



30
DAYS
WILD



DO

This June, can you

SOMETHING

every
day for
30 days?

WILD



A huge thank you for signing your school up to take part in the UK's biggest and best nature challenge: welcome to **30 DAYS WILD!**

#30DaysWild

wildlifetrusts.org/30DaysWild/schools

Welcome to

30

DAYS
WILD

The Wildlife Trusts want to help you and your pupils have a wild time this June (and all year round). By signing up to the challenge, your class will be joining thousands of others around the UK on their journey into nature.

Incorporating the natural world into school life will open up new ways of engaging your pupils, sparking their sense of creativity.

This pack will provide you with inspiration and some exciting activities that you can use for your 30-day nature adventure. You can get crafty and create your own activities, too!

You can find loads of downloadable resources (like wildlife spotting sheets, more lesson plans, a nature table and lots of activity sheets) at: wildlifetrusts.org/30DaysWild/schools



Going
**WILD IS
GOOD** for
you

BELIEVE THE SCIENCE!

We worked with the University of Derby to test the impact that taking part in 30 Days Wild has on the well-being of people taking part.

We found that participants felt much **happier, healthier** and more **connected to nature** throughout the challenge, and for months after, too!

This study supports an ever-growing body of research that proves spending time in nature has a positive impact on children.

See if you and your pupils feel the benefits this June!



MAKING NATURE PART OF SCHOOL LIFE

In this pack, you will find 30 Random Act of Wildness cards to share with your class. You can use these as the basis for each of your 30 days or as starting points for getting out into nature, learning about it or helping wildlife. We've included suitable activities for everyone, no matter where your school is situated: nestled in a city or in the middle of the countryside!

These cards can be adapted to suit different age groups and weathers. We've also included activities that can be done in the classroom, the playground or playing field.

HERE ARE SOME WAYS YOU CAN USE YOUR RANDOM ACT OF WILDNESS CARDS:



DAILY NATURE CHALLENGE

Use one card every day. Nominate a pupil to pick one at registration time each day for the whole class to do.



REWARDS

Reward behaviour or performance by letting star pupils pick a Random Act of Wildness to do either by themselves or as a class.



PLAYTIME

Challenge your class every day at break or lunch time by selecting a Random Act of Wildness for them to do.



LESSON-PLAN INSPIRATION

Your Random Act of Wildness cards can be moulded into a whole lesson plan. You can adapt them to apply to an array of subjects: art, maths, english, science, geography, history, PE or PSHE.



HOMEWORK

Your cards can serve as tasks for students to do at home or on their journey to or from school. This will help to inspire their family members and also act as discussion points for the next day in class.



DESIGN YOUR OWN

You or your pupils can design your own cards and do a big card-swap within the class or school. Encourage illustrations and fancy fonts! Find blank templates online at wildlifetrusts.org/30dayswild/schools



NATURE TABLE

Set up a nature table in your classroom for the month - each day adding something new to fascinate and educate. You can download a nature table from our resources, or find a nature table template in your pack that you can fill with your discoveries.



SENSORY BASKET

For early years pupils, try a nature-themed sensory basket: think feathers, sticks and stones.



WILD DAYS OUT

Field trip time! Plan a wild day out at your nearest nature reserve. From woods to wetlands, doing Random Acts of Wildness when you're surrounded by nature is really wild.



ACTIVITY SHEET

MARK AND RECAPTURE GARDEN SNAILS

Why not treat this activity as a beginner's wildlife survey? It's great for showing pupils how maths can be used in all sorts of situations!

You will need:

- an area of garden or pond

- tub or pot

- waterproof paint (non-toxic)

- small paint brush

- pad and pen



- 1 In your chosen area, find as many snails as you can and collect them in a tub. Write down how many you find.



- 2 Place a tiny dot of paint on the shell of each snail. Don't let the paint touch their bodies, and don't use too much.



Small dot to avoid attracting predators

- 3 Release the snails back where you found them, and leave them for a few days. Return and do another search - count how many are with and without a paint spot.



You can work out how many snails might be living in your chosen area with this sum:

$$\text{No. of snails in the area} = \frac{\text{No. of snails in first visit} \times \text{No. in second visit}}{\text{No. of marked snails in second visit}}$$



Illustration: Corinne Welch © Royal Society of Wildlife Trusts 2015

MY STREET TREE

Get your pupils playing detective by investigating a tree near their home or near to school.

Great for observation skills and a science lesson

Have you ever stopped to have a good look at your nearest garden or street trees? What sort are they? How old? Are they important for wildlife? Do birds roost or nest in them?

You will need:

- Sheet of blank paper and clipboard

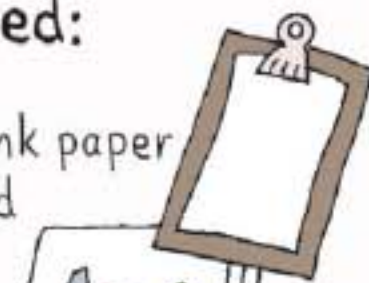
- Extra paper and crayons

- Magnifying glass or bug pot

- Minibeast ID chart or book

- Tape measure (optional)

- Leaf spotting sheet or other tree ID chart



- 1 Draw your tree in the middle of your paper. Use a leaf spotting sheet to help identify it.

- 2 Stick a fallen leaf on the paper, or do a rubbing using paper and crayons.

- 3 Use a magnifying glass, pot or pooter to check out the minibeasts living on your tree.

- 4 How thick is its trunk? Can you measure it at chest height with a tape measure? Can you hug it?

- 5 Does your tree have plenty of healthy leaves and soil around its trunk?

- 6 What other wildlife is living in the tree? Put all your findings on your tree drawing.

DATE: 17 June 2018

MY TREE: Oak

LOCATION: outside my school

HEIGHT: half the height of school



MINIBEASTS:

- 1 green caterpillar
- 2 woodlice
- 2 ladybirds
- lots of aphids
- 2 spiders

VERDICT: I think my tree is healthy

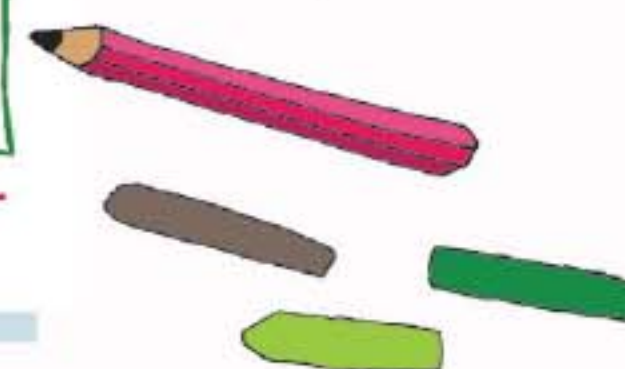




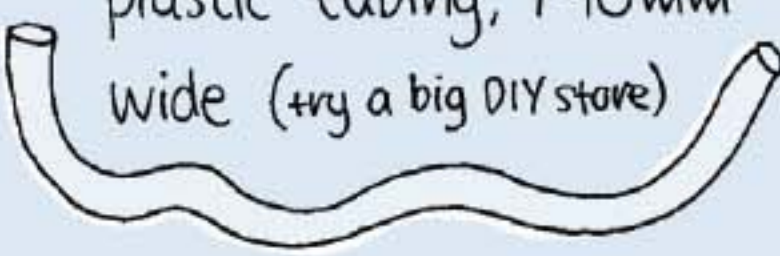
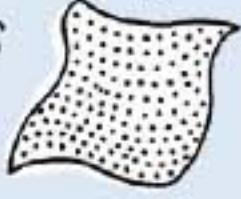


Illustration: Corinne Welch © Royal Society of Wildlife Trusts 2015


Use your pooter to suck up minibeasts for a closer look! Remember to put them back where you found them


HOW TO MAKE A POOTER

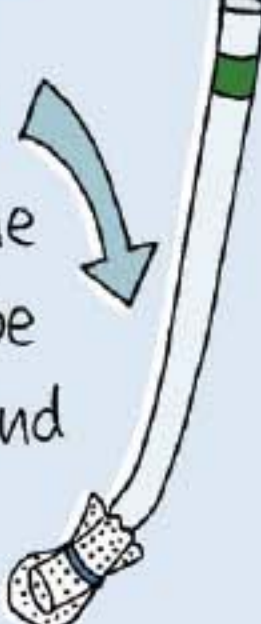
Inspire wildlife enthusiasts as well as budding physicists as you incorporate this fun activity into a science class.

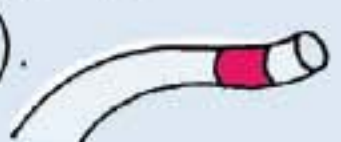
What you need:


- plasticine 
- jar with lid 
- 40cm of clear, flexible plastic tubing, 7-10mm wide (try a big DIY store) 
- a small piece of gauze, net curtains or tights 
- elastic band 
- green and red stickers or tape 

1 Make 2 holes in the lid (ask an adult to help with this) 

2 Cut 2 lengths of tubing about 15cm and 25cm long and poke them through the holes. 

3 Put the gauze over the end of the shorter tube and mark the other end with a green sticker/tape. 

4 Mark the longer tube with a red sticker/tape (red means 'don't suck this tube'). 

5 Put some plasticine around the tube holes to make them airtight. 

Now you're ready to pooter!



Illustration: Corinne Welch © Royal Society of Wildlife Trusts 2015

WILDLIFE SPOTTER SHEET

Get pupils outside exploring the overgrown corners of the playground, looking for all the minibeasts on this spotting sheet.

Great for working into a PE or science class



Spider



Earthworm



Wasp



Ladybird



Snail



Butterfly



Earwig



Bumblebee



Shieldbug



Hoverfly

Pictures: Garden spider and Hoverfly © Chris Maguire, Earthworm and Common earwig © Malcolm Storey, Common wasp © Paul Hobson, 7-spot ladybird © Jon Hawkins, Garden snail © Alan Price, Tortoiseshell butterfly © Scott Petrek, Common carder bee © Rachel Scopes, Green shieldbug © Amy Lewis.

How many species live in mighty oak tree?

This lesson will allow the children to use their imagination to find appropriate materials for the creation of particular textures or colours. They will then learn how different materials can be used to create different effects, beyond “normal” mediums. This will develop their creativity and design skills as well as encouraging them to think logically about where certain animals, insects, or fungi would reside on an oak tree.



KS1/2 Art Lesson Plan



1 hour

* This lesson requires taking the class outside for ~15 minutes

Equipment

- Glue
- Pencils, crayons and felt tips
- A sheet of A4 card for each pair or group of three (and a few extra for mistakes)
- A large outline of an oak tree (physical or a screen projection - this is for the class to stick their pictures to)

Key learning objective

To find and use natural materials to create a picture of an organism and understand the basic principles of an ecosystem.

Key learning outcomes

- Use of imagination and creativity
- Sharing ideas
- Critical thinking
- Working in teams
- Using a variety of materials to produce specific effects

Time	Activity
Prep	<ul style="list-style-type: none"> ■ Have a large picture of an oak tree ready for the pupils to stick their creations on to. This can be a simple silhouette on a wall or table, or a projection on a whiteboard, but make sure that it has visible leaves, acorns and trunk hollows.
10 mins	<ul style="list-style-type: none"> ■ Explain to the pupils how diverse life is on an oak tree: many animals, insects and other plants rely on them. They are found around the UK and Robin Hood even lived in one! ■ Ask the children to get into pairs or groups of three, depending on the size of your class. ■ Assign each group an organism that lives on/in or uses an oak tree during its life. Here are some ideas: Squirrels Spiders Earthworms Caterpillars Bees Badgers Bats Mushrooms Butterflies Robins (or birds in general) <p><i>The children will create a picture of their organism, which they will then stick on the oak tree where they think it would be found.</i></p>
10 mins	<ul style="list-style-type: none"> ■ Take the class outside and tell them to collect at least one natural material to use to create their animal, insect or fungi. (Ensure there is a safe or sectioned off area for the children to explore in). ■ Encourage them to find things that are the right colour or texture for their animals. For example, green grass to make the caterpillar's body, stones for the badger's eyes, and twigs for the squirrel's bushy tail. ■ Alternatively, you can let their imaginations run wild and enjoy the weird and wonderfully coloured creations they come up with.
25 mins	<ul style="list-style-type: none"> ■ Let the children create their pictures in whichever way they choose. ■ It might make it easier for them to draw an outline first and then stick their materials over this. ■ Let them use other familiar materials such as crayons to add any other details they want.
15 mins	<ul style="list-style-type: none"> ■ Ask each group or pair, while their work is drying, to tell you about the materials they used and why they chose them. ■ Next, they can then stick it to the oak tree where they think the animal, insect, or fungi might live or visit the tree. ■ You can then do a brief explanation of how the organism uses the oak tree. ■ At the end you can keep or take a photo of your whole class' creation. This would look great as a display in your classroom, and can serve as part of the basis for a science class about life cycles or food chains later on!

Homework

Ask the students to find a famous piece of artwork that includes their assigned species and see if they can find a fact about the artist.

Creative nature story

This lesson will allow your pupils to listen to each other and follow on from the contribution of others, building a story that reflects what you can find in nature in the UK. It will challenge students to think fast and build on other ideas while developing public speaking skills. The lesson ends with a creative writing task that will allow for the students to draw on their memories of the group task or delve into their imaginations to create a whole new story of their own.

KS2 English Lesson Plan



1 hour

Equipment

- A beanbag/soft toy/something light that can be thrown around the room
- Small cards with a picture or just the name of something that can be found in UK wildlife. Some examples could be: bee, badger, fox, sunflower, oak tree, squirrel, spider, ant, frog, dolphin, jellyfish, seaweed, pigeon, owl, bat, earthworm, seal, ladybird, butterfly, rabbit, pond, mushroom
- Workbooks or paper
- Pens

Key learning objective

To be able to write a short story using prompts.

Key learning outcomes

- Listening and responding to adults as well as other pupils
- Speaking audibly to an audience
- Building on the contribution of others
- Use of spoken language to articulate story plots
- Participation
- Creative writing
- Teamwork and turn-taking

Time	Activity
5 mins	<ul style="list-style-type: none"> ■ Let each student choose a card, keeping it hidden so they get them at random.
20 mins	<ul style="list-style-type: none"> ■ Stand or sit in a circle, holding the object that is to be passed around, and kick-start the story. You could start with a simple "once upon a time", or something more specific. ■ Say the name of one of your pupils and throw the object to them, it is their turn to turn over their card, and continue the story using their picture. ■ Get the children to continue this chain until everybody has contributed to the story. ■ Collect the cards back.
25 mins	<ul style="list-style-type: none"> ■ Stick all cards on the whiteboard or on a table for all children to see. ■ Ask the pupils to choose three cards each (without taking them away, more than one child can have the same card). ■ Get the children to write a short story surrounding the three cards they chose. ■ They can draw on inspiration from the group activity, or create their own storyline complete with characters and a setting.
10 mins	<ul style="list-style-type: none"> ■ Ask any pupils who want to share their stories to read it to the class.

Homework

Can the children turn their short story into a short poem? Ask them to bring their attempts in to share.



FIND YOUR WILDLIFE TRUST

WHEREVER YOU ARE,
THERE IS A WILDLIFE
TRUST STANDING UP FOR
WILDLIFE AND GREEN
SPACES NEAR YOU.




The Wildlife Trusts give millions of people the opportunity to connect with nature in the communities where they live and work. Our staff and volunteers work with thousands of schools by welcoming them to our nature reserves and education centres, and by making visits to schools to help children discover nature.

To find out how we can help, how to get your school involved, or about our membership schemes, find your Wildlife Trust at wildlifetrusts.org/map

The Wildlife Trusts
want to see **EVERY CHILD WILD**

We inspire over **400,000** children annually through our work with schools and family-friendly events.

In a recent poll by YouGov, commissioned by The Wildlife Trusts*, we found that...

-  **91%** of parents think that having access to nature and wildlife is important for children in general
-  **27%** of children aged 8-15 had never played outside by themselves, beyond their house or garden
-  Only **50%** of children say their school has an outdoor nature area

We know every school doesn't have the luxury of green space. With 30 Days Wild, you can bring nature into your classroom!

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Images thanks to: © Helena Dolby, © Andy Jones, © Amy Lewis, © Margaret Holland, © Paula Irish, © Penny Dixie

* Figures from YouGov Plc. Online survey, 16-20th Oct 2015. Sample size 1,082 children and 4,224 adults, of which 1,070 were parents of children aged 18 or less. Figures are weighted and representative of all GB children aged 8-15, and all GB adults aged 18+. Take care when exploring wild places. Be careful not to damage wildlife or yourself. Never eat or drink anything wild unless you know it is safe to do so.

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