

# 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](http://thewoodlandtrust.education.co.uk/schoolshomepage)

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

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

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### WILD TRAILS CONTENTS

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### INTRODUCTION

This learning resource pack is one of several resources that schools can use as part of part of The Woodland Trust's Green Tree Schools Awards scheme.

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. They contain 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 curriculum links to the QCA Schemes of Work for years 3 – 6 and to the National Curriculum for Key Stage 2 where appropriate).
- Worksheets for pupils.
- Risk assessment guidance.

### Wild Trails pack in brief

The Wild Trails pack is made up of three units and explores the idea of creating and mapping trails within a local wood to highlight the animals and plants which live there in an imaginative and creative way.

- Ideas are given for **pre-visit activities** to enthuse the children and enable them to make the most of their visit to the wood.
- **Outdoor activities** lead to the creation of trails based on pupils' experiences and discoveries.
- **Post-visit activities** will allow the children to present their trails to the rest of the school and community.



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### Teacher's notes

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## UNIT IN BRIEF

This unit will enthuse the children and enable them to make the most of their visit. Pupils can learn about the animals found in woodland and where and how they live, or use leaves to identify different trees and explore how we group plants into categories. Activity 1 introduces the pre-visit activities, and **either activity 2 or 3** can be completed to gain points towards your award (see Project Checklist). These options compliment each other so you are free to complete both if desired.

### Planning your visit

The Woodland Trust website [woodlandtrust.org.uk/visiting-woods](http://woodlandtrust.org.uk/visiting-woods) can be used to find a wood local to your school. Information is also available on local weather and transport options. There may also be photos and other information about the wood, and by taking part in Wild Trails you and your class will add new images and content to the website so that pupils can share their experiences and help other visitors to enjoy the wood.

If your chosen wood is nearby you may like to make a preliminary visit so that you can see how these resources can be used in this wood. You can also see how the risk assessment would apply to your particular wood. If the wood is very near it might even be possible to visit on several occasions throughout the year to see the changes with the seasons.

## ACTIVITIES

### ACTIVITY 1 – INTRODUCTIONS

To introduce the project to your class you could use your map of the wood.

#### Surprise invitation or parcel

Send an invitation letter (or email) to the class asking them to visit their local woodland or asking for their help to investigate an environmental issue. Arrange for a surprise package to be delivered, addressed to the class. Fill it with items that will spark discussion about the new topic. These could include a map, books on trees and woodland animals, pictures of woodland animals, leaves and berries (if in season).

#### Share a story

Find a good story that illustrates the topic and gives you an opportunity to talk around the subject with your class before going outdoors.

For example:

- Weather: *Little Cloud* by Eric Carle.
- Adaptation: *Harris Finds His Feet* by Catherine Rayner.
- Uses of Sticks: *Stick Man* by Julia Donaldson & Axel Scheffler.
- Outdoor activities: *You and Me, Little Bear* by Martin Waddell & Barbara Firth.
- Natural environment: *We're Going on a Bear Hunt* by Michael Rosen & Helen Oxenbury.

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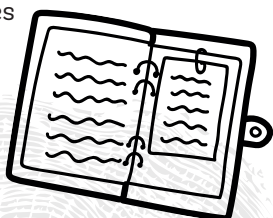
### ACTIVITY 2 – LEARNING ABOUT WOODLAND ANIMALS

#### ACTIVITY AIMS:

To find out about the variety of wildlife found in the woodland habitat, to learn how the different animals survive, what they eat and how they behave.

#### Equipment and resources required

- Sets of printed Woodland Animal Cards (each animal card is cut out and one set cut in half along the small dotted lines).
- Information on woodland animals from books or: [woodlandtrust.org.uk/naturedetectives/](http://woodlandtrust.org.uk/naturedetectives/)
- Printed Animal Letter Templates (one per pupil).
- PH test paper (if available)



#### Children will learn:

About the different animals found in the woodland habitat and how they are suited to their environment

How locally occurring animals can be identified

#### Animal Cards

**Suggested time: 15 – 20 minutes**



Divide the class into groups of three to four. Each group is given a set of animal cards cut in half. They must put the two halves of each animal together to find out what they are. Fast workers can arrange the animals into different groups. They can decide on these groups. They could be animals with fur or feathers, animals with two, four or six legs, large or small animals or even mammals, birds, minibeasts. When finished ask each group to name one of their animals in turn until all animals are listed on the board. Fast workers can talk about their groups.

#### Getting to know the animals

**Suggested time: 45 – 60 minutes**



Divide the class into pairs. (This could also be an individual activity). Give each pair a different woodland animal and ask them to find out what it looks like, how it lives and what it eats. Older children can find out if it has special features or adaptations to help it live in the woodland. Children can use the internet or books for their research.

Pupils can then use the Animal Letter Template to write a letter from their animal describing what they look like and how they like to live. They can give their animal an interesting name such as 'Bertie the Badger' or 'Flitter the Butterfly'. Children can then read their letter to the class so that others can learn about the different animals.

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### ANIMALS HABITS AND HABITATS



**Suggested time: 10 – 15 minutes**

You can ask the children about what they have learned.

Why do the woodland animals live in the wood?

What does this habitat provide for them in the way of food and shelter?

Why do the birds live in the trees?

Why do some of the minibeasts live in the leaf litter?

Why do some animals live underground?

How many of the animals are nocturnal?

Why?

There is also an excellent game to play now the children are familiar with the animals.

This 'Which animal am I?' game is adapted from the Woodland Trust's Brede High Woods Educational Resources ([woodlandtrust.org.uk/visiting-woods/wood-information/brede-high-woods/school-resources](http://woodlandtrust.org.uk/visiting-woods/wood-information/brede-high-woods/school-resources))

Use sets of animal cards this time not cut in half.

Attach a card to each child's back using masking tape so they do not know what they are. Some animals may be duplicated. The aim of the game is for the children to ask each other questions to discover which animal they are. Encourage the children to ask yes/no answer questions about their appearance, where they live, what they eat such as

'Do I have two legs?'

'Do I live underground?'

'Do I have wings?'

'Am I nocturnal?'



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### WOODLAND ANIMAL CARDS

rabbit



ladybird



squirrel



woodpecker



deer



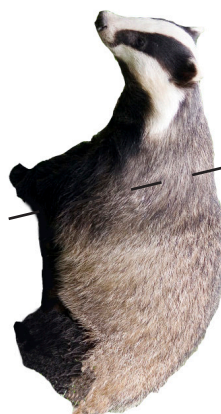
bat



owl



badger



Cut out the cards along the dotted lines

# Green Tree

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### WOODLAND ANIMAL CARDS

fox



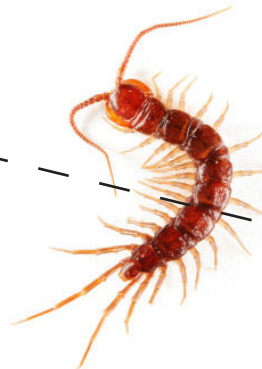
dormouse



edwig



centipede



blackbird



beetle



butterfly



woodlouse



Cut out the cards along the dotted lines



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### ANIMAL LETTER TEMPLATE

Dear woodland friends,

May I introduce myself. My name is \_\_\_\_\_

the \_\_\_\_\_

Here is a photo of me so you can see what I look like



You can see I have \_\_\_\_\_

My favourite food is \_\_\_\_\_

My home is in \_\_\_\_\_

I am most active during \_\_\_\_\_

I have special things I like to do \_\_\_\_\_

I look forward to meeting you when you visit my wood

Yours sincerely \_\_\_\_\_

\_\_\_\_\_

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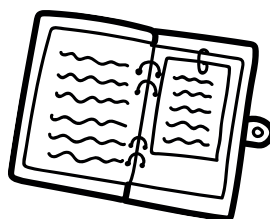
### ACTIVITY 3 – LEARNING ABOUT TRESS

#### ACTIVITY AIMS:

To find out about the different trees found in a woodland and be able to identify them by their leaves. To identify the similarities and differences between plants, be able to group plants and explain the criteria for the grouping. All three parts of the activity should be completed.

#### Equipment and resources required

- A selection of different leaves (sets of at least 10 different species – one set per group).
- or sets of the Sorting Leaves Cards (one per group).
- Sheets of sugar paper (one per group).
- Leaf identification sheets of leaf idial (one per group).



#### Web links for resources

Printed Tree Fact File handouts (optional – one per pupil) and flowers and/or fruits from trees (optional) [woodlandtrust.org.uk/naturedetectives/activities/2015/12/tree-mendous-tree-faces/](http://woodlandtrust.org.uk/naturedetectives/activities/2015/12/tree-mendous-tree-faces/)

Leaf ID: [woodlandtrust.org.uk/naturedetectives/activities/2015/09/leaf-id/](http://woodlandtrust.org.uk/naturedetectives/activities/2015/09/leaf-id/)

Idial: [woodlandtrust.org.uk/naturedetectives/activities/leaf-idial/](http://woodlandtrust.org.uk/naturedetectives/activities/leaf-idial/)

#### Children will learn:

That different plants are found in different habitats.

How plants can be identified and assigned to groups.

That the variety of plants and animals makes it important to identify them and assign them to groups.

About the role of the leaf in making food using sunlight energy, air and water.

About the role of the flower including pollination and seed formation and the role of fruits to help seed dispersal.

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### SORTING LEAVES

Suggested time: 15 – 20 minutes



Divide the class into groups of three. Give each group a piece of sugar paper and a selection of different leaves. Ask them to sort the leaves into three to four different groups looking for similarities and differences. They could sort the leaves according to shape, number of leaflets, size, and texture. You could explain the difference between simple leaves (leaf in one piece for example beech, oak) and compound leaves (made up of many leaflets for example ash, horse chestnut). The children should then arrange the leaves in their groups on the sugar paper as shown overleaf. They should give each group a suitable name relating to how they have been sorted. They can then use the identification sheets to identify each leaf and label it.

If fresh leaves are not available then the leaf cards can be printed and cut out. They can then be sorted in the same way but will not show the children the texture or relative size so well.

As a class the children from each group can discuss the criteria for their groups; they will see that there are many different ways of grouping the leaves. Ask the children why we put animals and plants into groups: does it make them easier to study and classify?

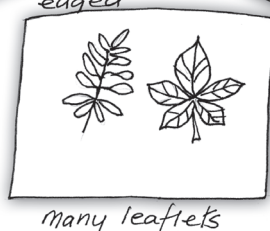
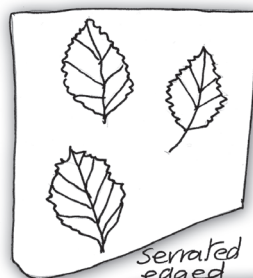
### RESEARCHING TREES

Suggested time: 40 minutes – 2 hours  
(depending on age of children).



Give each child or group a different tree to research. These could include broadleaved trees and conifers such as Scots Pine or Larch. You may have to explain the difference between these two, maybe showing the

#### SORTING LEAVES



children the difference in leaves. You will also have to explain the meaning of deciduous and evergreen.

In summer you may be able to collect some flowers from trees and in autumn some different fruits. This could lead to a discussion about why trees produce flowers and fruits and how fruits help seeds to be dispersed.

For their research they could use information books and the internet. (see 'What you will need'). They could use the Tree Fact File handout, although older children might look at several trees to compare them. They could add details about how the flower is pollinated, how the fruit helps the seeds to be dispersed. If there are trees in the school grounds they may like to research one of these, take bark rubbings of their tree, press the leaves and stick them onto their fact file. They may like to research why deciduous trees lose their leaves in winter and the importance of green leaves.



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These sheets have been designed to be shared. Feel free to photocopy and provide to colleagues. All resources are available at [woodlandtrust.org.uk](http://woodlandtrust.org.uk). The Woodland Trust is the UK's leading woodland conservation charity dedicated to the protection of our native woodland heritage. [woodlandtrust.org.uk](http://woodlandtrust.org.uk). The Woodland Trust is a registered charity, nos. 294344 and SC038885.



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### INTRODUCING TREES

**Suggested time: 15 – 30 minutes**

A selection of children could introduce their trees to the class using their fact files and all the fact files could be presented on a display board afterwards. Pupils can add to this display later when they have visited the wood.

You could also play a game to see how much the children remember about their tree. This will give them a chance to be active! You will need space in the classroom so the children can move about easily and safely. Alternatively you could use a hall or even go outside. The game asks Yes/No questions (like an ID Key). Choose one side of the room to be the Yes side and the opposite side to be the No side. The children then stand in the middle of the room and you ask the first question. If their tree answers the question 'yes' they move to the Yes side of the room, if 'no' then they move to the No side. They then move back to the middle of the room for the next question.

**Questions could include the following:**

'Do you lose your leaves in winter?' (or for older children  
'Are you deciduous?')

'Do your leaves have .. many leaflets?'

'... simple edges?'

'... lobes?'

'... spiky edges?'

'Do you have.....red berries in the autumn?'

... nuts in the autumn?'

... fruits with wings?'

The children could exchange tree fact files, read the information and play the game again, becoming another tree.

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### TREE FACT FILE

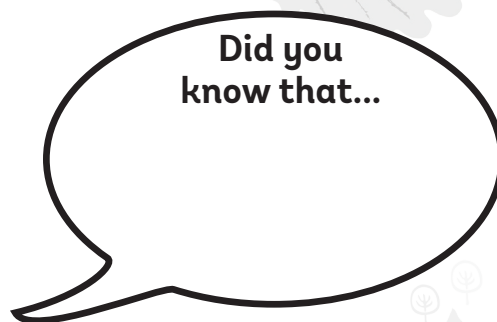
Tree fact file for \_\_\_\_\_

Name \_\_\_\_\_

Average height of tree \_\_\_\_\_

Broad leaved tree or Conifer? \_\_\_\_\_

Deciduous or Evergreen? \_\_\_\_\_

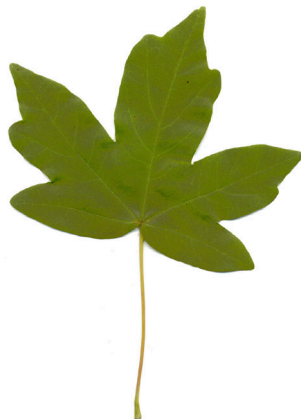


<p style="text-align: center;"><b>Shape of tree</b></p>	<p style="text-align: center;"><b>Leaf</b></p>
<p style="text-align: center;"><b>Flower</b></p>	<p style="text-align: center;"><b>Fruit</b></p>

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### SORTING LEAVES CARDS



Cut out the cards along the dotted lines



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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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### 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

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#### UNIT IN BRIEF

These two activities will encourage the children to look closely at the woodland environment and experience this habitat for themselves, identifying the different trees and plants and looking for signs of animal life. They will also use their senses and imagination to make their own trails through the wood, featuring the animal and plant life and other items they find interesting. **Please complete both outdoor activities** to gain points for your award. (See Project Checklist ).

Optional extension activities give pupils the chance to explore the wood using all of their senses or to collect and identify minibeasts along their trails and compare their different micro-habitats.

#### Children will learn:

- About the different plants and animals found in the woodland habitat.
- About the different plants and animal found in the woodland habitat.
- How locally occurring animals can be identified.





# Green Tree

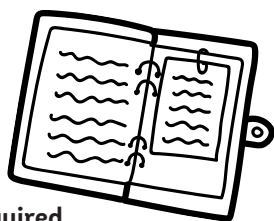
## Schools Award Project



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### ACTIVITIES

#### Equipment and resources required

##### Activity 1: Getting to know the wood.

- Journey sticks – a thick twig with rubber bands or wool wound round (one per child – see drawing).
- or card with sticky paper stuck onto it; this could be cut into the shape of a leaf (one per child) see drawing below).
- Sheets of sugar paper (one per group).
- Leaf Identification sheets or Leaf Idial (one per group).

##### Activity 2: Getting to know the wood.

- Maps of the wood (or part of the wood) (one per group).
- Sticks with flags – can be made from wooden kebab skewers and coloured paper (six per group, a different colour for each group). Alternatively skewers can have large sticky labels stuck on.
- Clipboards, paper, pencils.
- Printed 'Make your own trail record sheet' worksheets (one per child).

#### Web links for resources

Leaf ID: [woodlandtrust.org.uk/naturedetectives/activities/2015/09/leaf-id/](http://woodlandtrust.org.uk/naturedetectives/activities/2015/09/leaf-id/)

Flower ID: [woodlandtrust.org.uk/naturedetectives/activities/flower-hunt/](http://woodlandtrust.org.uk/naturedetectives/activities/flower-hunt/)

Butterfly ID: [woodlandtrust.org.uk/naturedetectives/activities/beautiful-butterflies/](http://woodlandtrust.org.uk/naturedetectives/activities/beautiful-butterflies/)

### GETTING TO KNOW THE WOOD

Suggested time: 40 minutes.



Walk right through the wood or part of the wood (depending on its size) using the footpaths if required or exploring wilder areas if access is allowed. Ask the children to walk carefully looking all around: close to, far away, looking upward at the sky, and down at the ground. They should walk quietly or silently and listen. Ask them why the trees grow so tall, how are the leaves arranged, whether it is colder or warmer in a wood, wetter or drier than outside the wood. Encourage them to look at the various layers in the wood; the ground plants, the shrub layer, the taller trees. They should look for signs of wildlife: animal droppings, owl pellets, holes in the ground, tracks, fruits and nuts which have been nibbled, leaves which have been eaten. They can also try to identify the trees using their knowledge from the pre-visit activities.

Children can collect leaves, fruits, feathers (but not flowers, poisonous berries or fungi) and stick them between the rubber bands on their journey sticks or stick them onto their sticky cards. These will be taken back to school for use as inspiration later.



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LOTTERY FUNDED

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### MAKING YOUR OWN TRAILS



**Suggested time: 40 minutes**

Divide the class into groups of four or five. Each group will choose or be given an area of woodland close to a footpath. They should work within visual distance of an adult. Groups then investigate their area closely, walking carefully and quietly. They should choose five or six features which interest them; these might be smells, sounds, etc as well as more tangible features like trees with interesting shapes or leaves or bark, flowers or fruits, or signs of animals. They can then put a flag in the ground to mark each feature and give it an appropriate and fun name for example 'twisted trees' or 'badger retreat'. The name can be written on the flag and children should draw pictures and take photographs of their features and write notes describing them. They may also want to describe less tangible features in words. The 'Make your own trail record sheet' can be used as a handout if required. Each feature should be marked on a map of the wood.

Nearby groups should then pair up and take turns to show the other group their trail. Together groups should choose the best two features of their trail so that all the best features can be put together to make the class trail later. When they have finished they should remove the flags to take back to school. Remember to take photographs of the children carrying out the activities.

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### MAKE YOUR OWN TRAIL RECORD SHEET

Name the feature and write a description in the space provided below.

Group \_\_\_\_\_ Name \_\_\_\_\_

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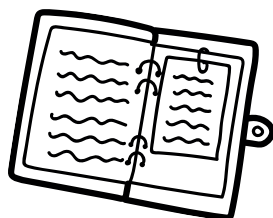
Post-visit

### OPTIONAL EXTENSION ACTIVITIES

These activities continue the Wild Trail theme and give children the chance to explore the wood using all of their senses or to collect and identify minibeasts along their trails and compare the different minibeasts found in different micro-habitats.

#### Equipment and resources required

- A selection of different leaves.
- Blindfolds (one per group).
- A long rope optional (one per group).
- White cloths – about 1 square metre (one for each group) – can be made from old sheets).
- Plastic collecting jars (2 per group).
- White plastic tray (one per group) – old ice cream tubs are ideal).
- Cheap paint brushes (3 per group).
- Minibeast identification sheets or keys
- Printed 'Minibeast Tally Record Sheet' worksheets (one per child or one per adult).
- Optional: magnifying glass (one per group)



#### Web links for resources

**Minibeast ID:** [woodlandtrust.org.uk/naturedetectives/activities/minibeast-hunt/](http://woodlandtrust.org.uk/naturedetectives/activities/minibeast-hunt/)

#### Children will learn:

How animals in two different habitats are suited to their environment.

About how to use food chains to show feeding relationships in a habitat and how nearly all food chains start with a green plant.

### ACTIVITIES BLINDFOLD TRAIL

**Suggested time: 40 minutes**



This additional activity could take place in a different part of the wood if desired. Divide the class into groups of four or five. Each group will choose or be given a different part of the wood. They should work within visual distance of an adult. Each member of the group should find a feature which they find interesting. They can then blindfold another member of the group and lead them carefully to their feature which they must touch, smell or listen to. The blindfolded person should be asked to describe the sensations in words. These can be written down by another member of the group or an adult on the 'Make your own trail record sheet' and used later to label features of the trail or to inspire poems and stories. Each member of the group should have a chance to be blindfolded.

If time is available a rope tied at waist height could be used to lead a trail from feature to feature. The blindfolded person could then feel his or her way along the rope (with help) to each feature.

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### MINIBEAST TRAIL

**Suggested time: 40 minutes**



Each group will look for insects in their part of the trail, comparing the minibeasts found in different types of tree or the minibeasts found in the tree and on the ground in the leaf litter. They should work with an adult or within visual distance of an adult.

First children will look for minibeasts in a tree. They should choose a tree with low branches. Two members of the group can hold the cloth beneath the branch while another member or an adult shakes the branch. A number of branches can be shaken from the same type of tree. The minibeasts will fall out of the tree but some may move fast or fly away. The remaining minibeasts can be put carefully into collecting jars with a paintbrush and then identified and recorded – you may wish to use the minibeast identification sheets and Minibeast Tally Record Sheet. The minibeasts should then be returned carefully to their habitat. Another type of tree could then be sampled in the same way.

Now the group can collect minibeasts in the leaf litter under the trees. To make this easier leaf litter could be put in a tray. The minibeasts can be put in the collecting jars, identified and recorded, then carefully returned to their habitat.

The children can be asked to suggest why there are different types of minibeasts in each habitat. Why are they different shapes and colours? Is this linked to their food, movement, and way of life? How are they suited to their habitat?

Which of the minibeasts in the tree are plant eaters (herbivores) and which are predators (carnivores)? Which of the minibeasts in the leaf litter are dead leaf eaters (detritivores)? Why are they important? Which of the leaf litter minibeasts are predators?

Children should wash their hands after this activity.









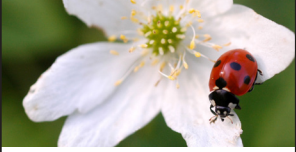

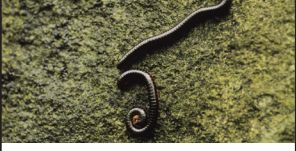



The minibeasts' locations can be marked on the trail (see Making your own trails) and given appropriate names such as 'spider alley' or 'woodlice palace'.

# Green Tree

## Schools Award Project



Name \_\_\_\_\_

Minibeast	Habitat 1	Habitat 2	Minibeast	Habitat 1	Habitat 2
 <p><b>centipede</b> eats other minibeasts</p>			 <p><b>spider</b> hunts/catches other insects</p>		
 <p><b>caterpillar</b> eats leaves</p>			 <p><b>woodlouse</b> eats dead leaves and wood</p>		
 <p><b>wood ant</b> eats wood</p>			 <p><b>earthworm</b> eats dead leaves</p>		
 <p><b>aphids</b> sucks plant juices</p>			 <p><b>earwig</b> eats plants</p>		
 <p><b>ladybird</b> eats other insects</p>			 <p><b>shield bug</b> eats other insects</p>		
 <p><b>millipede</b> eats dead leaves</p>			 <p><b>slug</b> eats leaves</p>		
 <p><b>snail</b> eats leaves</p>			 <p><b>false scorpion</b> eats other minibeasts</p>		



# Green Tree

## Schools Award Project



Pre-visit

Outdoors

Post-visit

### Teacher's notes

#### UNIT IN BRIEF

This unit will encourage children to reflect on what they experienced and learned on their visit and allow them to design a Wild Trail map linking their favourite features.

This map will be added to [visitwoods.org.uk](http://visitwoods.org.uk) website and children will share their visit with other pupils at a school assembly. Please complete activities **1 and 2** to gain points towards your award.

Optional extension activities explore the food chains linking the creatures in the wood and encourage pupils to visit the wood again with family or friends.

#### Equipment and resources required

- Maps of the wood and 'Make your own trail' record sheets used on your visit.
- Journey sticks or sticky cards made during visit.
- Sugar paper of different colours.
- Paints, pencils, glue, scissors.
- Card, sticky tape, thread.
- Leaves, twigs, feathers, or cones (optional – for display).

#### Children will learn:

About the different plants and animals found in the woodland habitat.

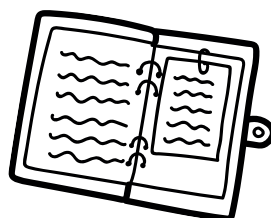
To use a wide range of methods, including diagrams, drawings, tables, bar charts and ICT to communicate their data.

#### ACTIVITIES

The children will now put together all the information they have collected from their visit to the woods so that they can display it to the rest of the school.

#### ACTIVITY 1 – MAPPING YOUR TRAIL

Each group should put the best features of their trail onto a bigger map to create a complete class trail. Pupils may want to discuss what they think other visitors will enjoy most, or how to link these together. The features on the trail can be numbered and given names. A little picture of each feature could be included (see the example below). To share your map online you will need to send in a jpeg file of a good quality photograph so it's a good idea to make sure that your map is at least A2 size or larger.



# Green Tree

## Schools Award Project



Pre-visit

Outdoors

Post-visit

Another option is to make your map large enough to feature on a display board. The display could also include larger photographs of the features of the trail, or of the activities, trees, large animals and minibeasts. You could also include the flags or journey sticks, or sticky sheets used or the Animal Letters and Tree Fact Files from the pre-visit activities. You may want to save some materials to illustrate your assembly talk in activity 2.

Information about the minibeasts found in the outdoor extension activity could be collected together and displayed as bar charts showing the difference in species found in the tree and in the leaf litter.

The display could also tell people about your schools progress on the Green Tree Schools Award.

## ACTIVITY 2 – SHARING YOUR WOODLAND EXPERIENCE

The final activity focuses on sharing what pupils have discovered with other children and the wider community. There are two parts to this activity: sharing pupils' experiences with the wider school.

### Sharing at a school assembly

The children should prepare for a school assembly to show off their work. They could also use the opportunity to update the wider school community on their progress on the Green Tree Schools Award. During the assembly they could talk about the whole project, the aims, their visit to the wood, and their completed trail.

They may also want to read out some of their animal letters and tree fact files. If desired your group could also invite their parents and other members of the community who might be interested such as a local natural history society or Wildlife Trust.

# Green Tree

## Schools Award Project



Pre-visit

Outdoors

Post-visit

### Sharing your visit on The Green Tree Schools Award website

Your pupils can share their Wild Trail and woodland experiences on the Green Tree Schools Award web pages. Simply email your photographs and comments as jpegs and/or pdf files to [learning@woodlandtrust.org.uk](mailto:learning@woodlandtrust.org.uk)

### 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 Wild Trails.

To let us know that you have completed the project simply tick the box on your award in Join more projects at [woodlandtrust.org.uk/get-involved/schools/tree-pack-resources/](http://woodlandtrust.org.uk/get-involved/schools/tree-pack-resources/)



# Green Tree

## Schools Award Project



Pre-visit

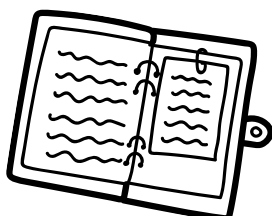
Outdoors

Post-visit

### EXTENSION ACTIVITY

#### Equipment and resources required

- Twigs.
- Card, sticky tape, thread.
- Leaves, feathers, or cones as appropriate (optional).



#### Activities

Food chains could be drawn for these two habitats as shown below. Food chains don't always start with the green living plant! A food chain for the larger animals in the wood could also be drawn. See also Pupil worksheets [woodlandtrust.org.uk/get-involved/schools/tree-pack-resources/](http://woodlandtrust.org.uk/get-involved/schools/tree-pack-resources/)

#### Children will learn:

About how to use food chains to show feeding relationships in a habitat and how nearly all food chains start with a green plant.

An interesting way of showing food chains is to make food chain mobiles. The individual plants or animals are drawn on pieces of card and cut out. Ideally they should be drawn on the back and front of the card so that they can be seen as the mobile turns. Then the pieces of card are strung together with the plant at the bottom and the top predator at the top (see drawing). The mobiles can be hung as a display.

#### Further information

If you would like further information on the Green Tree Schools Award, please email [learning@woodlandtrust.org.uk](mailto:learning@woodlandtrust.org.uk)