



## #TeamWilder Educator Toolkit: Planning your new wildlife zone

Wildlife zones are a great way of empowering everyone in your school to take part and understand the positive impact that they can make for wildlife and nature within your school grounds. Planning your wildlife zone will encourage creativity whilst being a valuable and rewarding way of delivering multiple elements of the National Curriculum.

This planning diary will take you through the stages of planning a new wildlife zone. We'll give you tips on how to involve other people in the planning and action stages, and you can find a pre-populated diary at the end which you can fill in.

### 1. Understanding the site

Establishing an understanding of the area that you will be working with is a vital first step in planning your new wildlife zone. This planning can begin indoors using maps, photographs and local information from books or the internet – a bit like an investigation! You'll need to establish the following bits of information:

**Grid reference:** If you're short for time or this doesn't fit into your learning aims then there are tools online such as Grid Reference Finder to help you find this.

**Location:** You may want to include further bits of information on location such as the what3words reference.

**Area:** m<sup>2</sup>

**Planning authority:** This will quite often be the local council but it's also worth checking for any further information such as tree preservation orders so that you're prepared for anything further down the line.

**Tenure:** Note down who holds the permission and land rights for the area that your wildlife zone is situated in.

**Stakeholders:** As well as knowing who holds the land rights, it's always good to be aware of who your stakeholders are. Brainstorming and role play activities are great for developing an understanding of the users and stakeholders of your site and what their motivations, concerns and needs might be.







## What will we need?

Once you have your actions and objectives you can begin to plan how you will achieve these. Think practically but also reflect on what knowledge you'll need to be able to empower both adults and children to get stuck in!

### Consider the following:

- Tools and equipment
- Health and safety
- Size of group
- Any specialist skills or knowledge that you'll need to have

## What might happen to the wildlife that already lives there?

This is an important question to ask within your planning and once you've got your objectives, actions and needs lists written up you can use this to review the plans.

Leaving certain areas of your wildlife zone as they are will be beneficial to the wildlife that already lives there. Using the research you conducted into the habitats within your wildlife zone should help you decide which areas these are.

## 4. Creating your wildlife zone

**Record your progress as you go – and get creative with it!** Diary entry style recording adds a personal element to the project which can include photographs, clippings, thoughts, and feelings. It's a good way to encourage connectivity to the space too.

From video diaries to natural art pieces, there are plenty of ways to include a range of different subjects in the new wildlife zone.

Don't forget to share your progress with stakeholders and the community too. Sharing knowledge and practice has a wider impact and you may want to invite the local press to see how things are shaping up!

## 5. Reflecting on your wildlife zone

**Your wildlife zone will be a valuable space that will continue to grow, thrive, and survive once you've achieved your objectives. Taking the time to continually reflect on the space means that you can continue to improve it for wildlife as well as learn from it.**

### What have we done?

Get together and look at your progress from your initial planning stages through to now. You may want to do this at defined checkpoints (6 months, 12 months etc).



Reflection goes both ways – how have you and your school taken action to have a positive impact for wildlife? How has taking action for wildlife had a positive impact on you?

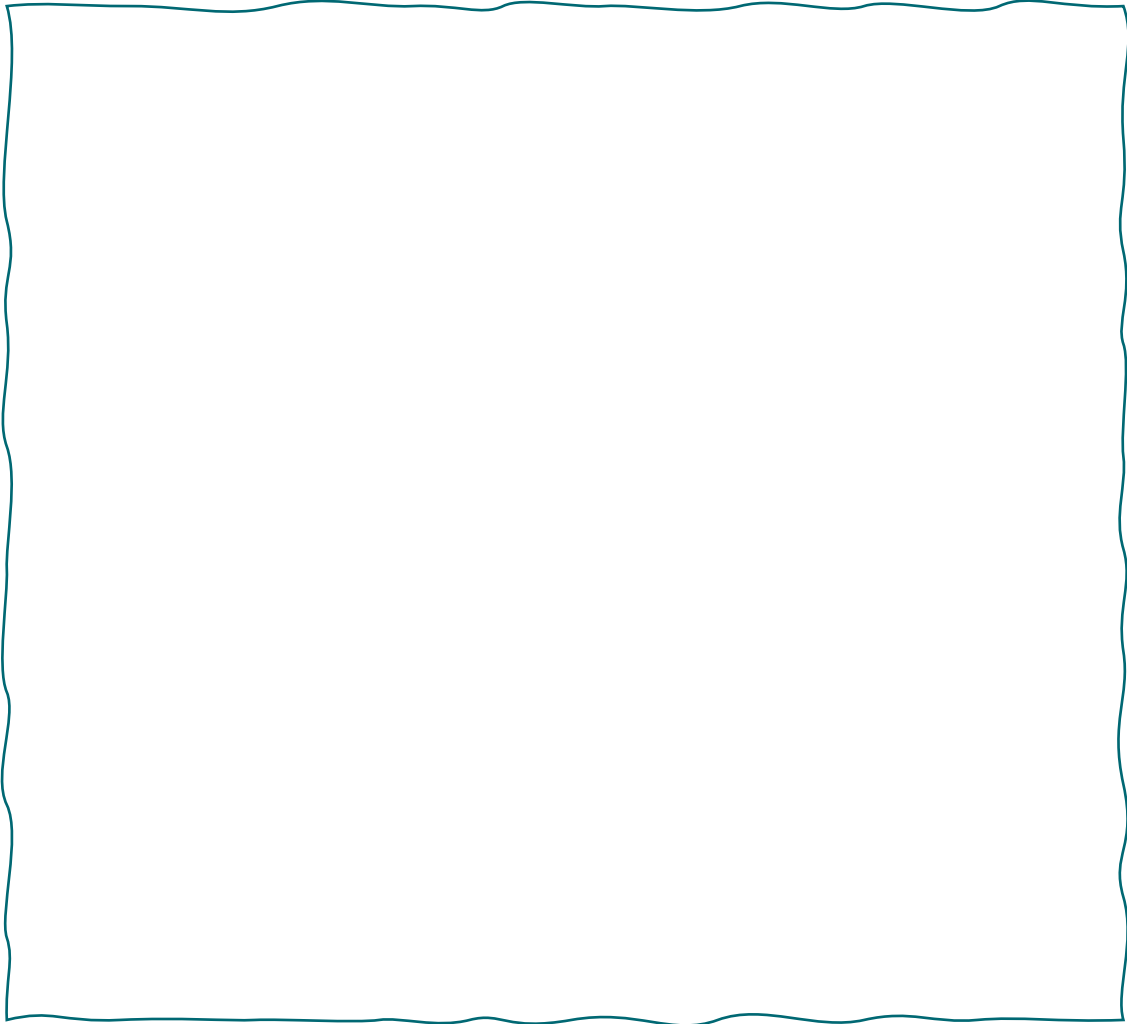
### **Who lives here now?**

Look at the habitats which you've left for wildlife and the habitats that you've created for wildlife. One idea is to focus on a range of ways in which you can monitor who lives in the wildlife zone now. These could include identifying tracks and signs; using apps such as iNaturalist and Seek; and developing more spotter sheets to encourage other people within your school to take a few mindful minutes to see what they can spot.





# Our Wildlife Zone Planning Diary



**School or group name:**

**We want to help wildlife by:**



## Understanding our site

**Grid reference:**

**Location:**

**Area:**

**Planning authority:**

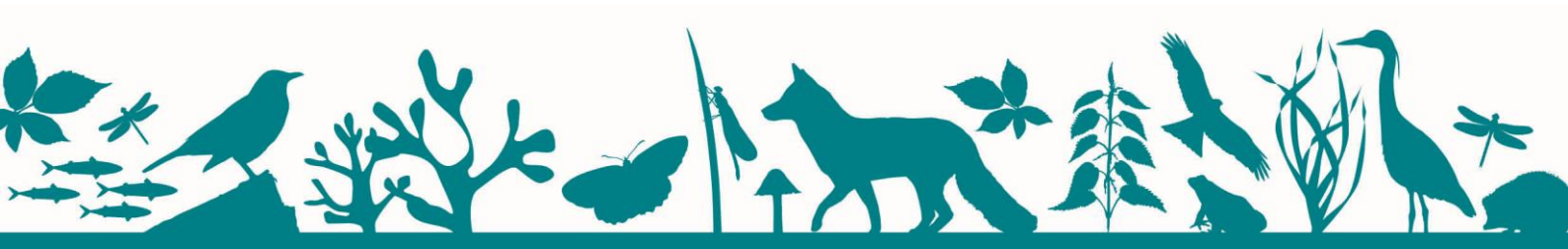
**Tenure:**

**Stakeholders:**

**Further information:**



## Photographs and maps





## Understanding the wildlife in our zone

Plants and trees	Mammals
Birds	Invertebrates



## Planning our zone

How are we going to make it better?

What are we going to do?

What do we need?

Reviewing our plans



## Creating our wildlife zone

### Wildlife Zone Diary: Week ...

Here are some handy prompts for what to record if you're stuck for words:

- What have you been doing this week?
- Who has been involved?
- Highlights and favourite moments
- Challenges and things that could have gone better
- Wildlife you've spotted in your zone
- How has working on your wildlife zone made you feel this week?
- What have you learnt?



Insert a photo or clipping here!

## Reflecting on our wildlife zone

What have we done?

Who lives in our wildlife zone now?

