

# Education Pack

## Methods of Best Practice



MaxiGreen

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[www.maxigreen.eu](http://www.maxigreen.eu)



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## 1. Introduction

This education pack looks at the ideas, documents and resources that were used and developed through the MaxiGreen Project. Methods of best practice were developed and utilised throughout the life of the project and this is detailed here with examples.

Some of the examples used take in best practice from other sources and ideas that have developed over time. The resources are therefore not all bespoke created for the project but some have been drawn in as and where they fit.

## 2. What forms an Education Pack?

An education pack is a collection of notes, information and resources that aid in providing a coherent education programme for users.

The approach can be both formal and informal, can be detailed or brief and can be long or short term. The pack must suit the requirements of the project and the user and be fit for purpose. Education should be built into all aspects of a project and should both inform and be informed by the site.

### a. MaxiGreen

MaxiGreen is an Interreg 2 Seas funded project of seven partners with projects that aim to maximise green heritage. A number of project partners used education as a form of communication with users and visitors and took the approach in a number of ways. The Education Pack links with Work Package 2: Raising Public Awareness as education is a crucial awareness raising tool.

Essex Wildlife Trust and Southend-on-Sea Borough Council are two of the seven partners and worked together to deliver the Belfairs and Daws Heath Living Landscape project. This project provided a new visitor centre in a popular park in Southend-on-Sea, Essex, UK and linked to this sustainable access, interpretation and education.

### 3. Developing an Education Pack

#### a. Understanding the users

It is important to understand the people who will visit your site. Why are they visiting? What do they want to see, know and do? What are they expecting to get out of their visit? It will be best to undertake a survey to better understand who the users are. These can include:

- ✚ Schools and formal education institutions
- ✚ Community groups
- ✚ Families
- ✚ Interested individuals
- ✚ Casual visitors
- ✚ Local residents
- ✚ Day trippers and tourists
- ✚ Primary age children
- ✚ Secondary age children
- ✚ Adults
- ✚ Retired individuals

An audience development survey was initially undertaken of the Belfairs and Daws Heath Living Landscape to better understand the demographic of visitors. A site survey was then later undertaken including a survey to schools. This baseline information guided the project and helped to tailor the education accordingly.

#### b. Understanding the site

The site is key to successful education and it is important to establish the sort of education that would be suitable for the site and to determine the unique selling point. What makes the site different to other sites and what can it offer? What is required on the site to improve it? Is this achievable under the project?

#### c. Understanding the aim of the education pack

Why do you want to develop an education pack? What is the aim of educating people on the site and what messages do you want to put across?

Understanding how and why you want to educate your visitors will help you plan how to produce your education pack.

Once you understand the requirements of your audience and the value of your site you need to understand the message you want to put across. Perhaps this is to do with the wildlife value or the heritage, perhaps there are old buildings, museum exhibits or technology that you want to display.

With this in mind you can then decide whether formal education, informal education or a mixture of both is required.

### **Informal education**

This is usually events and activities that help people to understand the site.

For example:

- Open days and special events
- Family activities
- Interpretation
- Award schemes
- Volunteering

### **Formal education**

This is usually linked to taught curriculum in schools or colleges and includes adult education.

For example:

- School visits
- Teacher training
- Schools outreach (through learning resources or classroom activities)
- Work placements

## 4. The Education Pack

Essex Wildlife Trust has worked on the development of an education pack in partnership with other organisations to provide a comprehensive education experience for all visitors to the park. This is both formal and informal education and can be adapted to fit the requirements.

A list of examples has been developed to illustrate how resources can be created or adapted to fit the different requirements. These examples use best practice methods from a number of the MaxiGreen partners.

### a. Informal Education

#### I. Family fun activities

These are usually organised activities that focus around a theme. Super Sea Creatures is an activities lead by Essex Wildlife Trust in the Belfairs and Daws Heath Living Landscape. An outline of the event plan can be found in *Appendix A*.

What to consider:

**Booking in advance** – particularly if you expect payment or donations for participation

**Signing in sheet** – so you know who is on you event and you can ensure you do not go over capacity

**Risk Assessment** – so you are aware of the potential risks and can mitigate them. An example risk assessment can be found in *Appendix B*.

**First aid kit** – this should be part of the risk assessment

**Games and toys**– if you plan to have a number of activities going on throughout the year it is often a good idea to have a box of games and supplies that can be used time and again. This can include things like colouring pens, books, puzzles, balls etc. There is more about education supplies below.

Examples of promotional fliers, posters and the events guide can be found in *Appendix C* below.

**Craft materials** – it is good to use recycled materials as they are more sustainable, show children what they can do at home and are more cost effective. Plastic bottles and toilet rolls can be used in a large variety of ways.

## II. Open days and special events

These are generally occasional or one off events. MaxiGreen project partners each held launch events for the opening of their projects. These consisted of speakers with knowledge of the area or the topic of interest, guided tours and interpretation. For example, at the opening of the Water Tower in Antwerp, Belgium, visitors were able to enter the tower and learn about its history from reading the provided materials. During the closing conference of the MaxiGreen project speakers with knowledge and expertise in raising awareness of wildlife issues provided presentations to delegates.

## III. Interpretation

This is an excellent way of communicating a message and educating visitors without organising a formal event. Interpretation can take a variety of forms:

**Interpretative panels** – these can have text, maps, photos and illustrations that help to educate the reader on a topic. An example of an interpretation panel can be seen in *Appendix D*

**Mobile phone applications** – getting visitors to download information about your site before they visit is a great way of reaching people. Apps mean that you can provide information through words, images, videos, audio and interactive games.

**Leaflets** – visitors can take these away and read them at their leisure and refer back to the information at a later date.

**Displays** – many people learn by seeing and doing. A good display will be eye catching and easy to understand and should have an interactive element. At the Belfairs Woodland Centre in Southend-on-Sea, UK, the plant room for the building is explained with a light display accompanying the text.

**Games** – children learn through play and informative games give information in a fun and accessible way. An example of a game is given in *Appendix E*

**Use the site** - At La Ferme des Aigrettes in Marck, France, a hide on a viewing platform allows visitors to see and understand the Little Egrets that are nesting on the site.

#### **IV. Award Schemes**

Visitors will engage with the learning if it is interesting and children particularly respond well to incentives. A badge award scheme is run by Essex Wildlife Trust and this encourages children and young people to undertake learning activities regularly, each activity completed earning them a badge.

- ⊕ Hedgehog Award for young children
- ⊕ Kestrel Award for older children
- ⊕ Nature Rangers for young people

#### **V. Volunteering**

This is a great way for an individual to learn. At the Belfairs Woodland Centre there are a large number of volunteers who help with the undertaking of different activities. Some volunteers learn how to manage woodlands sustainably; others learn how to run education events for schools. This provides them with additional knowledge and new skills.

### **b. Formal Education**

#### **I. Schools – self led**

Think about how the site fits with the curriculum in schools and offer resources that teachers can use. Some schools want a site that they can visit on their own – information about the site and what can be done there helps teachers to plan. Information about the site – parking, toilets, shelter, refreshments etc. also helps.

#### **II. Schools – guided learning**

Some schools want a complete package with an education ranger to meet them and provide the children with a day of learning. This is undertaken at the Belfairs Woodland Centre and at La Ferme des Aigrettes. Education work sheets and activity packs are useful resources. Information on activity packs can be found below. An example of Essex Wildlife Trust's school trip brochure can be found in *Appendix F*.



### III. Schools outreach

This involves going into schools and providing education about your site and key messages in the classroom, or providing the resources for education to start or continue in the classroom following a visit.

In West Flanders, Belgium, a new tool to connect young children with their environment and the typical aspects of its (green) heritage was developed and put into action. On this interactive website, launched in 2014, children are able to point out which part of their own environment they consider to be part of their environment. Initial results show that the focus of children is different to adults. One tree can be very important in their experience, whilst an adult will just pass it by. In that manner children will be able to make a touristic product of their region, raising awareness and pride.

Teachers will have their own part on the website where they can link educational goals to each individual environment point.

This “environment book” was not only developed in collaboration with local elementary schools, but also at their request. It can be viewed at [www.snuffelmee.be](http://www.snuffelmee.be)

### IV. Short term school involvement

Sometimes schools might want only a one-off visit, or the project has reached a stage where one-off school involvement is necessary to educate children and have their active participation. This was utilised by the Bentemplein Water Square in Rotterdam, The Netherlands.

Children were asked to visualise and illustrate their ideal space for the creation of the water square and these ideas were used in taking forward in designing the eventual space. Images of this process can be seen in *Appendix G*. Active participation and involvement is an important part of the education process and it helps children to engage and learn if they feel part of the process.








### V. Adult education

Workshops and courses are a great way to involve adults in the education of the site. Connecting the message with popular hobbies and interests will encourage people to participate. Belfairs Woodland Centre holds photography workshops with a professional photographer and uses the wildlife and landscape to inspire them. Example of a flier can be found in *Appendix H*

## 5. Activity Packs






As previously mentioned, it is useful to have some basic packs made up with supplies that can be used time and again for different activities. For example:

### *Bushcraft and survival pack*

-  Fire lighting kit
-  Potato peeler (for whittling sticks)
-  Fire pit (if you cannot have a bonfire)
-  Water dispenser (to put the fire out when you have done)
-  Burns kits
-  Tracks and signs worksheets
-  How to make a solar still worksheets




This kit can be used in science and geography lessons, for bushcraft activities, for survival lessons and for birthday parties.

### *Weather*

-  Weather vanes
-  Anemometers
-  Thermometers
-  Rain gauge
-  Compass






This kit can be used for science, geography and maths lessons

### *Alternative energy kit*

-  Solar – for example a solar powered car
-  Wind – for example a windmill generator
-  Water – for example salt water batteries

This kit can be used for science lessons and is useful at fun day events to interest visitors.

### *Explorer packs*

-  ID charts – insects, trees, flowers
-  Map
-  Compass
-  Magnifying glass
-  Bug pots

These are useful to take out with small groups for informal education and can also be hired by families to take out by themselves.

## 6. Working with others

A lot of ideas and resources have already been **created**; do not feel that everything has been done from scratch. Examples of different education resources (including examples from other organisations) that have been used can be found in the appendices below.

**These include** resources from:

- ⊕ Royal Society of Wildlife Trusts ('Wildlife Watch' activities and spotter guides)
- ⊕ RSPB ('Wildlife Explorers' activities)
- ⊕ Woodland Trust ('Nature Detectives' guides)

Other good resources are the gatekeeper and **Field Studies Council (FSC)** identification guides

Essex Wildlife Trust is also accredited for 'Learning Outside the Classroom' and undertakes 'Forest Schools' activities.

In Southend-on-Sea Essex Wildlife Trust and Southend-no-Sea Borough Council work closely with the Southend Education Trust, who have launched a learning website: [www.salt-learning.co.uk](http://www.salt-learning.co.uk)

## 7. Appendix List

**Appendix A:** Events plan outline example

**Appendix B:** Example of a Risk Assessment

**Appendix C:** Example of an events flier for family events and an excerpt from the biannual events guide

**Appendix D:** Example of an informative interpretation panel

**Appendix E:** Living Landscapes board game – this comes as an A4 booklet for handing out and as a large floor game with giant dice.

**Appendix F:** Information to schools for formal education visits

**Appendix G:** Benthemplein Water Square

**Appendix H:** Adult Education – photography workshop poster

**Appendix I:** Example of an explorer panel created as part of the Belfairs Woodland Centre interpretation – this is part of a set that appears on a larger panel



## Appendix A – Events plan outline example



TIME	ACTIVITY	WHO
09:30-10:00am	Arrival & Briefing - introductions Ed Hall Set Up: Games, Toys, Tiles, Blocks, Colouring etc. Living SEAS Game	Lindsay
10:00-10:15am	Children Arrive: "Sign in" – complete photo forms Introduced to staff and event plan  Sea Creatures Theme: Ocean Day, water & creatures	Lindsay
10:00 – 10:15am	Free Play in Ed Hall <ul style="list-style-type: none"> <li>- Games, books, colouring:</li> <li>- Music</li> <li>- Puppets &amp; Puzzles</li> <li>- Sensory Play Bucket</li> <li>- Sand &amp; Water Table: on decking</li> </ul>	All
10:15 – 10:25am	Make an Octopus: <ul style="list-style-type: none"> <li>- Toilet Roll based craft</li> <li>- Count the legs/octopus in our bucket</li> <li>- Suckers stick to things.</li> <li>-</li> </ul>	All
10:30 – 11:15am	Outdoor Session: (Around meadow and decking) <ul style="list-style-type: none"> <li>- Octopus: sucker sticking game.</li> <li>- Fishy songs and games</li> <li>- Sharkey Shark game.</li> <li>- Crab races &amp; limpet games</li> <li>- Star jumps, starfish</li> <li>- Avoid the Jellyfish tentacles</li> <li>- Collect a fishing rod (stick)</li> </ul>	All
11:20 – 11:45am	Return to Centre; Snack & Drink  Fidgety Fish Story – creatures introduced during games  Make a fish – using paper plates & sticks.  Repeat Songs and actions again	All
11:50- 12:00pm	Clear Up: Thank you and farewell <ul style="list-style-type: none"> <li>- Hedgehog cards &amp; stickers</li> <li>- Hedgehog Certificates</li> <li>-</li> </ul> Volunteers to complete timesheets	All



**FORM A: RISK ASSESSMENT**

**SHEET NUMBER**

1	of	2
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(Please attach map or other notes if this helps, please read appropriate sections of Codes of Good Practice)

e.g. 

1	of	3
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This form is for staff or volunteers responsible for a Trust site or a Trust activity. You have a responsibility to assess the risks and undertake precautions which reduce significant risks. This form is to help with your assessment and is designed to show how your precautions reduce any risks.

Name of site: Belfairs Park ..... Date of assessment: 9<sup>th</sup> September 2013 ..... Assessed by: Jo Loman.....

Are you undertaking this assessment for a whole site or a particular activity? Please specify ...Belfairs Woodland Activities.....

Description of hazard	Who is at risk?	Risk of injury		Precautions needed to reduce risks	Risk of injury with precautions	
		Severity of injury: high/med/low	Likelihood: high/med/low		Severity of injury: high/med/low	Likelihood: high/med/low
Slips, trips and falls Scratches: Eye Damage	All participants	Med	Med	Survey area before activity - give group a warning of any hazards (low branches/brambles/uneven areas/slippery leaves) that they need to avoid. Ensure appropriate clothing and shoes. First Aid Kit carried.	Low	Low
Extreme Weather: Cold/Wet & Sun	All Participants	Med	High	Ensure wearing appropriate clothing. Keep group moving and active. Monitor participants for signs of cold/hypothermia. Be prepared to bring session inside if weather deteriorates. Use shaded areas on hot days, encourage group to drink and wear hats.	Low	Low
Hygiene: Animals- Bites & Stings	All Participants	Med	Low	Animals are common in the Park. Dog should be on leads and under the control of the owner as part of the Parks bye-laws. Bites and germ transferral are possible. Advise not to touch animals. Warn group of Wood Ant colonies. Anti Bacterial hand gel to be available. First Aid Kit carried.	Low	Low

Hygiene: Touching Plants and Mud	All Participants	Low	Med	Avoid Poisonous plants, don't eat seeds/berries. Keep hands out of eyes/mouth. Wash hands at end of session. Anti-bacterial gel and First Aid Kit carried.	Low	Low
Ticks	All Participants	High	Med	Ensure all participants wear long trousers and sturdy footwear. EWT Staff to advise school staff regarding tick checks of their pupils. Staff member to carry tick tweezers.	Low	Low
Traffic: Moving vehicles	All Participants	High	Med	The meeting point for events and events themselves are not run in areas where there is traffic present. We do pass through some areas which require caution. Participants to be warned to stay on the defined footpaths and stay to one side.	Med	Low
Traffic: Horses	All Participants	Med	Med	The Park has a marked bridleway route that is crossed to access some of the session sites and so horse encounters are a possibility. Check with school staff for any allergies amongst the group. Advise the group that in the event of meeting horses to remain quiet and to move aside, allowing the horses to pass.	Low	Low
Golf Course related risks: flying balls	All Participants	Med	Med	Belfairs Golf Course covers a large area of the woodland and runs around the Woodland Centre and adjacent woods that are used for sessions. Groups will be advised to keep to the paths and clear boundaries set to avoid working in areas likely to experience flying balls (i.e. next to the fairways).	Med	Low

**Please copy blank forms as needed.** If you need help completing a Risk Assessment please speak to your Line Manager or anyone on Access, Health and Safety Committee. When complete please keep a copy of this on file. If there is ever an accident/incident this form will be required.

Revised January 2012

## Appendix C – example of an events flier for family events and an excerpt from the biannual events guide

# Essex Wildlife Trust

Belfairs Woodland Centre

Working in partnership with



## Mobile Monday May Events

Date: 26<sup>th</sup> May  
Time: 10am – 12 Noon  
Donation: £5 per child

This is the day for being out and about in our lovely local living landscape. Not this week, we will be exploring the living seas instead down at Chalkwell Beach! This will be a morning of seashore fun and games as well as rockpooling and mud hunting. This event is off site, so please come dressed for outdoors and meet by the station ramp on Chalkwell Esplanade. **CHILDREN MUST BE ACCOMPANIED**



## Tree-mendous Tuesday

Date: 27<sup>th</sup> May  
Time: 10am – 3pm  
Donation: £10 per child

A drop-off event for 8-13yrs.

This is a food themed session as it will be nice to nettles week, along with tomato, Vegetarian and BBQ week! We'll be exploring what's edible and what isn't in the woodlands and seeing how amazingly versatile nettles are, prepared to be surprised. **BOOKING ESSENTIAL AS PLACES ARE LIMITED**



## Green Bunch: Young Conservation Volunteers

Date: Weds 28<sup>th</sup> April  
Time: 10am – 3pm

If you're 11-16 years old then come to the Green Bunch. You can take part in practical conservation work to help manage Belfairs Park. The Green Bunch is working towards their Boynett Awards.

Booking Essential: via email [joannel@essexwt.org.uk](mailto:joannel@essexwt.org.uk)



## Fun Thursday!

Date: 29<sup>th</sup> May  
Time: 2pm – 4pm  
Donation: £5 per child

This is national share a story month so we'll be making up stories, acting them out and telling tall tales out in the woods. All supported by the "Read with me under the tree" Campaign with Essex County Council. **CHILDREN MUST BE ACCOMPANIED BY AN ADULT**

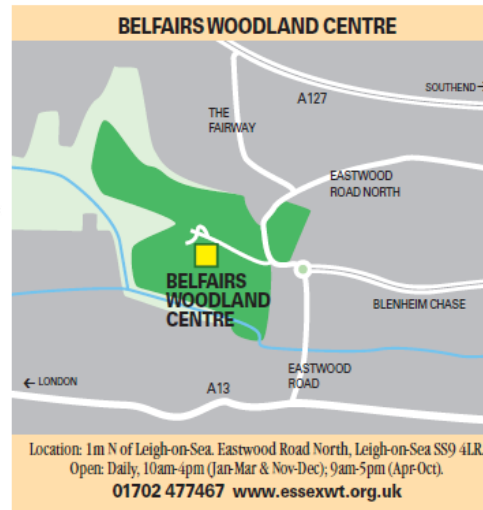


**BOOKING IS ESSENTIAL: Contact the Centre on 01702 477467 to secure your place**



Registered Charity No. 210065

Protecting Wildlife for the Future and for the People of Essex



### SPECIAL EVENTS

**BEGINNERS' PHOTOGRAPHY COURSE Sat 5 Jul 10.00am-3.00pm**  
Expert advice from James Porter on how to improve your photography skills. £30.

**BAT ECOLOGY & SURVEY COURSE Wed 16 Jul 7.00pm-10.30pm**  
Learn how to use bat detectors. £20.

**KIDS' PHOTOGRAPHY COURSE Sat 26 Jul 10.00am-3.00pm**  
A special photography course for children. £30.

**KIDS' PHOTOGRAPHY COURSE Sun 31 Aug 10.00am-3.00pm**  
A beach-based photography course for children. £30.

**INTERMEDIATE PHOTOGRAPHY COURSE Sat 6 Sep 10.00am-3.00pm**  
Expert advice to improve your craftsmanship. £30.

**ADVANCED PHOTOGRAPHY COURSE Sat 8 Nov 10.00am-3.00pm**  
Make your pictures truly professional. £30.

**BELFAIRS RUN Sun 28 Sep 10.30am-12.00pm**  
A 5-mile run in glorious ancient woodland. £6.

**TALKS, WALKS & RUNS Advance booking essential.**  
**WILD FLOWER WALK Thu 12 Jun 10.00am-1.00pm**

Wild Flower identification walk. £5.  
**HEATH FRITILLARY WALK Sun 29 Jun and Thu 10 Jul 11.00am-2.00pm**

Join our Ashley Pincock, Woodland Ranger, to catch a glimpse of the rare Heath Fritillary and learn what we are doing here to help conserve this showcase butterfly species. £5.

**LIVING LANDSCAPE WALK Sun 20 Jul 10.00am-3.00pm**  
Led by our Woodland Ranger. Find out more about this special area. Approx 5 miles; not suitable for small children. £5.

**SUMMER BUTTERFLIES WALK Sat 9 Aug 11.00am-2.00pm**  
Butterfly identification walk. £5.

**TREE IDENTIFICATION WALK Sun 10 Aug 10.00am-1.00pm**  
Learn how to identify trees when in full leaf. £5.

**EVENING BAT WALK Thu 18 Sep 7.00pm-9.00pm**  
Look and listen for bats. £5.

**AUTUMN COLOURS WALK Sun 12 Oct 10.00am-12.00pm**  
Bring along your cameras! £5.

**FUNGI WALK Sat 1 Nov 10.00am-1.00pm**  
Search for and identify fungi. £5.

**WOODLAND MANAGEMENT WALK Sun 23 Nov 10.00am-1.00pm**  
Our Woodland Ranger explains our important conservation work. £5.

**WINTER BIRDWATCHING WALK Sat 13 Dec 10.00am-1.00pm** £5.

**FAMILY WILDLIFE EVENTS Booking essential.**  
**Children must be accompanied.**

**FAMILY SUNDAY Sun 15 Jun, 6 Jul, 17 Aug, 7 Sep, 19 Oct, 9 Nov, 21 Dec**  
1.00pm-3.00pm Monthly Sunday afternoon fun and games for all the family. £5.

**SEED SEASON! Sun 28 Sep 2.00pm-4.00pm**

Collect seeds, then plant a plant to take home and nurture. £5.

**ENERGY EXPERT Sat 18 Oct 10.00am-12.00pm**

See what we do to save energy at Belfairs. £5.

**SWITCH OFF & SEE THE STARS Sat 29 - Sun 30 Nov 4.00pm-6.00pm**

A chance to experience the early evening sky. Weather dependent. £5.

**CHRISTMAS CRAFTS Sun 21 Dec 10.00am-12.00pm**

Drop-in session. Make a Christmas gift. A small donation per craft.

**SCHOOL HOLIDAY EVENTS Booking essential.**

**Children must be accompanied by an adult unless stated.**

**MOBILE MONDAY 21 Jul and 27 Oct 10.00am-12.00pm**

Explore our Living Landscape! £5.

**MARINE MONDAYS 4 and 11 Aug 10.00am-12.00pm**

Enjoy marine month. £5.

**TREE-MENDOUS TUESDAYS 22 Jul; 5, 12, 26 Aug; 28 Oct 10.00am-3.00pm**

Drop-off event for 8-13yrs. Spend the day in the woods. £10.

**FUN THURSDAY 24, 31 Jul; 7, 14, 21, 28 Aug; 30 Oct 2.00pm-4.00pm**

Wildlife and nature-themed events. £5.

**HORRENDOUS HALLOWEEN Fri 31 Oct 10.00am-3.00pm**

Drop-in event. Make Halloween crafts; small donation per craft.

**PUMPKIN PARADE Fri 31 Oct 4.00pm-6.00pm**

Are you brave enough to follow the Pumpkin Pathway? £6.

**PRE-SCHOOL EVENTS Booking essential.**

**Children must be accompanied by an adult.**

**SQUIRREL SQUAD Every Thu, from 5 Jun; fortnightly themes. 10.00am-12.00pm**

Under 5s' club with nature and wildlife-themed activities. Explore the outdoors, arts, crafts and a snack. £5 per child, £3 per sibling.



Appendix D – example of an informative interpretation panel

# Woodland Trees

## Around the Landscape




### Hornbeam

*(Carpinus betulus)*

Hornbeam is a deciduous tree up to 30 m in height with a thick, dark bark. It is common in lowland woods and hedgerows, and is often coppiced or planted in woodlands. It is native only on heavy clay soils in the South East of England.

- The leaves are deciduous, and simple with a serrated margin.
- The leaves are often tunnelled by 'miners' - the larvae of sawflies.
- The nuts are the staple food of hawfinches in autumn and winter.
- Coppicing provides hardwood poles. It is also used in parquet flooring and for making chess pieces.
- Hornbeam has been listed as one of the 38 substances that are used to prepare Bach flower remedies, a kind of alternative medicine promoted for its effect on health.
- The name 'hornbeam' means tough wood from 'horn' hard and 'beam' (German baum) a tree, giving us to the name hornwood.



### Beech

*(Fagus sylvatica)*

Beech is a tall deciduous tree up to 40 m in height with a straight, clear trunk. It is common on lime-rich soils and is widely planted throughout the UK. The bark is grey and smooth but may break into small squares.

- Young leaves and those trimmed to hedges retain their leaves throughout the winter.
- Beech wood can be turned easily and is ideal for making chess.
- Chaimeters in the Chilterns were called 'beeches' and once worked in the woods turning the legs on primitive loaves. This is a craft that has recently been reintroduced in some rural areas of the UK.



### Hawthorn (or May)

*(Crataegus monogyna)*

Hawthorn is a thorny, much-branched shrub or small tree, up to 10 m in height. It is native in scrub and woodland on most types of soil and widely planted in hedges. The stem is grey but the youngest twigs can be red.

- Hawthorn starts to flower approximately 2-3 weeks later than Midland hawthorn, 'May' in May rather than in April.
- The fully-closed 'haws' provide winter food for many birds, including thrushes, fieldfares and redwings.
- It is one of the most important shrubs for wildlife, generally providing food for 150 different insects, including Duke of Burgundy butterfly.



### Blackthorn

*(Prunus spinosa)*

Blackthorn is a deciduous, much-branched shrub, up to 4 m high. It is often found in lowland woodland margins, scrub and hedgerows, on a wide range of soils. It is only absent from extremely acid soils. The stem is dark to blackish (unlike Hawthorn).

- The twigs which are used for stone gin should not be gathered until the first frosts have reduced their tannin content.
- The low-growing form 'buth' is an excellent protected site for many nesting birds such as nightjars.
- The leaves are the food of the caterpillars of brown and black hairstreak butterflies.



### Wild Service

*(Sorbus torminalis)*

Wild Service is a deciduous tree growing up to 25 m. It was abundant in the forests of England and Wales but as these were cleared, it became rarer and is now confined to ancient woodlands and hedgerows, such as those of royal hunting forests, particularly on heavy clay soil.

- The leaves have crimson autumn colour.



### Aspen

*(Populus tremula)*

Aspen is a deciduous tree up to 20 m in height. Sometimes it has a single silver-barked trunk strongly marked with black diamonds, but in exposed places or on poor soils, it is often also a shrub with many suckers. It grows in open woodland, generally on moist soils with little lime content.

- The leaves are food for the caterpillars of the green hairstreak butterfly.
- The wood can be used to make matches.
- When beavers feed on Scottish rivers, aspen was one of their main food sources.



### Alder Buckthorn

*(Frangula alnus)*

Alder buckthorn is a small, bushy deciduous tree up to 3.5 m in height, with wide-spreading branches which are found on damp, acid soils. Tiny flowers with 5 greenish-white petals appear in clusters at the ends of the branches from May-July. Its yellow-green leaves are oval and hairy with undersides marked with small bright yellow autumn berries open from green to cherry-red, black by October-November.

- Alder buckthorn leaves are a main food plant of the caterpillars of the Bistonides butterfly.
- Despite its name, it has no thorns.
- Charcoal from the tree was used for making high quality gunpowder as late as 1968.
- A mild tea made from bark can be made from the dried bark.



### Rowan (Mountain-ash)

*(Sorbus aucuparia)*

Rowan is a deciduous tree up to 20 m tall, pyramidal in outline, with a smooth, shiny grey bark. It is found in woods, scrub and on moorlands on acid soils. It grows to about 1000 m above sea level, higher than any other British tree.

- 'Rowan' is derived from a Norse word 'runda' meaning a charm. Therefore it was often planted outside houses to ward off witches.
- The berries make a fine jelly good to eat with game.
- The berries are related to the grey birds in winter especially thrushes and their relatives.



### Field Maple

*(Acer campestre)*

Field maple is a small deciduous tree which can be up to 25 m tall, but often reaches only 10-15 m in height or remains as a shrub when coppiced. It is found mainly on lime-rich soils in woodlands, often as an understorey to the oak, or in scrub and hedges. The bark is deeply fissured.

- The leaves produce a honeydew on which hornet and wasps feed.
- The leaves are the food for the caterpillars of maple prominent moth.
- Maple wood is used for violin making, forming the back, sides and neck of an instrument.



### Sweet Chestnut

*(Castanea sativa)*

Sweet chestnut can be a large tree up to 30 m in height, with a single trunk but is often coppiced to form a shrub of many straight poles. It is a species introduced to the UK and widely planted and extensively naturalised, especially on acid, sandy soils. The dark brown bark has deep vertical fissures which often split up the trunk.

- Poles from coppiced woodland were formerly used in the hop gardens of Kent. They are still used for chestnut fencing.
- Chestnut wood is similar to oak and can be turned into beams and panelling.
- It is a native in the Mediterranean, introduced to Britain by the Romans.



### Oak

*(Quercus robur) (Quercus petraea)*

The Oak is a deciduous tree, with a broad, rounded outline up to 30 m or more tall, with a bark which becomes deeply fissured with age. It is one of the commonest native woodland trees and grows on neutral or lime-rich heavy clays and loams.

- Pedunculate Oak and the closely related Sessile Oak are the most important native trees for sustaining wildlife, especially insects in Britain.
- The Latin name 'robur' means sturdy, which describes the tree and its timber which is so strong and durable.
- Acorns were once used for feeding pigs. The light grey bark in woodland was called 'pannage'.
- Sessile Oak was much used to make charcoal for smelting iron in N and NW Britain.



### Hazel

*(Corylus avellana)*

Hazel is a deciduous shrub which is often coppiced and grows up to 6 m high with several stems, having a coppery-brown acily peeling bark and yellow brown twigs. If coppiced it can produce a trunk and reach to 8-10 m high. The hazel tree has both male and female flowers which open from January to April before the leaves. The male flowers are long, green catkins in winter which release their pollen as long yellow strands in spring. The female flowers are tiny red buds. Leaves are rounded with pointed tips & double toothed margins and are very hairy on both sides. Hazel nuts or catkins mature from green to brown in autumn, growing in clusters.

- The pollen in spring attracts many flying bees.
- Managed Hazel woodlands are especially important in supporting the endangered Dormouse.
- The nuts are an important food for squirrels, mice, pigeons, pheasants and jays.
- Where there are regularly coppiced they produce a valuable supply of rods for thatching, hurdles, bean poles and pestisols.



### Silver Birch

*(Betula pendula)*

Silver birch is a deciduous tree with a single trunk up to 30 m in height and it has pendulous branches. Silver birch grows in woods and on heathland especially on light sandy soils. It is more tolerant of dry soil than downy birch. The bark of mature trees is silver white but with black diamond shaped patches near the base.

- Silver birch is one of the most valuable trees for wildlife supporting 250 species of insect including butterfly moths and sawflies.
- The white timber is much used for furniture-making, wooden floors and beam-headers.
- The twigs are valuable for making green brooms, broom-like baskets and jugs for sweet-chases.



### Goat Willow

*(Salix caprea)*

Goat Willow is a deciduous broadleaf shrub or small tree, reaching up to 10 m high. It branches from the base to form an open, rounded crown. The bark is grey-brown and develops diamond shaped fissures with age. Twigs are hairy at first but become smooth and can appear reddish in sunlight. Leaves are oval with a toothed margin and hairy above, but with a silky coating of the grey hairs underneath. Male and female flowers appear on separate trees before the leaves in early spring. The male catkins are densely hairy and grey becoming yellow when ripe with pollen. The female catkins are longer and green and develop into woody seeds after pollination.

- The male catkins are full of nectar and pollen, which provides an early source of food for bees and other insects.
- The leaves are eaten by the caterpillars of a number of moths including the Common Gullies, Silver Wren and Blue Moths, and is the main food plant for the purple emperor butterfly.
- When the opening of the male catkins coincides with Palm Sunday, branches may be used to decorate churches in Britain.
- Goat willow is known as 'great willow' and sometimes called 'pussy willow' after the silvery female flowers, which resemble pussy paws.
- Aspen is derived from a compound found in the bark of all Salix species.
- The wood makes a good fuel and is traditionally used to make clothes pegs.



### Holly

*(Ilex aquifolium)*

Holly is an evergreen tree or shrub with a smooth, grey bark usually only up to 10 m in height but can reach 20 m. It is found in woods, scrub, hedgerows and rocky outcrops. The male and female flowers are on separate trees, as only the females produce red berries. Berries are green by July ripening to red by September. The tiny, white, scented flowers have 4 petals, are arranged in tight clusters and open in May. The twigs are green and only slightly hairy when they are young. The leaves are shiny and leathery, dark green with undulating margins and sharp spines. On old trees and upper branches the leaves may be spines.

- Many varieties are cultivated - often with variegated leaves.
- The berries are a favourite winter food of redwings, fieldfares and male thrushes.
- The dense, heavy wood can be used for carving and making woodcuts.
- Holly often grows as an understorey species in oak or beech wood.











**Appendix E – Living Landscapes board game – this comes as an A4 booklet for handing out and as a large floor game with giant dice.**


















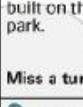





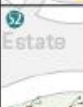
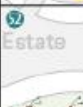









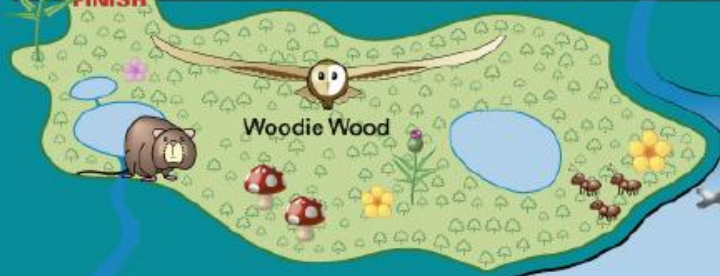
Nature Reserve

# A Living Landscape



<p><b>START</b></p> 	<p>2 A new farmers' market is selling local produce.</p> <p>Throw again</p> 	<p>3</p> 	<p>4</p> 	<p>5</p> 	<p>6 A farmer has sprayed a pond with chemicals.</p> <p>Miss a turn</p> 	<p>7</p> 	<p>8 The school has grown a living willow dome.</p> <p>Go forward 2</p> 
<p>16</p> 	<p>15 A tree was cut down in May and disturbed the bird's nest.</p> <p>Miss a turn</p> 	<p>11</p> 	<p>13 The river water is cleaner. Water voles have been seen.</p> <p>Go forward 3</p> 	<p>17</p> 	<p>11</p> 	<p>10 Benches in the hospital ground allow people to enjoy the wildlife.</p> <p>Go forward 2</p> 	<p>9</p> 
<p>17 Mr Smith has filled in his garden pond.</p> <p>Go back 1</p> 	<p>18</p> 	<p>10 The vicar has put up bat boxes in the churchyard.</p> <p>Go forward 2</p> 	<p>20</p> 	<p>21</p> 	<p>22 Rubbish has been dumped on the roadside.</p> <p>Miss a turn</p> 	<p>23 The local children have created a wildlife garden.</p> <p>Go forward 3</p> 	<p>24</p> 
<p>17 The farmer has put up an owl nesting box.</p> <p>Go forward 1</p> 	<p>21</p> 	<p>20 The Scouts have done a local wildlife survey.</p> <p>Go forward 1</p> 	<p>29</p> 	<p>28</p> 	<p>27 An area of grass has not been cut so wildflowers can grow.</p> <p>Go forward 1</p> 	<p>26 A rare and bumble bee has been found on the old factory site.</p> <p>Throw again</p> 	<p>25</p> 
<p>12</p> 	<p>24</p> 	<p>25 A fallen tree has been left as a wildlife habitat.</p> <p>Go forward 2</p> 	<p>36 A shopping centre has been built on the park.</p> <p>Miss a turn</p> 	<p>47</p> 	<p>30 Local people have opened a new path beside the stream.</p> <p>Go forward 1</p> 	<p>39</p> 	<p>40 Rubbish is not being reduced or recycled.</p> <p>Go back 3</p> 
<p>46</p> 	<p>47</p> 	<p>46 The Staple family feed the birds in their garden.</p> <p>Go forward 3</p> 	<p>42 Shopping Centre</p> 	<p>44</p> 	<p>43 Mr Jones has planted flowers in his window box for insects.</p> <p>Go forward 2</p> 	<p>47</p> 	<p>41</p> 
<p>19</p> 	<p>50</p> 	<p>51 An old barn with a bat roost has been demolished.</p> <p>Miss a turn</p> 	<p>52</p> 	<p>53 The school has a compost bin for fruit and veg scraps.</p> <p>Throw again</p> 	<p>51</p> 	<p>55 The farmer has left a strip of nettles for insects.</p> <p>Go forward 1</p> 	<p>56</p> 
<p><b>FINISH</b></p> 	<p>62</p> 	<p>67</p> 	<p>61</p> 	<p>60 Volunteers have built an otter holt.</p> <p>Go forward 2</p> 	<p>59</p> 	<p>58</p> 	<p>57 The Brights have made a hedgehog box.</p> <p>Go forward 1</p> 



Woodie Wood

be the first to move your wildlife character to a new home

Protecting Wildlife for the Future and for the People of Essex

## Appendix F – Information to schools for formal education visits

# Your School Trip

Bring your school to visit one of Essex Wildlife Trust's outstanding education centres!

### What we offer:

- A safe secure learning environment
- A range of exciting habitats
- Fully equipped classrooms
- Curriculum linked programmes
- Wheelchair access to some areas
- Year round activities
- Coach parking
- Toilet facilities
- Experienced and DBS checked staff
- Risk assessments for all activities

### Charges for School Visits

Most of our programmes are half a day in length. The programmes are designed to complement each other; making a full day trip a really engaging experience for your school.

**£5.00 donation per child - Full day** (min donation £100)  
**Half day EYFS options available** (min donation £65)

Quality Badge awarded by



### Booking a trip couldn't be simpler!

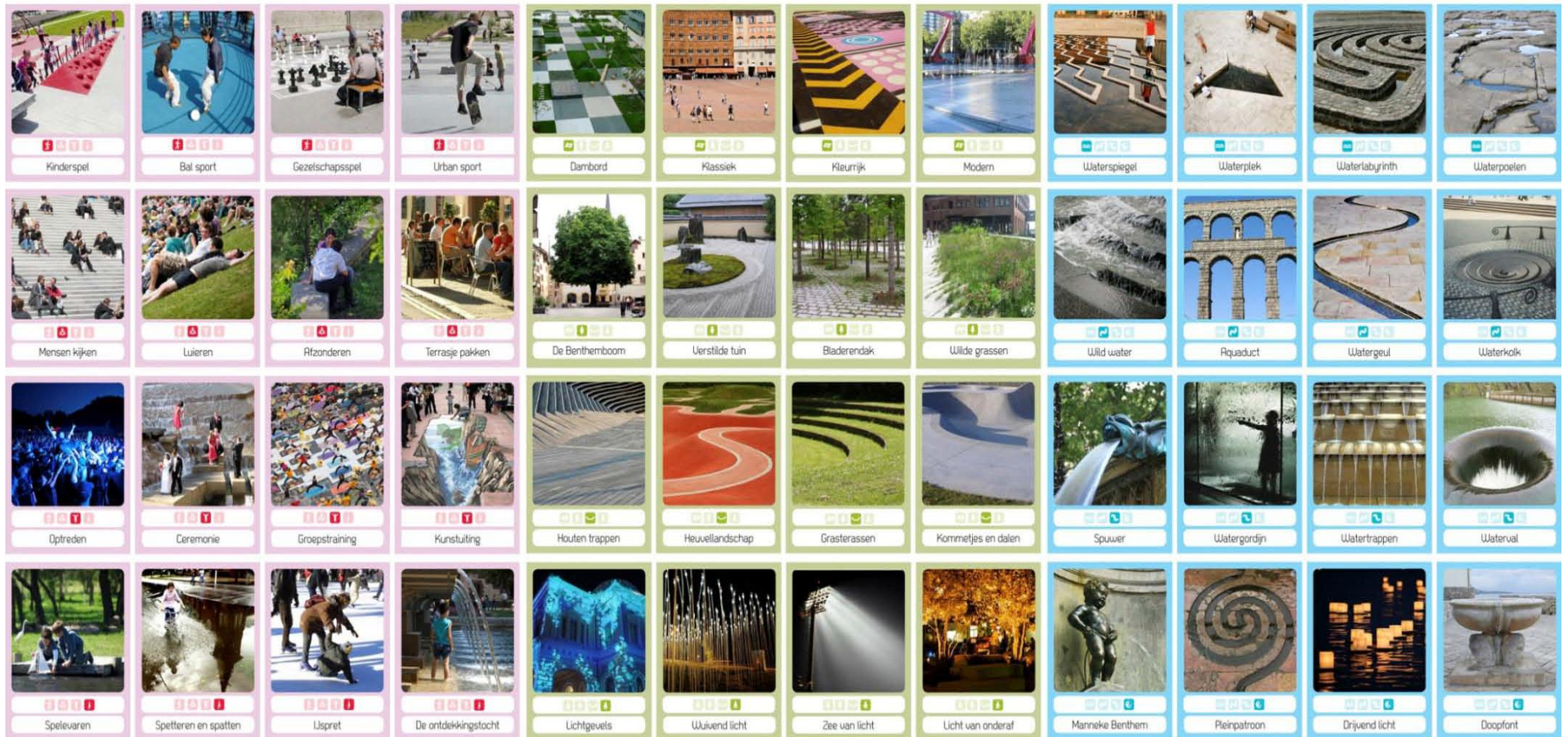
- 🍏 Select one of our education centres.
- 🍏 Contact the on site Education Officer.
- 🍏 Discuss your topic choices.
- 🍏 Complete our easy booking form and you're done!
- 🍏 Your school visit information pack will arrive shortly.

Including:  
 Lesson plan  
 Location map  
 Timetable  
 Risk assessment

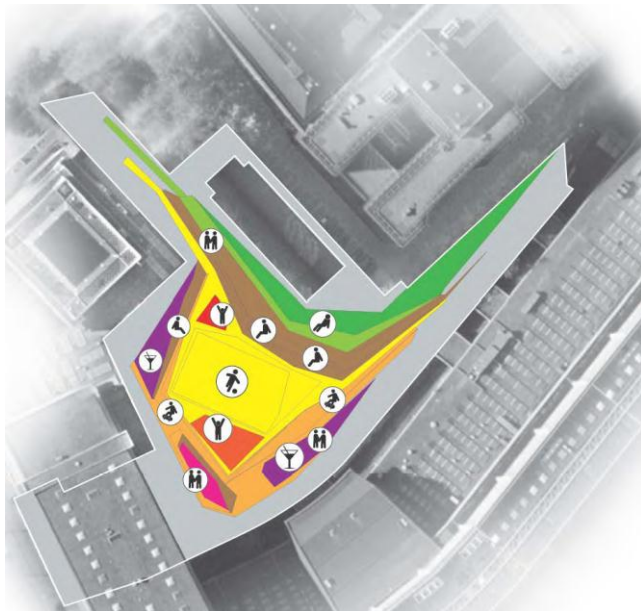
For more information visit: [www.essexwt.org.uk](http://www.essexwt.org.uk)

## Appendix G - Benthemplein Water Square

Participants are asked to comment on their preferred activity, what the atmosphere of the site should be like and how the water should be used.



From this selection people were asked to comment on what they wanted to be able to do in the water square when it is dry, what they want to be able to do when it rains and what the atmosphere of the square should be like. Suggestions were then collated to form the final design



### Benthemplein Water Square

As a play and meeting space



Following a heavy downpour



## Appendix H - Adult Education – photography workshop poster

# Essex Wildlife Trust

## Belfairs Woodland Centre

Working in partnership with



## Photography Workshops

With

James Porter

A local photographer who specialises in marine and natural history.

**Aims:** Providing a workshop at a level for you, where in a combination of illustrated theory and practical sessions, you can balance learning technique with design and context of photography, thus giving the participant an understanding of not only how to photograph but why, improving your craft.

### Workshops:

**Step 1. Basics.** Feel like a novice, have a passion for image making or stuck in auto mode and want to learn the foundations with confidence.

**Step 2. Intermediate.** Have a decent knowledge of how your camera works and terms like exposure, f-stops, ISO. Now build on this and further your technical skills and creative potential.

**Step 3. Advance.** Confident in your photography, looking to fine tune your skills and focus deeper on ideas and visual narrative.

**Young Photographer. Age 8+** For the younger generation who want some guidance on technique and getting the most out of their photography.



### Dates Workshop

- 12th April - Young Photographer
- 17th May - Step 1
- 5th July - Step 2
- 26th July - Young Photographer
- 31st August - Young Photographer
- 6th Sept - Step 3
- 8th Nov - Step 1

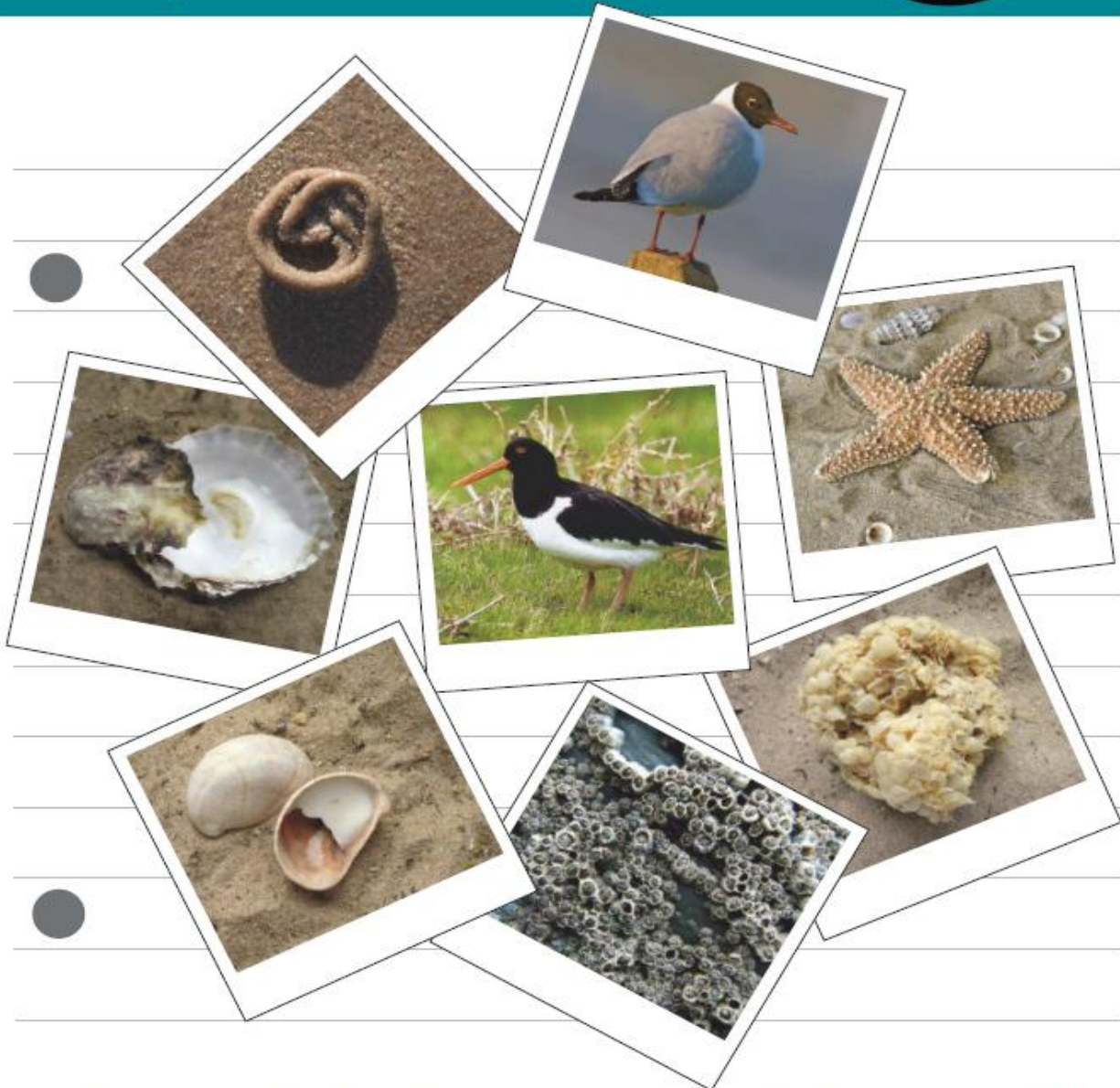
Booking & information call the centre 01702-477467

**Protecting Wildlife for the Future  
and for the People of Essex**  
Registered Charity No. 210065



**Appendix I** – Example of an explorer panel created as part of the Belfairs Woodland Centre interpretation – this is part of a set that appears on a larger panel

# Belfairs Woodland Centre Explorers Notebook



Can you label these pictures? - they are all creatures you may see if you explore the local beaches

At the Seaside



Example of worksheets that have been utilised that were created for another Interreg 2Seas project: Urban Habitats



# PARK FACT SHEET

DISCOVER THE WORLD YOU LIVE IN...

## Urban Habitats Nature Trail Facts

You might think that woods and parks are quiet places, but in fact they are just as lively as the busiest towns. All around the clock birds, insects and animals are eating, sleeping and going about their business – even if you can't see them!

Keep your eyes open and you are sure to see some of your favourite creepy-crawlies, birds and animals. Get an adult to lift up a stone for you and there might be lots of earwigs under there. Lift up your heads and you could see anything from woodpeckers to squirrels – but keep a sharp look out for them, because they can run up trees super-fast!

It's not just the wildlife that makes urban habitats so special. There are lots of interesting plants that you can look at too. Some of the trees may even be more than one-hundred years old! On the ground you might see lots of different plants from grasses to wild flowers that bloom when the sun comes out in spring.

With so many exciting things to see, there's no reason not to visit your local urban habitats! To make the most of them you can even create your own nature trail around the area that you really like.

Then you can see just how much it changes through spring, summer, autumn and winter.

When you go out for your walks, you can do your really important job of protecting nature by following these simple rules:

- Don't damage plants, animals or insects in any way
- Never drop any litter because it could harm animals
- You shouldn't pick any plants, even for your collections – they might be really rare

There's nothing better than a bit of fresh air fun – so find your nearest urban habitat and enjoy yourself!



### KNOW YOUR ANIMAL TRACKS

See if you can find any of these animal tracks in the road (tick the box) when you have discovered them.

- Badger
- Deer
- Dog
- Duck
- Fox
- Heron
- Otter
- Squirrel

Garden Bird Twitter Watch UK Answers:  
 1. Blue tit  
 2. Blackbird  
 3. Robin  
 4. Magpie  
 5. Sparrow  
 6. Goldfinch

## Garden Bird Twitter Watch UK

Can you name all the garden birds shown in each of these pictures - below?



1.



4.



2.



5.



3.



6.

Example of worksheets that have been created by Essex Wildlife Trust and have been used for a number of years at different sites.

# What's that minibeast?



With no legs...



Slug



Snail



Worm

With 6 legs...



Ladybird



Fly



Butterfly



Ground Beetle



Bee



Ant

# What's that minibeast?



With 8 legs...



Spider



Harvestman

With lots of legs...



Woodlouse



Millipede



Centipede

There are lots more minibeasts out there, what else did you spot?

Photos: Ladybird, Jon Hawkins; Millipede and Snail, Joy Russell; Violet ground beetle, Margaret Holland; Spider, Richard Burkmar; Harvestman, Richard Bowler; Fly and Butterfly, Bob Coyle; Bumblebee, Gillian Day; Slug, Centipede and Woodlouse, Malcolm Storey; Earthworm, Dodo-bird; Ant, Samantha Henneke





Example of a worksheet created by the Royal Society of Wildlife Trusts, that has been utilised by the project


# Grow a bee and butterfly garden








Provide for bees and butterflies all year round by planting shrubs and plants that flower at different times.

**Spring** 

-  Primrose
-  Garlic mustard
-  Sweet rocket
-  Aubretia
-  Honesty

**Summer** 

-  Buddleia
-  Honeysuckle
-  Lavender
-  Red valerian
-  Hebe

**Autumn** 

-  Ivy
-  Hyssop
-  Ice plant
-  Sweet scabious
-  Michaelmas daisy

© corinne welch, 2012

# How to build a bumblebee nest

wildlife  
watch



## You will need:

- terracotta flower pot



hole in  
bottom

- trowel



- dry grass or moss

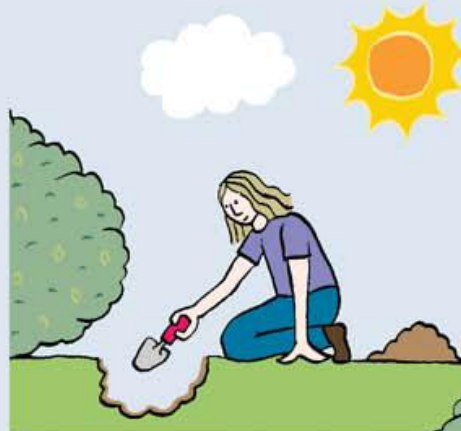


- sheltered spot that gets some sun



(preferably under a bush)

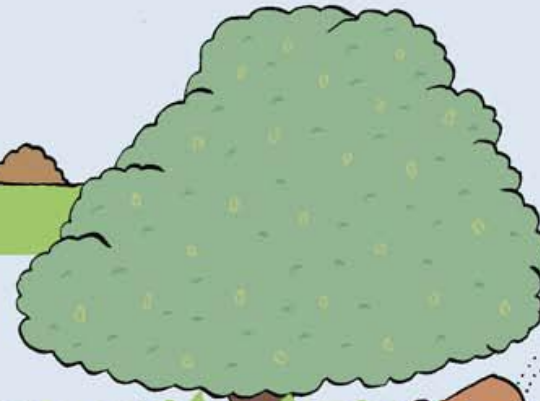
- 1 Dig a small, shallow hole under a bush.  
Your chosen site should not get too hot or too cold, and be in sun for about half of the day.



- 2 Fill the flowerpot with dry grass and/or moss.



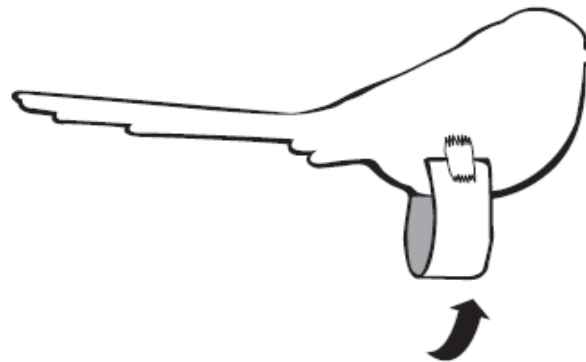
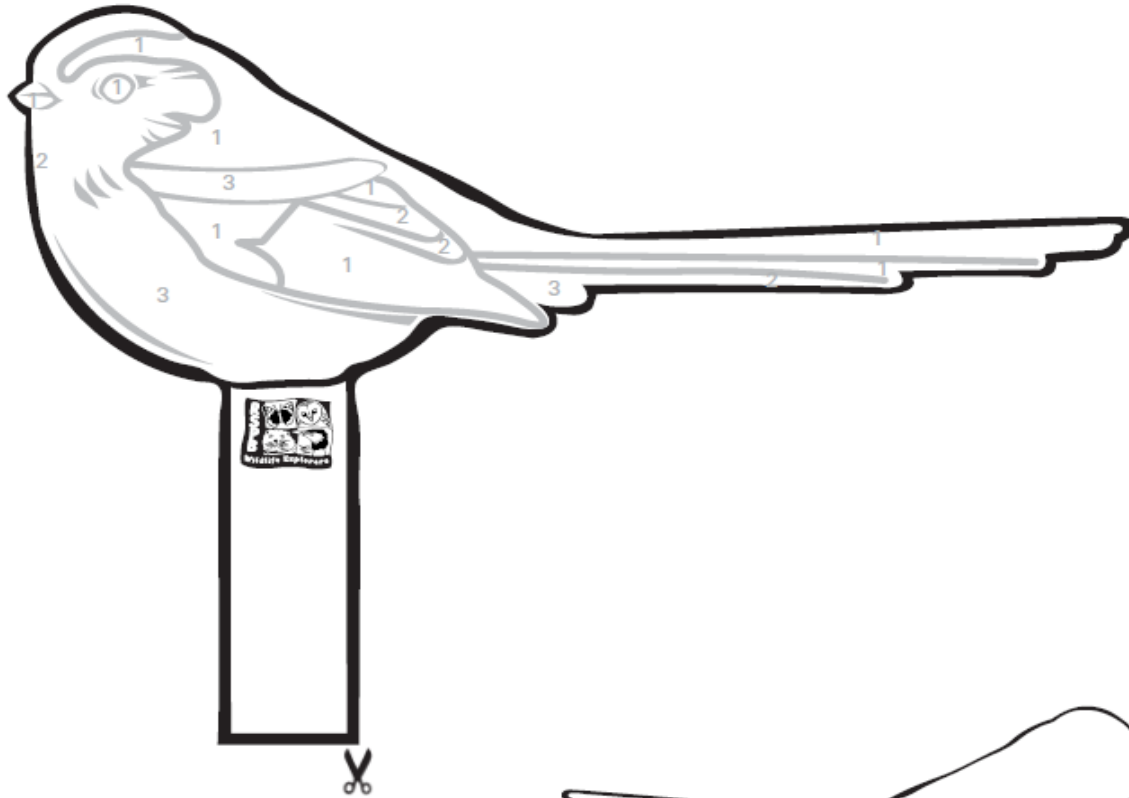
- 3 Half-bury the flowerpot upside down in the hole. Position it at an angle so that the hole in the bottom points out.



Example of a worksheet created by the RSPB



## Long-tailed tit finger puppet



### You will need

- Scissors
- Colouring pencils
- Glue

### What to do

- Cut around the outline of the bird, including the strip.
- Colour the puppet as shown.
- Roll the strip to fit around your finger. Then glue it or use sticky tape.

### Colouring guide

- |   |       |
|---|-------|
| 1 | Black |
| 2 | White |
| 3 | Pink  |



**RSPB Wildlife Explorers**  
is the junior membership  
of The Royal Society for  
the Protection of Birds

Example of a worksheet created by the Woodland Trust

# Leaf hunt



alder



ash



beech



birch



elder



field maple



hawthorn



hazel



holly



horse chestnut



oak



rowan



sycamore

Have you found any other leaves? Draw or stick them here and find out their names:

\_\_\_\_\_



Start your own adventure at [naturedetectives.org.uk](http://naturedetectives.org.uk)

Fun stuff for kids, families and schools by the Woodland Trust, a charity registered in England & Wales (294344) and Scotland (SC108885) at Nature Park, Grantham NG31 6LL. © 2014 You may print and copy this sheet, in its entirety, for non-commercial purposes. Do not put this pdf on other websites - please link to our download page. Questions? 0800 026 9610





La Ferme des Aigrettes

Living Landscape

Roverslootje - West Flemish Heart

South Essex Marshes

Strategisch project Rupel

Water Square Benthamplein

## Work Package 2: Increasing Public Awareness of Green Heritage

### Informal Education

### Developing an Education Pack

This Education Pack looks at methods of best practice that were used and developed through the MaxiGreen Project.

In Developing an education plan there needs to be an understanding of the:

- Users
- Site
- Aim of the education pack



The project was funded through the EU Interreg IVA 2-Seas programme – [www.interreg4a-2mers.eu](http://www.interreg4a-2mers.eu)

### Formal Education