

TAKE THE WILDER PRIMARY SCHOOL SURVEY

How to use this resource:

In order to make your school wilder, you need to know how wild your school already is. This packet contains several surveys and questionnaires to get you and your pupils thinking about the different ways your school can go wild.

Health and safety considerations

Please adapt our activities to adhere to the most recent government guidelines and help prevent the spread of the coronavirus, Covid-19. Activities suggested in this toolkit are suggestions only and should be modified in a way that suits your school best. Surveys can be completed easily within bubbles.

How wild is your school?

Class activity: Look out for wildlife from your windows, or take the class outside and go looking for wildlife.

Pages 4 and 5 of this packet include some simple wildlife and invertebrate spotter sheets that your pupils can use to determine how wildlife friendly your school is. There are plenty more wildlife spotter sheets online at: wildlifewatch.org.uk.

The more animals you see, the better! The more variety of life an environment sustains, the more inter-relationships there are and thus the ecosystem is a lot more resilient to change. By taking a look at your pupil's results, you can start to see what groups of animals your school grounds support and what animals you think you might want to see more of. If you can provide the desired food source and shelter for these animals, they will come to you.

If you would like to have more thorough ecological surveys conducted on your school grounds, please email: Wilder@hiwwt.org.uk.

What is your school currently doing to help nature's recovery?

From bird houses to bug hotels, from wildlife ponds to wildflower meadows, there're so many ways to give nature a home.

Class activity: Take a walk around your school with your pupils and identify the different ways in which your school is taking action for nature.

Page 6 has a checklist of actions you can look out for. Once you have completed your walk, tally up the number of ticks you've got.

5 ticks or less: think about what other easy and simple actions your school could take to make more space for nature.

6-10 ticks: You're doing pretty well - were you inspired by some actions on the list that you would like to do?

More than 10 ticks: That's awesome! Have a think about how you might want to expand some of the projects you're already doing. Could you make a bigger impact?



How connected are pupils and staff to nature?

Class activity: Ask your pupils to fill out a short questionnaire to assess how they feel about nature.

Having an appreciation for nature and the outdoors has many benefits to people's physical and mental wellbeing; not to mention that the more you love nature, the more you're going to take action to protect it.

On page 7, you'll find a short questionnaire that you can print and distribute to your pupils. The questionnaire assesses how connected the pupils feel to nature and is based on a traffic light system. The pupils colour statements in red, yellow, or green based on whether they disagree with, are unsure about, or agree with statement. Once completed, collate all their answers and tally how many pupils agreed and disagreed with the statements. The more times something was "agreed" with the better connected your students are to nature. Use this as a way to engage in discussions about nature with your class.

This activity can be done interactively. Choose one side of the classroom to be the "agreeable" side and the other, the "disagreeable." Read out the statements provided and ask your pupils to stand on either side of the classroom depending on how much they agree with the statement. Then ask your pupils to explain why they chose that side.

Page 8 is for teachers to read through and make some short term goals. Write down the current answer to the questions and think about a goal you'd like for the school to set to change your ways. Write down a review date and put that date in your diary so you can check back later to see if you've achieved your goals and what to do next. Setting short term goals and changing them regularly is more effective than long term ones.



Go take the Wilder Schools Pledge!

If you've completed all the surveys, you should now have a better understanding of how wild your school is and you're in a great place to start thinking about how your school can go wilder. Remember, this is a marathon, not a sprint, so set several short term goals every year over 5 years rather than one huge overarching goal for 5 years time.

**Hampshire & Isle of Wight
Wildlife Trust**

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SO32 2DP

Registered Charity Number 201081

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Wilder@hiwwt.org.uk

hiwwt.org.uk/team-wilder



**Hampshire &
Isle of Wight
Wildlife Trust**

Window Wildlife Spotter



What's the weather like?



Where are you doing this survey?

City

Village

Rural

Town

Big garden

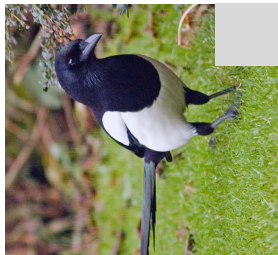
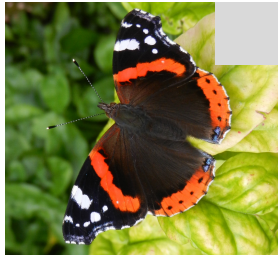
Small garden

Medium garden

Balcony

Window box

Looking out of a window



House sparrow © Charles J Sharp | Grey squirrel © Terry Whittaker/2020VISION | Wood pigeon © David Kilbey | Starling © Ed Marshall | Long tailed tit © Darin Smith | Collared dove © Gillian Day
 Hedgehog © Tom Marshall | Garden spider © Richard | Burkmarr Frog © Brian Shorter | 7 spot ladybird © Dawn Monrose | Common earwig © Jon Dunkelmann | Blue tit © Darin Smith
 Tawny mining bee © Nick Upton/2020VISION | Fox © Andy Ames | Chaffinch © Ian Cameron-Reid | Blackbird © Dave Kilbey | Goldfinch © Neil Aldridge | Red admiral butterfly © Hillary Bagshaw
 Great tit © Ian Cameron-Reid | Gatekeeper butterfly © Elliott Fairs | Magpie © John Windust | Robin © David Kilbey | White-tailed bumblebee © Derek Moore | Large white butterfly © Chris Bean



Invertebrate Insights



What's the weather like?



Where are you doing this survey?

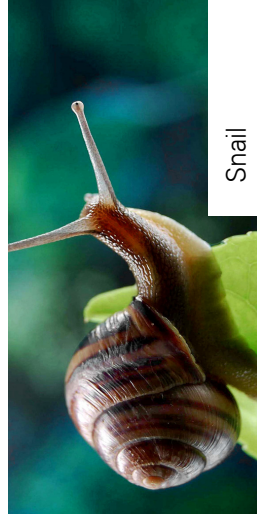
City Village Rural Town

Big garden Small garden Medium garden Balcony Window box Looking out of a window

Invertebrates are animals that don't have a backbone!

Count and record the number of these invertebrates you see in your garden

If you know the name of a specific species within one of these groups, tell us about it when you submit your results online.



Snail



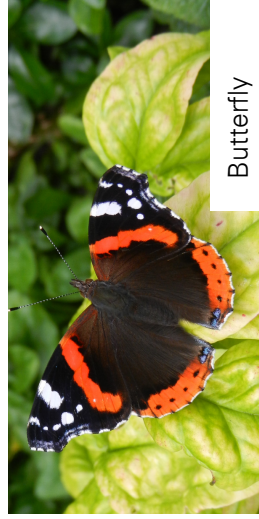
Slug



Worm



Beetle



Butterfly



Bee



Earwig



Spider



Grasshopper



Woodlouse



Centipede



Millipede

Submit your results to hiwwt.org.uk/how-wild-are-we

To help you identify the species use our guide - hiwwt.org.uk/wildlife-explorer/invertebrates/other-insects

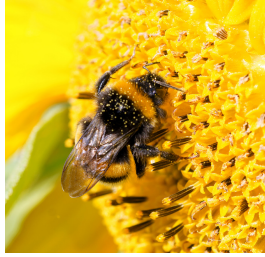
Wildier Schools Survey



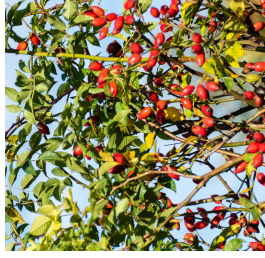
**What is your school currently doing to make space for nature's recovery?
Take your class on a walk around your school grounds and see if you can spot the following:
You may need to ask your teacher to explain a few things.**



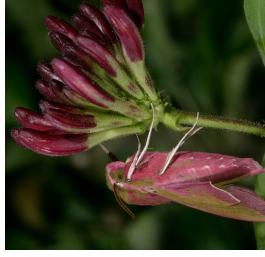
Bird feeding station



Pollinator plants



plants for seed-eating birds



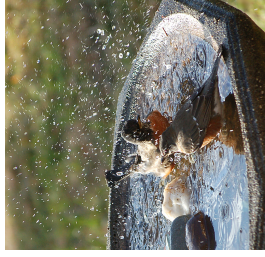
Nectar sources for night time insects



Shrubs and bushes with berries



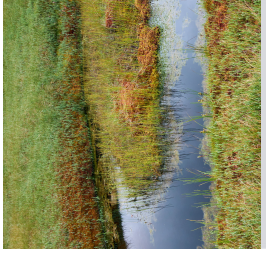
Herb garden



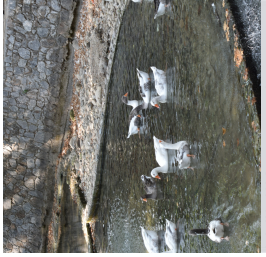
Bird bath



Water butt



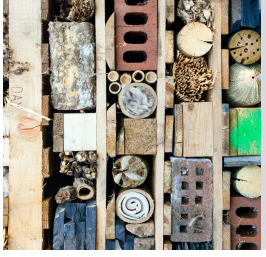
Boggy area



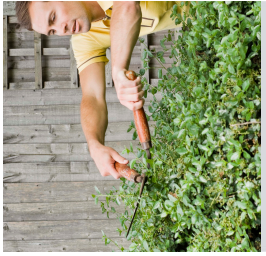
Wildlife pond (no fish)



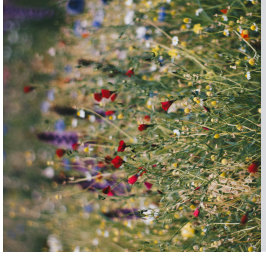
Bird box/ shelter



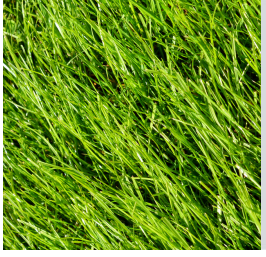
Pile of logs or insect shelter



Native hedges



Wildflower area



Unknown areas of long grass



Water with watering can



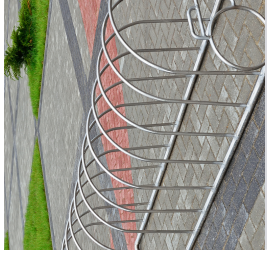
Compost



Pesticide-free pest control



Peat-free compost



Bike storage



Bike / walk to school scheme



Recycling bin



Using less single-use plastic



Green roofs

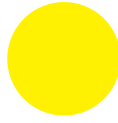
Now count how many ticks you've got. If you have 3 ticks or less, think about what other easy and simple actions your school could take to make more space for nature. If you have between 4 and 10 ticks, you're doing pretty well and anything over 10 ticks is awesome! Have a think about how you might want to expand some of the projects you're already doing. Could you make a bigger impact?

Do you agree or disagree? Colour in the circles!

Red = disagree



Yellow = unsure



Green = agree



I love going outdoors to play

The rain is just as important as sunshine

Walking is better for the environment than driving

We should protect nature

We go outside a lot

I wish we could do more school activities outside.

It is really important to pick up rubbish

I think about wildlife everyday

My actions have an impact on wildlife

1. My favourite thing to do outside is:
2. My least favourite thing to do outside is:
3. I think my school could protect the environment more if:

For the teacher: How connected are pupils and staff to nature? Answer the questions below.

What percentage of pupils experience at least one hour a week of outdoor learning?

Outdoor learning encompasses the entire range of learning experiences that children gain from playing in and discovering the natural world around them. A 2019 study conducted by the Wildlife Trusts and University College London revealed that after participating in outdoor learning, 79% of children reported feeling more confident in themselves, 81% agreed that they had better relationships with their teachers, and 79% reported better relationships with their class-mates.

Current:

Goal:

Review date

What percentage of your teaching staff are specifically trained in outdoor learning?

Providing people with the opportunity to connect with the natural world is at the heart of what we do. We believe that equipping teachers and leaders with the skills and confidence to take groups outside is a key way this can be achieved. Find out more about our outdoor learning programmes at: hiwwt.org.uk/Schools-groups/training.

Current:

Goal:

Review date

Are the students and staff involved in committees?

It doesn't have to be an eco-focused committee or even a committee at all. Including staff and students who represent all parts of the school community in decision making of some of the school's operations is key to creating a space for nature that everyone will respect and feel a sense of ownership over. Community action is a very powerful tool in creating meaningful change and can be leveraged in a number of ways.

Yes / No

Goal:

Review date

To what extent are the school's every day practices sustainable?

Caring for the environment comes in many different forms, but as the ecological crisis worsens, more and more people are absorbing sustainable practices in their everyday lives. In answering this question think about: Are teachers thinking twice about printing lots of paper? Are students being taught how to recycle and why it matters?

Comments:

Goal:

Review date