



PEOPLE

All lessons are linked to the film People



To view



Subtitled



Learning for People

Overarching Learning Intentions

The aim of this package of lessons linked to the film 'People' is to encourage an awareness of, and thoughtfulness about, how humans interact with the natural environment and explore ways to live in balance with nature and landscape in the future. As we become more aware of climate change and the biodiversity crisis, let's explore how our behaviour can make a difference.

INTRODUCTION

The film 'People' shows young people and adults involved in Go Wild, an outdoor and nature activity week at Threave Nature Reserve, talk about spending time in nature. It also looks at the archaeological activity on the reserve that reveals how people have lived in and used the landscape over thousands of years.

One of the aims of the Threave Nature Reserve Landscape Restoration Project is to engage people with nature, and make it more accessible. It recognises the importance of the motivation and experiential understanding that comes from developing greater empathy and connection with the natural environment.

The Go Wild project stemmed from the desire to give young people an opportunity to spend high-quality time in their local natural environment.

Young people are among those who are more likely to experience barriers to accessing nature (see Mental Health Foundation link in side bar.) The benefits of being outside in nature are well recognised, and it is important for learners to begin to recognise and express these for themselves, as they have done in the film. Schools are the ideal way to ensure that all children have the opportunity to connect with and experience nature in a way that feels safe and enjoyable.

Understanding how land use has changed over time gives an important wider context in which to place our interaction with nature, the current challenges we face, and those that young people will face in the future. We see the increasing impact human activity has had over more recent generations, as well as the potential to change these practices to ones that are more balanced and take into account the vital part that protecting and supporting nature plays in human survival.

POINTERS FOR TEACHERS

This series of interdisciplinary lessons/learning activities cover 2nd and 3rd level curriculum areas of outdoor learning, science, health and wellbeing, social studies and expressive arts. They are best presented to the learners after they have watched the 'People' film. The lessons are suggestions and should be interpreted by teachers creatively and in relation to their environment, knowledge and needs. The lessons can be taught as part of a Learning for Sustainability/IDL topic or independently by subject.

www.mentalhealth.org.uk

CURRICULUM LINKS

SCIENCE	TECH/HWB/MATHS	LITERACY	SOCIAL STUDIES/ EXPRESSIVE ARTS
<p>SCN 2-01a - I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.</p>	<p>TCH 2-07a - I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment.</p>	<p>LIT 2-05a - As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.</p>	<p>SOC 2-04a - I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.</p>
<p>SCN 2-02a - I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area.</p>	<p>MNU 2-20a - Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.</p>	<p>LIT 2-06a - I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p>	<p>SOC2-08 /3-08a - I can discuss the environmental impact of human activity and suggest ways to be more responsible.</p> <p>I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.</p>
<p>SCN 2-02b - Through carrying out practical activities and investigations, I can show how plants have benefited society.</p>	<p>MNU 2-20b - I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.</p>	<p>LIT 2-07a - I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.</p>	<p>SOC 2-13a/3-13a - I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.</p> <p>By comparing settlement and economic activity in two contrasting landscapes, I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others.</p>

CURRICULUM LINKS (CONTINUED)

SCIENCE	TECH/HWB/MATHS	LITERACY	SOCIAL STUDIES/ EXPRESSIVE ARTS
	<p>HWB 2-26a - I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.</p>		<p>EXA 2-05a - Inspired by a range of stimuli, I can express and communicate my ideas, thoughts, and feelings through activities within art and design.</p>
			<p>EXA 2-07a - I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</p>

Outdoor Learning

LEARNING INTENTION

Young people can identify ways we depend on the land and nature for our survival, how the ways we interact with land and nature has changed over the years, and the impact people have on the land and nature. They develop their connection with nature and awareness of the positive impact it has on wellbeing and build confidence through problem solving and learning new skills in an outdoor environment.

Overview

The Outdoor Learning activities for 'People' are designed to give teachers and outdoor educators a starting point for successful learning in the outdoor environment. They can be adapted to suit the site you have available and the time of year, and also list equipment and resources to aid preparation. There is a link to a risk benefit assessment that covers the outdoor learning sessions, which you can adapt if required. We hope all of these will be useful either directly or as inspiration and support for taking learners outdoors.

Relevant Topic/IDL links include

Life Through the Ages, Historical Topics, Environment, Geography, Health, Technology, Living Things, Climate Champions.

Time of year

Any time - warmer weather will make for a more enjoyable experience all round, but building shelters in colder or wetter weather if appropriate, gives a different understanding of the need for shelter and warmth and can build resilience and respect for nature.

Site

Ideally somewhere that there is scope to set up camp for a few hours and/or return to regularly so learners can feel a connection to the place and have time to relax and explore. Remember to get landowners' permission and check any environmental or wildlife conservation restrictions first (see Risk Benefit Assessment).

WATCH PEOPLE
All lessons are linked
to the people Film



LINKS

Safety

Risk Benefit Assessment

Warm up activity-
settling into the outdoor
environment

What doesn't belong -
Warm-up activity sheet

LEARNING ACTIVITY

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MAKING CAMP



Info

Some young people will have spent a lot of time outdoors doing these kinds of activities, and some very little or not at all. They will have different comfort zones. Encourage learners to organise themselves, and work together to allocate tasks and problem solve, and to assess risk. Prompt as they go, for example by asking 'what if it rains?' or 'how could you make that more secure?'.

Aim

To make a camp/shelter outdoors, using natural and found materials for shelter. To work as a team, problem solve and enjoy being outside.

Task 1: Place the learners into groups of three or four, ideally. Start by sitting all together in the area you have chosen. Discuss a hypothetical scenario - for example, they are stranded in the woods/on an island, or they are living 1,000 years ago. What would they need to survive here?

Introduce basic needs - shelter, water, food - and community. Discuss what they would focus on first, and why - this can be done in small groups and the answers compared once back together.

Alternative: This could be done in class before heading outside - if so, learners could look at/research some examples of homes and shelters through the ages in Scotland or those used by people in different parts of the world today. Look at what they have used, why, how designs have evolved to suit the natural surroundings/habitat /climate. How do they compare to our houses? What impact do you think they have on the environment, compared to our houses? Where do the materials come from?

They can also look at some examples of different shelter designs in the mini shelter video (see Resources), and have a go making some 'mini-shelters'.

Task 2: Come together in the middle of your chosen site if you have not already done so for Activity 1a. Recap the discussion you had for Task 1.

Ask each group to make their own shelter, or den, and to think about:

- The materials available - not damaging live trees or plants, or habitats
- A good site - can they make use of what is already there, e.g. a living tree branch, natural hollow? Which way should the shelter face?
- How big it needs to be, and what would make a good shape?

Give them a time limit and help with securing (knots, etc.) and cutting dead branches if required.

If you have time, or are able to return to the camp, develop a communal area together - for example, a circle of seating, a focal fire area (see Extensions section on P8), some fencing made of vertical sticks with thinner branches woven between.

Plenary

Come together and walk round looking at each group's shelter in turn. Give the group the opportunity to talk through what they did, how and why. What worked well? What might they improve on or add next time?

Gather again in the middle and think of a name for the camp. This could be painted or drawn on a piece of wood or similar if desired. If the young people were to live here, what might they add, or do next? What else would they need (e.g. food, water) and where might they get it from?

Equipment

- Tarpaulins, sheets or similar
- Thin rope or paracord, some pre-cut into 2m lengths
- Hand saws, bow saws or folding saws (adults)
- Preparation: it is a good idea to do some preparation at the site in advance - making sure that there are enough materials around for all learners to use to make dens or shelters, for example longer branches, small sections of log for seating, brash or bracken for 'thatching', being aware of the boundaries and potential hazards (see Safety on P5).

Depending on the site, the shelters/camp area could be kept for some time, to allow young people to return, or it may need to be dismantled on the day. When dismantling, talk about leaving no trace (see Activity 3 - Create a Nature Code on P11).

Extensions

Campfires and cooking - having a campfire and cooking outdoors with young people is a great experience and encourages perseverance, teamwork and creativity, as well as confidence and trust. If you have not done this before, it is very worthwhile doing a short CPDL or other course or gaining practical experience in fire-lighting and campfire cooking with other adults until you are confident and feel prepared. We are also happy to arrange demonstrations and learning opportunities here at Threave Nature Reserve (ThreaveNature@nts.org.uk).

It is vital that conditions for safe fire lighting are observed, due to the potential damage to wildlife, especially in dry weather conditions.

Fire Guidance PDF - Outdoor and Woodland Learning (OWL) Scotland

The children in the 'People' film enjoyed being interviewed by John Wallace about their time outside - learners could make their own video interviews of each other talking about their time outdoors and experience making shelters.

The shelters could also be used for Learning Activity 2 - Sit Spots (see P9), and as places to sit and observe wildlife.

Resources:

Bushcraft for Kids - How to build a mini shelter
<https://www.youtube.com/watch?v=O5OLy5hIZxI&t=45s>
(fun introduction to different shelter designs that could be shown to class in preparation)

Learning Through Landscapes - Den Building and Hiding
<https://www.youtube.com/watch?v=R0gYORak-sk>

Knots: Square Lashing (useful and easy knot for shelter building - many more knots are available online, but stick to one or two at a time!)

LEARNING ACTIVITY

2

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NATURE FOR WELLBEING – 'SIT SPOTS'



Info

Being outside, especially in woodland, can have a noticeable effect on mental health and wellbeing. It has been shown to lower blood pressure and cortisol levels. This can be the case whatever the activity, but it can be valuable to take time to allow young people to relax and be quiet in nature. This can be incorporated into Learning Activity 1, or separately. It's best done once learners are 'settled in', and not when hungry or tired.

Aim

For each child (and adult) to find their special spot outside, to spend time there and return to it, and feel connected and safe there.

Task 1: Decide on the boundaries for your area, ideally large and varied enough to provide plenty of different places for learners to identify a personal 'spot'. Explain that they can find their 'sit spot' and spend some time there by themselves – perhaps let them know in advance, so they have time to look for spots while they are doing other activities/exploring the site. Give them five minutes (longer or shorter depending on their age and stage) to sit quietly in their spot and relax.

Encourage them to use all their senses (except perhaps taste!) to get to know their spot. See what they notice around them, above them and below them. It's a good idea for the adults to do this exercise too, so they can experience it and also to get an idea of a good length of time to spend on it.



Plenary

At the end, gather together and ask learners how they feel, what it was like, what they noticed.

If possible, allow learners to return to their Sit Spots regularly, or use the same exercise back in the school grounds.

Extensions

Allow learners time to develop their connection with their Sit Spot' - this could be through drawing, photographing it, creating a piece of art or writing about it.

As noted in the Activity 1 Extension, the children in the 'People' film enjoyed being interviewed about their time outside, and learners could make their own video interviews of each other talking about their Sit Spots, or about their time outdoors.

Resources:

Mental Health Foundation -
How Connecting with Nature
Benefits our Mental Health
<https://www.mentalhealth.org.uk/our-work/research/nature-how-connecting-nature-benefits-our-mental-health>

LEARNING ACTIVITY

3

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CREATE A NATURE CODE – RESPECT, RESPONSIBILITY AND CARE FOR NATURE



Info

It is important for people to be aware of the Scottish Countryside Access Code and Leave No Trace ethos, for safe and happy outdoor experiences that also respect others and the environment. This activity can be done in the classroom, but it is nice to do it, or at least begin it, outside, where learners can use what's around them and the experience they've had for inspiration.

The discussion and creation of a 'Nature Code' can extend beyond responsible behaviour outdoors to include responsible, caring behaviour towards nature in general.

Aim

To write a 'Nature Code', and compare it to the Scottish Countryside Access Code and Leave No Trace, and/or wider environmental laws and codes of practice.

Task 1: Ask young people to think about how they would like people to behave when they are outside in nature. What do people do that harms nature? What would they like them to do instead? What does it mean to Leave No Trace?

Start to put this together into a 'Countryside Code' or 'Nature Code', discussing and agreeing on key points. This can be done as a whole group, or in smaller groups which then bring the ideas together and see which are the same or different. Agree on a class 'Code'.

The 'Nature Code' can also be compared to your 'School Code' e.g. Be Kind, Be Safe, Be Respectful and discussion about how they might be similar, and why we need to apply these to the land and all living things, not just each other.



Extension / alternative

Ask learners to write a message or letter in first person from a tree, animal or habitat that they've seen or experienced during outdoor learning (perhaps from their 'sit spot', see Activity 2) to humans. What would their chosen example of nature ask people to do, or not to do? (see also Science - Activity 2)

Equipment

If outside, a portable chalkboard or big piece of paper is ideal, or if not available paper and clipboards, pens, etc.

Resources

Scottish Outdoor Access Code
<https://www.outdooraccess-scotland.scot/>

#Know the Code – Outdoor Access for Young People
<https://young.scot/campaigns/knowthecode/>

Leave No Trace
<https://lnt.org/why/7-principles/>

UN Sustainable Development Goals
<https://sdgs.un.org/goals>

NatureScot – Scotland's Nature Agency
<https://www.nature.scot/>

LEARNING INTENTION

Young people can identify how we depend on the land for our survival, how the ways in which we use and interact with the land has changed over the years, and the impact people have on the land. Young people create surveys which explore how they use and feel about land. The intention through these lessons is to help evoke a sense of empathy for the land and critical thinking in terms of how we use the land and how we might use the land in the future.

Overview

Within the Science section of our Learning for People Materials there are two Learning Activities. These activities will ask learners to investigate the relationship between land and people – and vice versa.

In **Learning Activity 1**, learners will design or use a survey to find out from people in their life how often they are outside, and what their relationship with the land is. The class will pool their data and analyse it to find out if there is a link between time spent outside and opinions on the land.

Following this, in **Learning activity 2**, learners will imagine that they are the land. Using empathy and different communication styles, they will explore what the land might wish to say or show to the communities living on and around it.

WATCH PEOPLE
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LEARNING ACTIVITY

THE COMMUNITY TO THE LAND

Info

How do people interact with the land? Are people aware of how much they rely on the land? Do some people think more about the land than others, and if so, why? Let's gather some data to answer these questions.

Activity 1a: Ask pupils to think about how many minutes or hours they spend outside a week. What do they do when outside? How do they feel when they're outside? Then, discuss with them how they feel about the land outside - you may need to define 'the land' first, and can do this as a group, or simply explain that it is the ground and soil beneath our feet, which we build roads, shops, and houses on, which we might walk, cycle, or play on, and which all our plants and animals (including those on farms) cannot live without.

Task 1: Tell the pupils you are going to design a survey for people in the community as a class. Each pupil will ask one or two adults to answer the survey as homework, and the class will pool their results.

The survey must have 3-5 questions which aim is to see if people who spend more time outside feel closer and more protective of the land, and if they realise how much they depend on the land. The questions you can ask for those answers can be varied and the pupils might like to come up with them. However, they should have set answers such as yes/no or scorings of 1-10, where 1 is the lowest answer (for easy comparison of results). It must also ask the respondent to estimate how many hours or minutes they spend outside each week, which includes for their job, commuting, hobbies and so on.

For younger pupils, you may wish to give them the survey ready-made. Pupils can write the questions in a notebook to take home and ask 1-2 adults or you can print off a survey for them.

Questions can be:

Do you enjoy being outside?	Yes/No
How close do you feel to the land around us [include the definition of land that pupils have agreed on]	1 (not at all) - 10 (extremely)
How important is it to protect local natural areas?	1 (not at all) - 10 (extremely)
How much do you think you rely on the land to survive?	1 (not at all) - 10 (extremely)
Can you estimate how many minutes you spend outside each week, including for jobs, commuting on foot/bikes, hobbies, etc?	

Task 2: First sort the surveys into respondents who spend a lot of time outside (the class may want to decide how many minutes is 'a lot'), or with older pupils you can average the time of all respondents and place them into 1 of 2 groups, above or below average. Then you can average the responses for each answer for both groups - at this point pupils may be able to put the data into a graph to compare, if appropriate for their level - or you can simply compare numbers to see if the groups had different responses.

Task 3: You can discuss what the results tell us and what conclusions we can come to, and how we can use this data in real life - e.g. if people who spend more time outside feel more connected with the land, are they more likely to care for it? Can we increase the time spent outside in other groups so that our land is more cared for?

LEARNING
ACTIVITY

2

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THE LAND TO THE
COMMUNITY
Info

Our local land doesn't have a voice and humans often assume that means there is nothing it wishes to communicate. However, if we spend some time thinking about the land - about areas that are being built on, littered, conserved, restored - we would probably realise that is untrue!

Task 1: Start with a discussion with the pupils about local areas and if they can think of ways the land is being changed, treated well, or treated badly. You can make a list together. If you have already looked at the other films, you can also encourage them to think about the levels of biodiversity around them and what that might tell us about the treatment of the land.

Task 2: Ask pupils to think about how they would feel if they were treated like the land they see around them that is treated badly, and then land they see around them that is treated well. What would they want to communicate to the humans around them in both these scenarios?

Task 3: The pupils will then write a letter from the land to the community. You may even wish to write two - one from land that is treated badly, and one that is treated well (if doing this, end with the latter). If writing a letter is not appropriate for pupils, they can talk as if they are the land, make a poster, identify emotions the land may feel via nonverbal communication boards, etc. Communication isn't only writing - pupils could even think about facial expressions, body language, art - this list is not exhaustive.

Extension

Pupils may wish to share their work with the community, which could be a very powerful message. This could be via the school's social media, website/newsletter, a small exhibition in the local hall or library, etc.

LEARNING INTENTION

To ensure young people are aware of the role they have to play in tackling biodiversity and the climate change crisis. To help young people understand the role adults play, and to give young people the tools to spread the word within their families and community about what they can do to be more sustainable and support our natural world.

Overview

The following interdisciplinary learning materials focus on the term "NatureClimate" and explores what that means. First, learners are asked to reflect on all the films ('Trees', 'Water', 'Grasslands', 'Biodiversity' and 'People') from Threave Landscape Restoration Project. Focusing on the nature balancing work which is taking place as part of the restoration project.

Then armed with knowledge from the films, learners are then asked to use research and idea generating skills to explore the term further through brainstorming charts and posters.

Finally, the Expressive Arts section shows how artists have helped with the NatureClimate Crisis through socially engaged art practice which empowers people to get involved and help.

(The IDL Learning materials are designed to talk directly to the learners).

Introduction

Let's think about all the things we might be able to do to help re-establish a balance with the natural world so the landscape and its biodiversity begins to restore as it is doing at the Threave Nature Reserve.

Watch the film 'People' to learn about our about our human relationship through time with the landscape at Threave. We have seen on the film and experienced first-hand (through the Outdoor Learning and Science/Maths lessons) how nature can be good for our health, wellbeing and sense of community but what can we do for nature? I wonder what we can do individually and as a community to support nature and help with the NatureClimate crisis?

WATCH PEOPLE
All lessons are linked
to the people Film



POINTERS FOR TEACHERS

The People section of our Threave Learning Resources are best delivered as the 'last' film to ensure your young people have the knowledge they need to answer some of the questions around how we live in balance with the land and help with the NatureClimate crisis. IDL/ Social Studies/Expressive Arts lessons are planned to come after the lessons in Outdoor Learning and would be best delivered in close connection to the Science/ Maths lessons above. The learning activities link to the aims and objectives of the Climate Champions and Learning for Sustainability.

LEARNING ACTIVITY

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NATURECLIMATE' CRISIS

Info

The climate change crisis and the biodiversity crisis are interlinked. People are using the word 'Natureclimate' crisis (all one word). For the next series of activities we will be working in a group of 4/5 young people.

Task 1: Warm-Up Exercise – think about the films you have seen about: 'Biodiversity', 'Water', 'Trees', 'Grasslands', and 'People'.

Working in your group think about and then come up with a variety of answers for each warm-up question below:

1. Climate change raises the temperature in water, how does that affect the fish?
2. Trees take in carbon dioxide, how does that help with climate change?
3. Is it good for biodiversity if the river is allowed to flood?
4. What happens if you have lots of cows grazing the same field and that field is regularly fertilised? What happens if a smaller group of cows move through a landscape, grazing using electric collar technology?
5. Why is the Threave restoration project encouraging a variety of species in their grasslands? Does mixed grassland help take in carbon dioxide? Does it help encourage more biodiversity? Is it better for the cows diet?
6. If the temperature across the globe rises how does that impact on people and animals in Africa? In Scotland? In Iceland?



Plenary

Create a brainstorming chart with the answers to your questions. Share the answers as a class with your teacher and other class members.

Task 2: Brainstorming the meaning behind “NatureClimate” crisis – now everyone’s brains are all warmed up and working as a group, discuss and research the answers to the following two questions:

1. Why do you think that environmental organisations are using this phrase “natureclimate crisis”?
2. Why do you think climate change and nature restoration are interlinked?

You will need to access online material including film clips and web-based info. Then use a large sheet of A3/A2 paper and coloured pens to capture your ideas – you can write or sketch your answers too.

Plenary:

Nominate one person to share the ideas from your brainstorming sheet with the whole class then as a group share what you have discovered.

Task 3: “NatureClimate” Poster – using the information on the brainstorming chart and working individually create an A4 poster or infographic using pencils and coloured pencils to communicate your ideas of why nature and climate change are interlinked. Title the poster “NatureClimate”.

Task 4: “NatureClimate” Solutions – now it is time for some clever practical and creative solutions. In your groups let’s have a brainstorm about how we can help nature flourish and help with the climate crisis. **What can you do? What can your school do? What can your community do? What can Scotland do? What can the world do?** Once you have collected all your brilliant ideas, design a advice sheet which can be shared with friends, teachers, parents/carers and community.

POINTERS FOR TEACHERS:

Some of the ideas the young people come up with in their brainstorm might be something the school wants to get behind and support. For instance, tree planting schemes, creating a nature garden in the school or community, having a Climate Champions demonstration with signs or designing a NatureClimate Crisis T shirt which is printed....I’m sure there will be many excellent ideas. The young people may want to set up their own eco group.

LEARNING ACTIVITY

2

SOCIALLY ENGAGED ECOLOGICAL ART

POINTERS FOR TEACHERS

You might throw in some ideas, first emphasising that no answer is wrong. But once the ideas are thought through a little more some might be more deliverable than others (depending on scale and resources). Ideas you could throw into the mix might be: Trees planted in a certain layout? A bug palace of a bug hotel? Create an awareness-raising event? Create a beautiful mural of a vision for a future world that fosters biodiversity like the Threave Landscape Restoration Project?

Info

One way people can educate adults about the NatureClimate crisis is to make thought-provoking art. There are many artists who have dedicated their life's work to helping people protect the natural environment and think about our relationship with nature. One of these artists was called Joseph Beuys.

Show learners this image of Joseph Beuys' work, 7,000 Oaks. In 1982 very few people knew or understood about climate change and the nature crisis. Joseph Beuys used his status and reputation as an important artist to raise peoples' awareness to ecology and the environmental crisis that was happening around the world. He believed in social and community action art and believed everyone was an artist. In his mind the very act of planting a tree is art. Through the 7,000 Oaks project he could encourage more and more people to come together and plant trees enabling art to change the world. In many ways it doesn't matter if it is called art or outdoor learning or science or education for sustainability, by planting a tree we are helping our planet. What could be more important than that?



'i believe that planting these oaks is necessary, not only in biospheric terms, that is to say, in the context of matter and ecology, but in that it will raise ecological consciousness - raise it increasingly, in the course of the years to come, because we shall never stop planting.' - Joseph Beuys, 1982

7,000 Oaks by Joseph Beuys



Task 1: Creative Solutions – think about all the great solutions you came up with to help with the NatureClimate crisis could you use your creativity to create a solution which could also be a socially engaged art project. Working as an individual or in a group draw what you want to create. Then think about all the materials you need to create the artwork/event and finally make a plan of what it would look like and how you can create it or make it happen.

Task 2: Tree planting as socially-engaged art – if you decide to do a tree planting project like Joseph Beuys did in his 7,000 oaks project, here is some advice that will help with you creative planting ideas – see the ‘Trees’ learning pack for more information on trees, woodlands and tree planting:

You normally plant trees in October/November or February/March.

1. What species of tree will you plant and where would be a good place to plant the tree? It will need good soil and sunlight to grow. Is it safe from damage? If it is in your playground you will need to choose somewhere your trees won't get damaged.
Ask your teacher to give you a tree-planting demonstration and then invite your class to join you for a tree planting session.
2. Reflect on what a great thing you have all done for nature, biodiversity and climate change. Imagine your trees when they are fully grown, can you calculate how much carbon dioxide the tree will hold and how much oxygen the tree will give out. Also, how about biodiversity, how many insects, birds and animals will your tree support ?

Well Done! you have helped with the NatureClimate Crisis.

POINTERS FOR TEACHERS

There are many organisations that give tree planting grants. Contact your local authority's countryside team, Local Woodlands Trust or the Woodland Trust nationally to find out more. If you haven't planted trees below these organisations can sometimes offer training or will run a tree-planting session in your school. Emphasise how important planting a tree is for our planet. The ClimateNature crisis is very scary and by teaching your young people to plant a tree you are empowering them to be able to make a difference, helping with any anxiety they may have around climate change or the ClimateNature crisis.