? What was the purpose of the work? How has the artist used line, colour and pattern? Discuss the methods used.

Activity

Ask the children to choose one of **the art works and complete** My Thoughts & Feelings to explore their thoughts and feelings about the art or **Another Artist’s Viewpoint** to help the children analyse one piece of art.

Children will learn:

- How to compare ideas, methods and approaches in other’s work.
- About materials and processes and how these can be matched to ideas and intentions.

Examples of art work e.g.

- Van Gogh – **Tree Trunks with Ivy** that shows only the bottom of the trees.
- Georgia O’Keefe – **Red Poppy** that shows a close up of a flower.
- Gustav Klimt – **Forest of Beech Trees** that shows the bottom of the trees.
- David Hockney – **Green Valley** a bird’s eye view of a tree lined valley.
- Clarice Cliff – **Various tree designs** where the trees are stylised.
- Ian Cameron (photography) – **Beech Wood** showing moss and lichen on the trees.

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MY THOUGHTS AND FEELINGS

FACTS – What can you see in the picture? What do you know about the picture?

THOUGHTS – Why do you think the artist painted this picture? Why do you think they chose this viewpoint?

QUESTIONS – Is there anything that you would like to find out about the picture or the artist

FEELINGS – What does the picture make you feel? Do you think that everyone will feel the same when they look at it?

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ANOTHER ARTIST'S VIWEPOINT

1. Stick your chosen picture here

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2. Why did you choose the piece? _____

3. What can you see? Give a detailed description. _____

4. Why do you think the artist chose this viewpoint? _____

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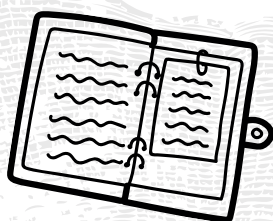
EXTENSION ACTIVITY 2 – VISIT WITH FAMILY OR FRIENDS (OPTIONAL)

UNIT IN BRIEF

If pupils would like to revisit the wood with their friends or family a wealth of seasonal activity ideas are available on the Woodland Trust website – woodlandtrust.org.uk, including a number of downloadable activity sheets that can be printed from home or offered as an optional homework activity. Pupils can continue to add their comments, stories, and photos to the website with the support of their parent or guardian if they like.

Equipment and resources required

- Free activity sheets (optional)
- Camera (optional)



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EXTENSION ACTIVITY 3 – SCHOOL ASSEMBLY OR ART EXHIBITION (OPTIONAL)

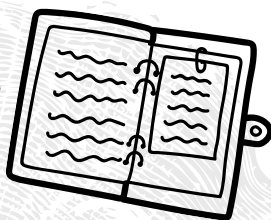
UNIT IN BRIEF

The children could prepare for a school assembly or art exhibition to show off their artwork to the school, their parents, and other members of the community who might be interested such as local natural history societies or wildlife trusts. They could also use the opportunity to update the wider school community on their progress on the Green Tree Schools Award.

They could also invite the local press (see template for press release) and write about their assembly or exhibition on the school website and in the school newsletter. During the assembly or at the opening of the exhibition they could talk about the whole project and their visit to the wood, and show other pupils their photos and completed artwork.

Equipment and resources required

- Exhibition space



Further information

If you would like further information on the Green Tree Schools Award, please email learning@woodlandtrust.org.uk