

TAKE THE



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 4-9 of this packet include some simple animal spotter and plant identification sheets that your students can use to determine how wildlife friendly your school is. The more animals you see, the better! 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 students and identify the different ways in which your school is taking action for nature.

Page 10 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 students and staff to nature?

Class activity: Ask your students 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 11, you'll find a short questionnaire that you can print and distribute to your students. The questionnaire assesses how connected the students feel to nature. The students can say how much they agree with each statement. Once completed, collate all their answers and tally how many students 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 students to stand on either side of the classroom depending on how much they agree with the statement. Then ask your students to explain why they chose that side.

Page 12 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

Beechcroft House, Vicarage
Lane, Curdridge, Hampshire
SO32 2DP

Registered Charity Number 201081

01489 774400

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

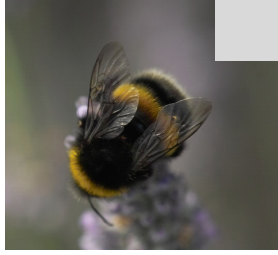
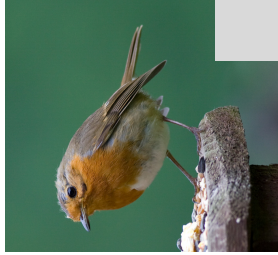
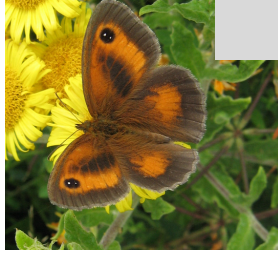
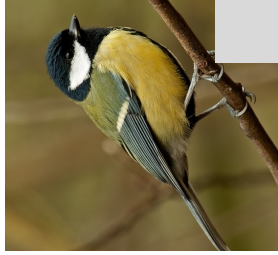
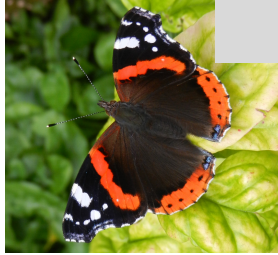
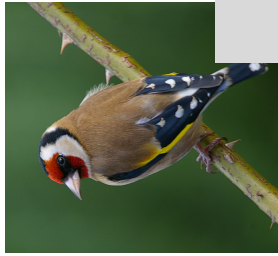
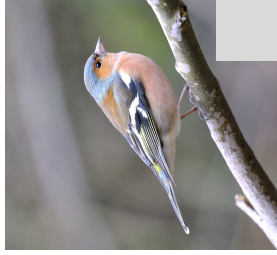
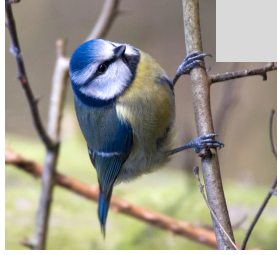
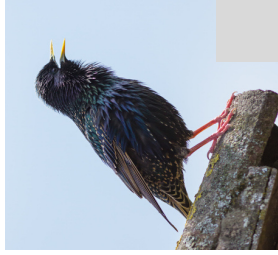
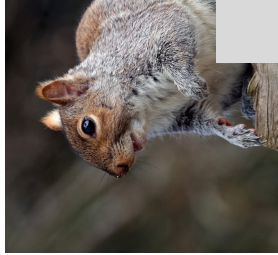
Small garden

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

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

Invertebrate Insights



What's the weather like?



Where are you doing this survey?

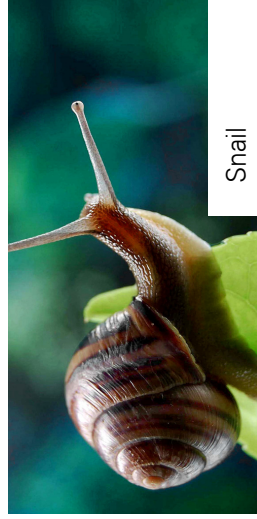
City Village Rural Town

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



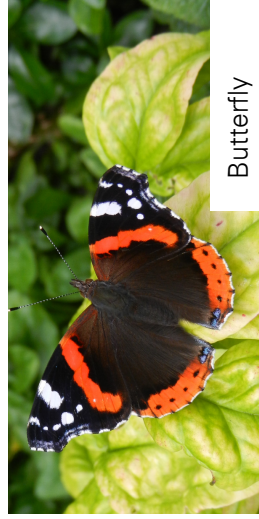
Slug



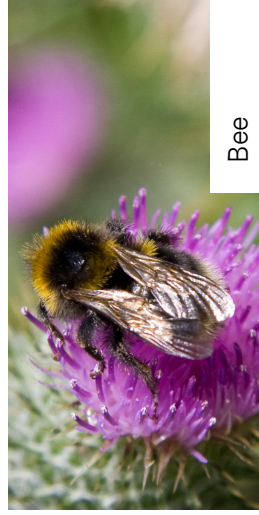
Worm



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

Plant survey

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

Step one: measure a metre square in the space you have

Step two: write or draw a bird's eye view of everything you can see growing in your metre square. Imagine you are looking down from above and mark where each of the plants are, include trees, grass and flowers (make sure to label your drawings)



Submit your
results online
[hiwwt.org.uk/
how-wild-are-we](http://hiwwt.org.uk/how-wild-are-we)

Nightlife Survey: Garden Moths



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

Keep an eye out for caterpillars too. Record them here —

Have you seen any of these? Tick the ones you see below.



Hebrew character



Oak beauty



Early grey



Small quaker



Twin spotted quaker



Chestnut

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

Nightlife Survey: Mammals



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

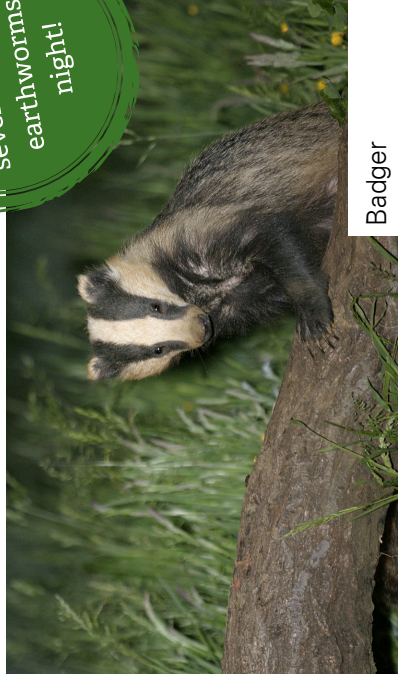
Have you seen any of these? Tick the ones you see below.



Fox



Pipistrelle bat



Badger

Badgers can eat several hundred earthworms a night!



Brown long eared bat



Hedgehog



Yellow necked mouse

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

Pondlife Survey

What's the weather like?



Where are you doing this survey?

City	Village	Rural	Town	Container pond
Big pond	Small pond	Medium pond		

What's in your pond? Tick the ones you see below.



Common pond skaters have water-repellent hairs on the bottom of their feet, enabling them to walk on the surface film of the water.



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

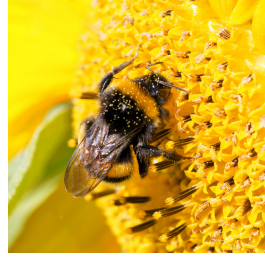
Wildier Schools Survey



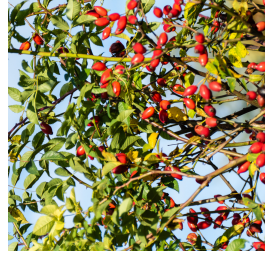
**What is your school currently doing to make space for nature's recovery?
Take your class on a walk around your school grounds and see if you can spot the following:
You may need to ask your teacher to explain a few things.**



Bird feeding station



Pollinator plants



plants for seed-eating birds



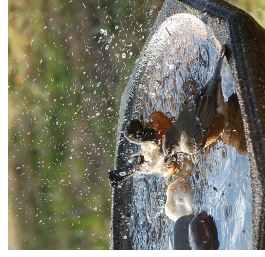
Nectar sources for night time insects



Shrubs and bushes with berries



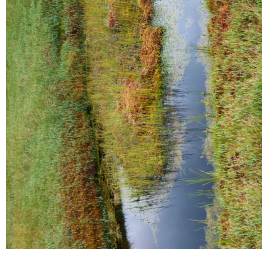
Herb garden



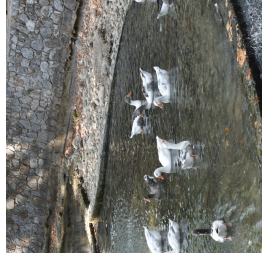
Bird bath



Water butt



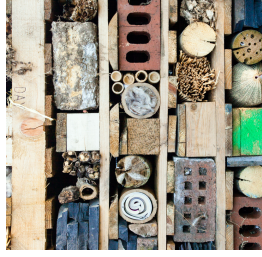
Boggy area



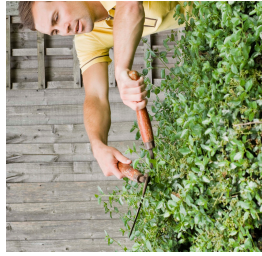
Wildlife pond (no fish)



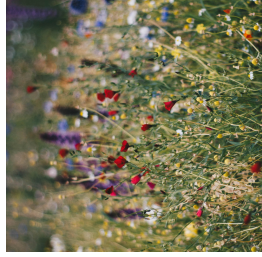
Bird box/ shelter



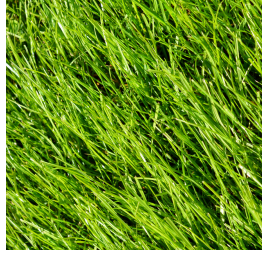
Pile of logs or insect shelter



Native hedges



Wildflower area



Unknown areas of long grass



Water with watering can



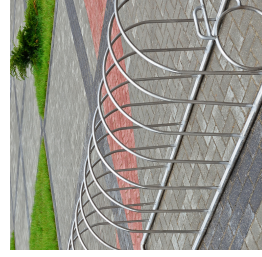
Compost



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?

Wildlife Schools Survey

How connected are you to nature?



Hampshire &
Isle of Wight
Wildlife Trust

	Disagree completely	Disagree strongly	Disagree	Neither agree nor disagree	Agree	Agree strongly	Agree completely
I always find beauty in nature							
I always treat nature with respect							
Being in nature makes me very happy							
Spending time in nature is very important to me							
I find being in nature really amazing							
I feel part of nature							

	Never	Rarely	Occasionally	Sometimes	Frequently	Very frequently	Always
I volunteer with a conservation / environmental organisation							
I participate in organised clean-up events							
When I see litter, I pick it up							
I watch nature documentaries / read books about nature							
I am concerned about environmental issues across the world							
I attend school council meetings about sustainability and nature conservation issues							
I sign petitions supporting nature conservation efforts							
I talk with my teachers, parents, and clubs about nature conservation issues							

How connected are students and staff to nature? Answer the questions below.

What percentage of students 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