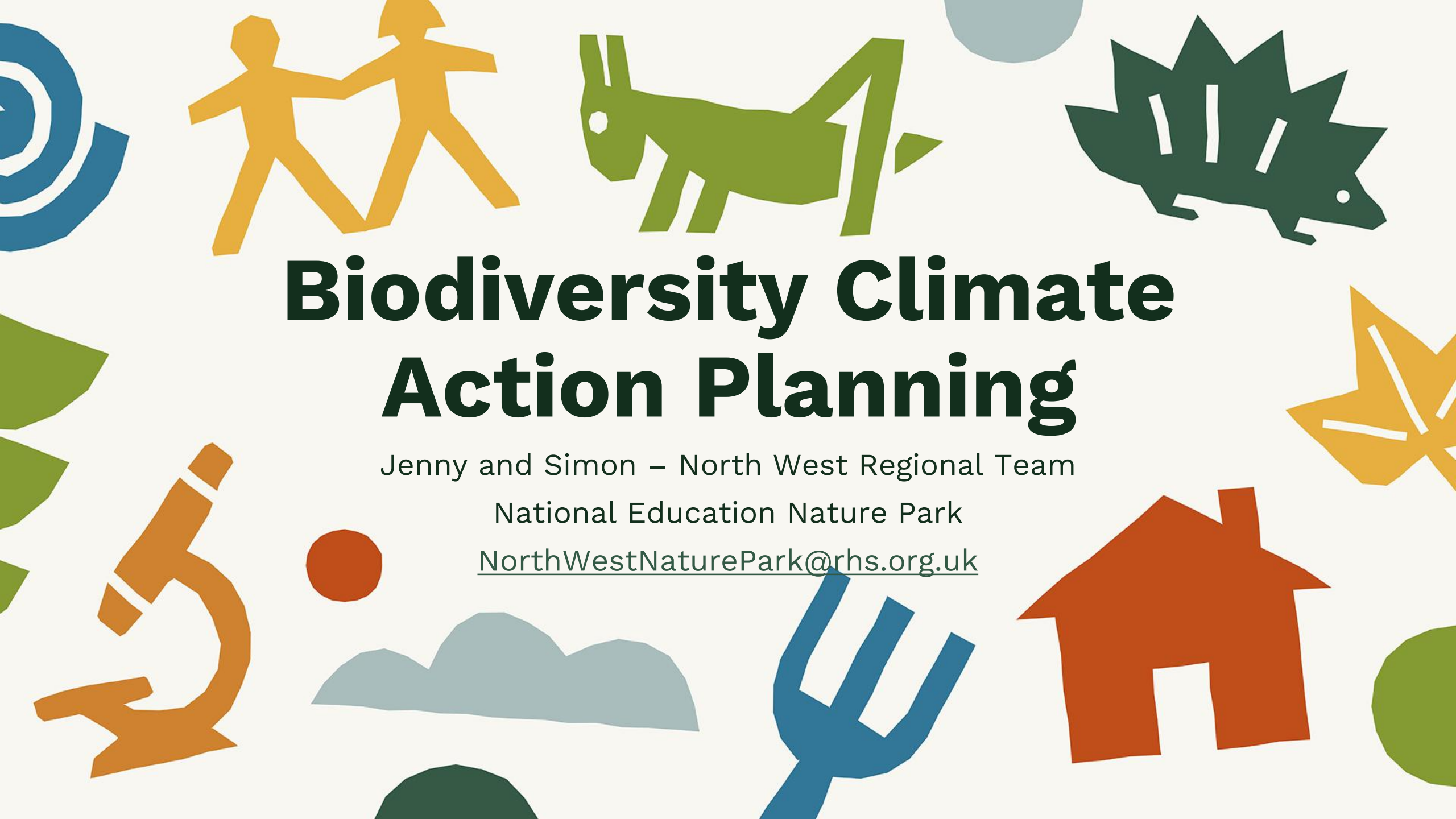




Biodiversity Climate Action Planning

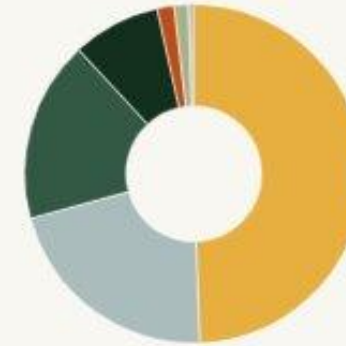
Jenny and Simon – North West Regional Team

National Education Nature Park

NorthWestNaturePark@rhs.org.uk



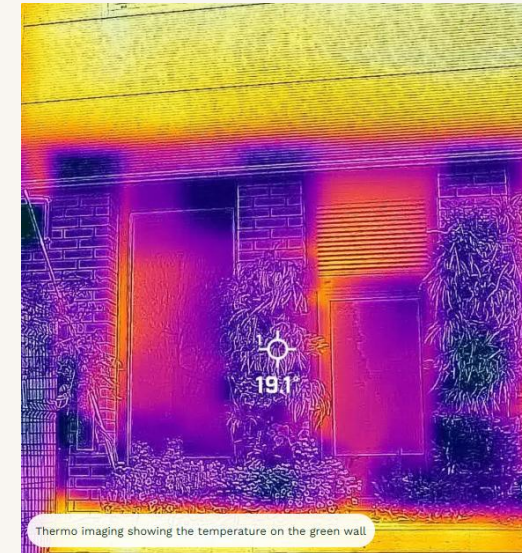
Habitat group by area



(click to filter)

Total Area
314,186sq.m

416 settings across
Lancashire and
Cumbria



Action idea: Register your school to join the Nature Park – it's free!
<https://www.educationnaturepark.org.uk/>

Action idea: Add your school to the collective impact being made across the Morecambe Bay area for biodiversity
<https://www.educationnaturepark.org.uk/resource/site-boundary>



Useful resource: The Nature Park 5 steps can help you to explore your school site for biodiversity. Your Climate Action Plan this year might focus on activities which help your pupils to 'Get to know your space'

More information:

<https://www.educationnaturepark.org.uk/how-it-works>

Activities to help you get to know your space:

https://www.educationnaturepark.org.uk/resources/results?key_stage=All&topic=All&duration=All&step=step-1

Biodiversity co-benefits

- Wellbeing
- Water management
- Temperature management (heating/cooling)
- Air Quality
- Real-life curriculum links
- Site-based research resource
- Transferable skills and career-linked experiences



Do you have any nature on your school site?

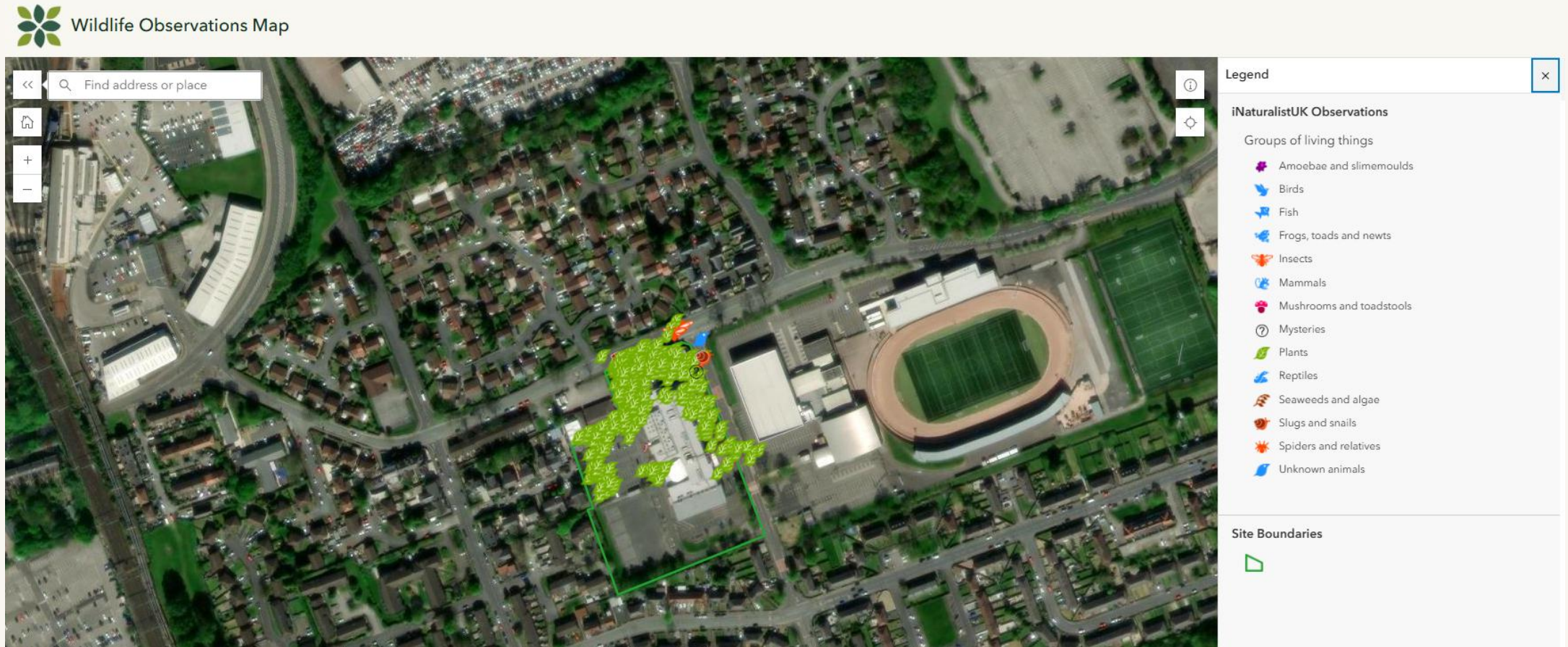
In 5 minutes, what can you find?

Take a photo of the biodiversity you find... it might be really tiny!



Action idea: Start exploring the biodiversity of your school site to find what you already have and create a baseline. Try the Hidden Nature Challenge
<https://www.educationnaturepark.org.uk/resource/hidden-nature-challenge>

Your school will have lots of biodiversity already!



Action idea: Use the Scientific community to help your pupils log and identify the biodiversity on your school site.

<https://www.educationnaturepark.org.uk/resource/record-wildlife-your-site>

Create a vision

*Imagine your school site
in the future...*

Action idea: Add some pupil voice into your
Climate Action Plan with this vision creation activity
<https://www.educationnaturepark.org.uk/resource/vision-statement>





Butterflies, Hedgehogs and Toads?



Facts:

- Hedgehogs are now an endangered species
- (Natterjack) toads are a priority species in Cumbria
- Four species of butterfly are priority species in Lancashire



Discussion questions:

- What do you have already in your setting that might support these key species?
- What could be done in your outside space to support them?
- How could you spotlight butterflies, hedgehogs or toads in your teaching?

The image consists of three aerial photographs of school grounds. The top-left photo shows Tormacar Nursery and Community Primary School, outlined with a green line. The middle photo shows South Walley Junior School, also outlined with a green line, with a grey area labeled 'Ground without plants'. The bottom-right photo is a detailed site plan for a school, showing various colored zones: yellow for 'Grass and wildflowers', green for 'Trees', dark green for 'Wet places', and grey for 'Ground without plants'. The plan is bounded by Beaufort Road, Strickland Drive, and Redwood Drive.

- Action idea:** Create a habitat map of your school site to celebrate the mosaic of habitats which make your school unique and to help pupils think of solutions which might help to make your school even better for biodiversity (SEE OUR TIPS ON THE NEXT SLIDE!!)
- <https://www.educationnaturepark.org.uk/resource/mapping-your-site>

Useful resource: The Nature Park activity to support you in mapping your habitats

- Do it bit by bit – perhaps each year could become a 'habitat expert' for one section
- Start with mapping - Grey spaces or Grasslands
- The digital map is easier on a desktop with a mouse
- Use copies of aerial images of Google Maps so your pupils can annotate the habitats they find 'in the field' – when your back in the classroom you can then add everyone's observations to the digital map
- 'How to Habitat Map' [support video](#) - with more live webinars in the new academic year



Biodiversity in your setting

- What biodiversity do you have on your school grounds? How do you know?
- What co-benefits might there be of increasing biodiversity and nature in your setting?
- What opportunities do your pupils have to learn in, and about nature?
- What additional support do you think your setting's community might need to help your habitats and biodiversity to thrive?



How is biodiversity being supported in your local area?

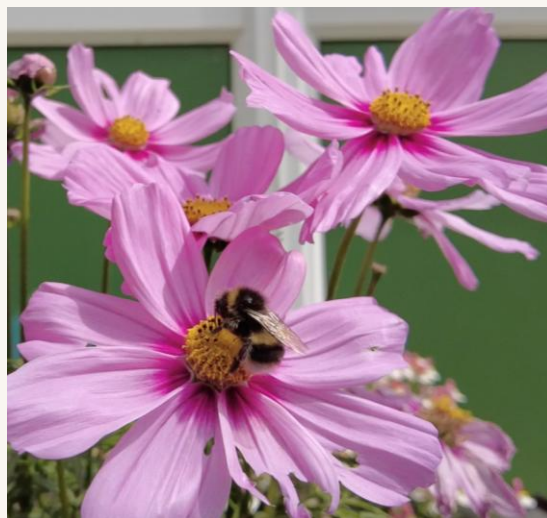


Reduce mowing regime in grass areas to allow grass to grow longer to support an increase in invertebrates	Plant the key food sources for the larval stage of species – eg, plant cowslips and primroses the Duke of Burgundy caterpillars before they become butterflies.	Conserve standing deadwood to support woodland birds and bats.
Raise awareness in communities in the value of gardens for wildlife.	Reduce the use of pesticides and herbicides	Create new food, shelter and nesting opportunities such as: nesting plots for birds, beetle banks, sowing bird and pollinator friendly seed mixes – <i>try Wildlife Friendly Gardens for simple habitat-project ideas that are cheap.</i>
Plant a species-rich hedgerow with climate resilient species, eg. hazel, blackthorn, bramble and honeysuckle (honeysuckle is particularly important where dormice could be present).	Plant broadleaf native trees in urban areas to build climate resilience through shading and cooling (eg, Alder, silver Birch, Elm, Lime, Field Maple)	Create ‘hedgehog highways’ (eg, holes in fences) to help hedgehogs move between spaces.

- Lancashire Local Nature Recovery Strategy: <https://www.lancashire.gov.uk/council/strategies-policies-plans/environmental/local-nature-recovery-strategy/>
- Cumbria Local Nature Recovery Strategy: <https://cumbrialnrs.org.uk/homepage-0>

Next steps

- What are your quick wins?
- What will you need help with/ who will you need help from?
- Set some deadlines for when you would like to do some of these actions by - for example:
Could you map your trees during National Tree Week?
- Interested in Habitat Mapping? Find out more with this webinar
<https://www.youtube.com/@EducationNaturePark>



Useful activity links and top tips:

- Get pupil voice into your Climate Action Plan for biodiversity by asking them to **Write a vision statement** – lovely activity to do after spending a few mins noticing nature outside <https://www.educationnaturepark.org.uk/resource/vision-statement>
- Activities to help you start exploring the habitats and biodiversity on your school site:
 - **Hidden Nature Challenge** – great for just starting to explore the nature on your site: <https://www.educationnaturepark.org.uk/resource/hidden-nature-challenge>
 - **Habitat Heroes** – lovely activity to help pupils to start thinking about the habitats needed for different wildlife to thrive: <https://www.educationnaturepark.org.uk/resource/habitat-heroes>
 - **Biodiversity Bar Charts** – great way to create a collective overview of the variety within your school (top tip: don't use treasury tags on a windy day!): <https://www.educationnaturepark.org.uk/resource/biodiversity-bar-charts>
 - **iNaturalist** – creates a photo record of the biodiversity on your site, and the Scientific community will verify pupil observations, giving names to species: <https://www.educationnaturepark.org.uk/resource/record-wildlife-your-site> OR use Seek <https://www.educationnaturepark.org.uk/resource/using-seek-app-identify-wildlife>
 - **Pollinator Count** – discover the pollinators visiting your site this summer, lovely activity which can be repeated every year and contributes to real Community Science campaigns: <https://www.educationnaturepark.org.uk/resource/pollinator-count>
- **Mapping your site:** <https://www.educationnaturepark.org.uk/resource/mapping-your-site> - we recommend starting with 'Ground without plants' and 'Grass and wildflowers'. Use printed aerial images with your pupils when you are outside, and then add all your observations and identifications to the map when you are back inside the classroom (when you have use of a mouse!)

Any questions – get in touch

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