Goal 15: Life on land

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| Timings | **Prep activity** | | | **Delivery** | | | **Get ready to go/ return to class** | Participants | **Min** | | 1 Class |
| 40 minutes | | | 2 hours | | | 5 min | **Max** | | 1 Class |
| Target | **P1-4** | | **P5-7** | | | **S1-2** | **All** | Location & Facilities | Local greenspace. | | |
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| RiskAss. Req’d | **Y** | **N** | | | **DONE** | | | Ratios | | In line with led walk/led scoot or led ride. | |
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| Subject & Topic Linkages | UN Global Goals for Sustainability  Goal 15 Life on Land. | | | | | | | Curriculum Links | | Literacy, social studies, expressive arts, STEM skills. | |
| External Assistance | Cycle Ride Leader volunteers if running as part of a led ride (this can be arranged by your local I Bike Officer). | | | | | | | | | | |

Timeline

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| Kick off | * Agree dates & set expectations * Download [Global Goals booklet](http://scotdec.org.uk/wp-content/uploads/2019/07/Explore_the_GGs_Booklet.pdf) and [cards](http://scotdec-org-uk.stackstaging.com/wp-content/uploads/2019/07/Explore_the_GGs_Activities.pdf). Both from [Scotdec.org.uk](http://scotdec.org.uk/) website. * Download and laminate mini missions cards [I Bike Mini Mission Cards](https://ibike.sustrans.org.uk/wip/wp-content/uploads/2020/04/Mini-Missions.docx) * Print off [john-muir-explore-discover-and-share-activity-booklet-Twinkl](https://www.twinkl.co.uk/resource/cfe-second-level-john-muir-explore-discover-and-share-activity-booklet-cfe2-t-2548264) also included within this lesson plan |
| 1 month before | * Publish to volunteers/ parents |
| 2 weeks before | * Risk assessment |
| Day before | * Complete classroom activity, this could also be done after the outdoor activity. * Remind pupils to bring clothing suitable for the weather. |
| On the day | * Make sure we have contact details for other staff on the trip and a number for the school office. * Take first aid kit and check for pupils who require medications to be brought with them. |

### Resources/Materials Required

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| Items Required | Qty | Items to be Considered | Qty |
| First Aid Kit | 1 | Walkie Talkies if available | 4 |
| Risk Assessment | 1 | Colouring pencils | Enough to share |
| Clipboards or something to lean on, discover and share worksheets and pencils | 1 per pupil |  |  |
| Mini mission cards | At least one set |  |  |
| Training Requirements | |  |  |
| Cycle Ride Leader – if delivering lesson as part of a led bike ride. | | | |

Key Learning Points/Aims

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| 1 | Communication and teamwork. |
| 2 | STEM skills, science, creativity, expressive arts, problem solving and adapting to the environment |
| 3 | Considering issues from different perspectives and reflecting on their own values, |
| 4 | Discover what we can learn from nature and the impact of damage to ecosystems both locally and globally. Learn how we can protect, restore and promote sustainable use of our green spaces and the ecosystems within them. |
| 5 | Taking informed and reflective actions as responsible global citizens. |

Lesson Objective

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| * To explore what will happen locally and globally if we continue to cut down rainforest at the same rate we do now. To find out how to sustainably use greenspaces and forests, combat desertification, halt and reverse land degradation and halt biodiversity loss. Most importantly to recognise green spaces and nature as important places for us to enjoy and spend time in to improve our own health and wellbeing whilst being mindful of protecting these spaces. |

Calendar Timings & Flexibility

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| * Any time, although dry weather is better for completing the worksheets. |

# Lesson Structure (including timings):

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| **Classroom prep activity:**   1. Complete the activity on the Global goals cards **– 40 minutes**           **Main Activity**   1. Ride/walk/scoot to greenspace, if possible, explore a bit of the NCN and talk about active travel infrastructure.– **30 minutes** 2. Split class into groups of 4 or 5 and give them each a few mini missions cards to complete, if they are quick you can swap their completed mission cards for more mission cards. [I Bike Mini Mission Cards](https://ibike.sustrans.org.uk/wip/wp-content/uploads/2020/04/Mini-Missions.docx) **– 20 minutes** 3. Discuss how lucky we are to be out enjoying time in a green space and the benefits we might feel both from being physically active but also how tuning in to nature can improve our mental health and reduce stress and anxiety. Highlight the importance of protecting our greenspaces and the ecosystems that inhabit them at a local level and also globally in the challenge to slow climate change **­– 5-10 minutes** 4. You can move around and explore to complete the first A-Z section, then find a quiet space to complete the discover and share worksheets[john-muir-explore-discover-and-share-activity-booklet-Twinkl](https://www.twinkl.co.uk/resource/cfe-second-level-john-muir-explore-discover-and-share-activity-booklet-cfe2-t-2548264) **– 30 minutes**              1. Head back to school – **30 minutes.** |
| **Contingency Options**   * What if the bike breaks down, take puncture repair kits, basic tool kit. * Ask kids to bring clothes for wet weather/provide waterproofs (your I Bike officer can provide these if the school requires) |
| **Feedback to Participants**   * Discuss what we’ve learned from nature, what are some things we can do to protect our green spaces? What were their favourite missions? Ask if anyone would like to share their poems they came up with the class. |

Plan for next time

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| * Go Geocaching. * Do a mindfulness walk. * Plan a longer led bike ride enjoying local greenspaces. * Go on a scavenger hunt [I Bike Scavenger Hunt](https://ibike.sustrans.org.uk/wip/wp-content/uploads/2020/04/Scavenger-Hunt.docx) * Opal bug count surveys <https://www.opalexplorenature.org/bugscount> * Opal tree health surveys <https://www.opalexplorenature.org/treesurvey> * Floating garden challenge to highlight solutions to overcome the effects of flooding as a result of climate change on farming in Bangladesh. <https://practicalaction.org/schools/floating-garden-challenge/> * Make space for nature indoor lesson <http://cdn.worldslargestlesson.globalgoals.org/2019/07/Make-Space-For-Nature-Lesson-Plan.pdf> * <https://www.keepscotlandbeautiful.org/upstream-battle/citizen-science/> upstream battle litter survey. * <https://www.johnmuirtrust.org/assets/000/002/837/LOST_WORDS_Explorers-Guide_original.pdf?1515059070> explorer’s guide to the lost words book – literacy in nature * See Lesson plans for Goal 16 Peace, Justice and Strong Institutions. |