Second Level

Lesson plans

Lesson 1
COP26 in Glasgow

Lesson 2
Your Voice at COP26 -
Imagine, Create and Share

2040 Join the Regeneration
Watching The Film

Lesson 3
Planting Trees to create
Glasgow Children's Woodland

#MyTreeOurFuture

Lesson 1

COP26 in Glasgow

Watch the video >

Lesson 1:
COP26 in Glasgow

When listening and talking with others for different purposes, I can:
- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more.

LIT 2-09a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 2-13a

LEARNING INTENTIONS
I can **watch** and **listen** for information.
I can **share my opinions and ideas** to **persuade** others.
I can **ask** and **answer relevant questions.**

INTRODUCTION
Let's discover what COP26 is and why it's important to us in Glasgow. Watch this video, **COP26 According to a Kid**. Briefly discuss the content of the video & take short notes if appropriate/needed.

Now let's take **A Closer Look at COP26 According to a Kid**. Focusing mainly on the role of the delegates, the media, observers and the People's Summit.

Delegates will have meetings to discuss **money, energy, nature, adapting to climate changes, gender equality, science, transport, cities and young people's messages – Your voice can be heard!**

CREATE
Role Play
Invite pupils to organise a role play of COP26.

Note: The focus is on understanding COP26, and this activity can be done using the children's prior knowledge of Climate Change and Climate Action. However, if you wish to extend this to a series of lessons, the children could undertake research into an aspect of interest to them prior to their role play.

Language
COP, meeting, conference, delegate, environment, climate change, president, discuss, share, listen, Paris Agreement, (Paris Climate Agreement) UN, climate justice, GSGs – Global Sustainability Goals, climate emergency, climate action, media, observers, People's Summit.

Activity
Invite pupils to organise their own COP, with everyone in the class taking part.

They can choose to have delegates only or extend the scope and timescale of their drama to include the roles of the media, observers and a People's Summit.

Pupils are invited to represent a country of their choice. Then, as a group, invite them to choose the topic they feel most confident discussing.

Money, energy, nature, adapting to climate changes, gender equality, science, transport, cities or a public youth voice. Alternatively, pupils might choose an environmental topic more personal to them.

A UK delegate (or group) can be President of the COP. The President ensures everyone speaks or is represented. They offer opportunities to ask questions and discuss as appropriate. The President should have a group of UK delegates to keep an eye on the time and ensure everyone has the opportunity to speak.

Invite pupils to briefly **discuss** in pairs or groups or to **write notes** individually to prepare to speak at their COP.

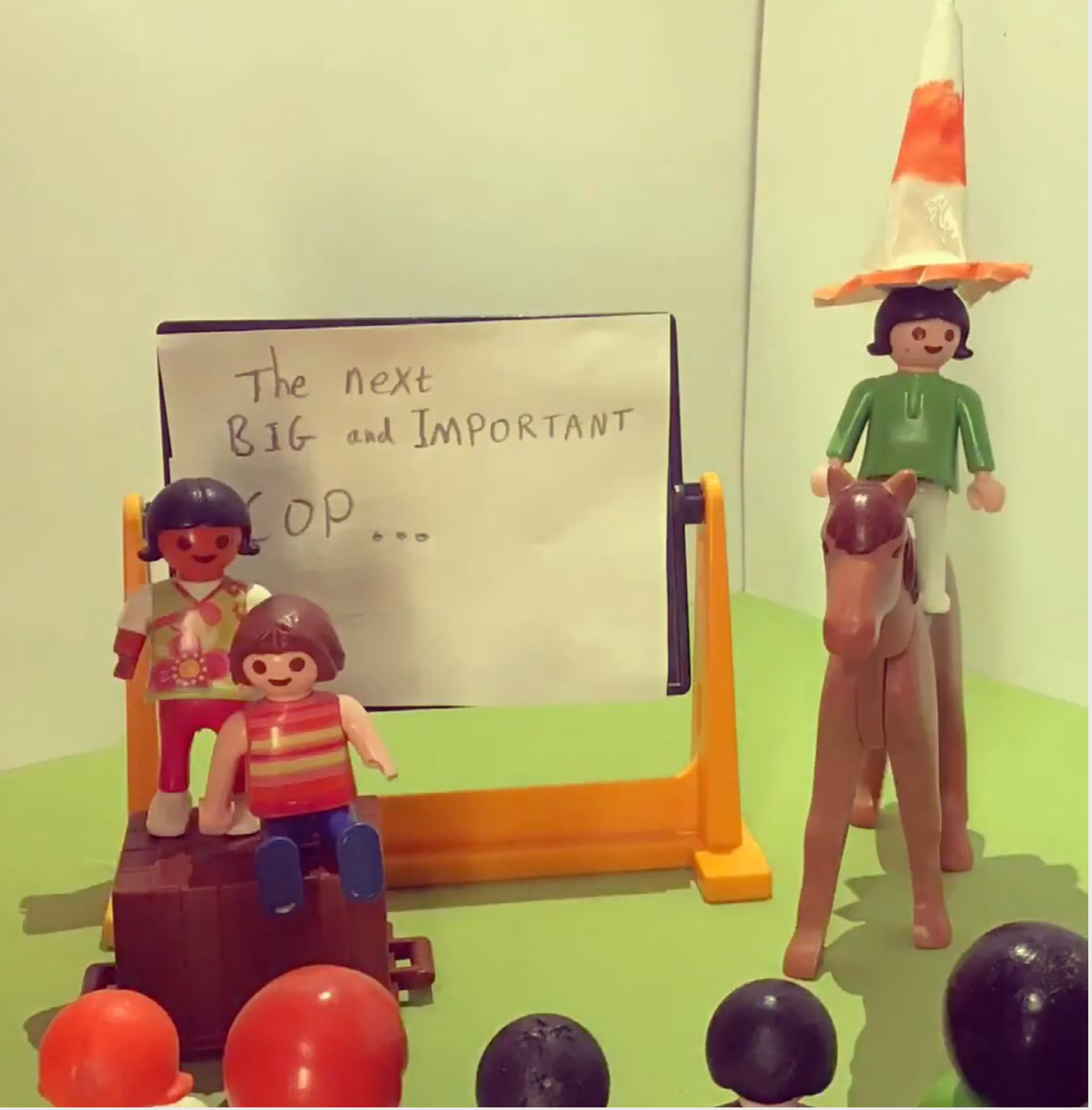
Pupils are then invited by the President to share their thoughts on the chosen topic and agree what decisions they, as governments of the world, could make to take positive climate action.

Delegate speech examples:
- "I'm from Scotland and I want to help the bees by planting wildflowers and not spraying chemicals."
- "We're from Spain and we want Climate Justice so we are going to offer support for people in Indonesia who have lost their homes to floods."
- "We are from Kenya and we want the global north to give support to the global south without asking for anything in return."

PLENARY
The President congratulates the delegates on an excellent COP. They tell delegates that their stay in Glasgow is now over and the world looks forward to seeing all their wonderful ideas in action when they go home to their own countries.

Ask pupils what they now understand about a meeting. e.g. sharing ideas, listening, talking, making yourself heard, making decisions, influencing others. Discuss what they now understand about COP26 in Glasgow.

SHARE WITH THE LOST WOODS ON TWITTER
We will bring your messages and images of a greener, fairer future to COP26.
@The_Lost_Woods_
#MyTreeOurFuture
#GreenerFairerFuture



Lesson 1:
Extra

FOLLOW ON ACTIVITIES

- Create an information leaflet about COP26.
- Share your leaflet and your learning with family and friends.
- Hold a class discussion about the difficulties facing people wishing to travel to Scotland to have their voice heard at COP26. Those already suffering the effects of Climate Change often have the most barriers to overcome. Language barriers, covid-19, access to vaccine, cost of travel and accommodation, visa access. Are the barriers equal across the world?
- Watch this video, Climate Change according to a Kid and do some research about Climate Change
- Discover how the local area can enhance outdoor learning with NatureScot's Learning in Local Greenspaces, their Greenspace Map for Outdoor Learning and Beyond Your Boundary.
- Get in touch with the Glasgow Region Outdoor & Woodland Learning Group and explore Scotland's Outdoor Learning Directory.
- Research the UN – pupils will likely be aware of the UNCRC
- Research the 17 Sustainable Development Goals.
- Create a logo for COP26 which reflects Glasgow and/or Scotland as well as Climate Action.
- Create a wall display of your work relating to COP26.
- Create a news clip or podcast to share your knowledge with family and friends.
- Create a poster / a series of posters about the Sustainable Development Goals.
- Explore Education Scotland STEM wakelet which features links to projects and resources looking at COP26 and Climate Change.
- Brainstorm ideas for how your class could help work towards the Sustainable Development Goals.

IMPORTANT INFORMATION FOR TEACHERS

- **Climate Change** is the alteration of the earth's climate due to a warming of the atmosphere. The warming is caused by carbon dioxide produced through human activity. Climate change risks people's lives all around the world but we can stop it.
- **The UN** is a group of countries working together for peace, equality, health and cooperation between all people on earth. Almost all countries in the world are members.
- **The Global Sustainability Goals** are a list of 17 goals the UN are working towards to ensure a safe environment for all people for all time. They include no poverty, zero hunger, gender equality and clean water for all.
- **Global Sustainability Goal number 13** is Climate Action. Every UN country needs to take immediate action to combat climate change and the impact it has on people and the environment.
- **A Conference of the Parties (COP)** is a meeting of politicians and representatives from every UN country. It is held every year and it is based on Climate Change. Every 5th year the COP is very big and important.
- **The Paris Agreement** is an agreement all UN countries signed at COP 21 in 2015 in Paris. It set out goals to fight climate change and to help the people already effected by it. COP21 was a big and important COP.
- **COP26** is the next big, important COP and it is being held in Glasgow in November 2021. It is the biggest meeting to discuss Climate Change in the last few years and is possibly the most important ever.

Lesson 2

Your Voice at COP26 - Imagine, Create and Share

Watch the video >

Lesson 2:
our Voice at COP26 - Imagine, Create and Share

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.
EXA 2-02a

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way.
SOC 2-08a

LEARNING INTENTIONS
I can **listen** and **watch** for inspiration.
I can **imagine** a brilliant future.
I can **create** an image of my future.
I can **share** my ideas about living in a more environmentally responsible way.

INTRODUCTION
Today we are going to watch a documentary film called 2040 in which the filmmaker Damon Gameau imagined a greener, fairer future for his daughter and all children. He travelled the world meeting people who knew different ways to make it happen and made a documentary film about it.

Watch the video
THE LOST WOODS SCREENING HUB FOR 2040 FILM

IMAGINE, CREATE AND SHARE
The first step to creating something is to imagine it. If we can imagine a safer, greener, fairer future we can make it happen.

1. Imagine what you want the world to look like when you're older. Not just for you but for every child and adult around the world. What's your 2040?

THINK PAIR SHARE
Students work together to think of ideas for a greener, fairer future for all children.

THINK
Students independently think about what they would like 2040 to look like.

PAIR
Students work in pairs to discuss their ideas and record new thoughts.

SHARE
Students share their thoughts with the whole group to create a mind map of all ideas.

Sample mind map ideas:
- "In my future I want all children to have clean air to breathe so all cars, trains and busses will be electric."
- "In my future I want all children to be able to play in nature near their house so there will be lots of new parks and woods."
- "In my future girls and boys across the world will have their rights respected equally and have equal access to education, jobs and healthcare."

Research:
Once pupils have shared their ideas for a fairer, greener, future, explore ideas of how to realise it. Ideas can be as local and simple, or as international and large scale, as children want them to be. The limit is their imagination.

For inspiration please see **page 12** for a sample of **Glasgow's Green Initiatives.**

Choose how to approach this aspect of the project to best suit your class and time available. Pupils could work independently, in groups or as a whole class on the same project idea.

2. Create something to show that greener, fairer future!

Once children have imagined their 2040, their greener, fairer future, invite them to create an image to show others what that future will look like. This creative section of the lesson can be as simple or as expansive as time and resources allow. Create the images whatever way works best for you all as a class.

Decide before you create your images who you will share them with and how you will share them. Will you bring your drawing to your Granny's house? Will you post it to the local supermarket or onto the school Twitter page?

Pupils could create:
- a picture
- a video
- an animation
- a song, poem or rap
- a letter
- an assembly as a class
- a short drama with their friends

3. Share your image for our future.

Children can get involved in climate action by asking the adults around them, to create the future they imagine. Facilitate the sharing of your pupils' images and encourage them to speak about their hopes for the future with the adults in their lives. They could share pictures with their head teacher, their parents or carers, neighbours or the local shop owner. They could tweet a video or photo to their local councillor or MSP, post a drawing to their MP or even the First Minister.

"This is what I want my future to look like and I want you to make it happen."

PLENARY
Invite pupils to share their images with the class in preparation for sharing them with their adults at home. We'd love you to share images with **@The_Lost_Woods_** on Twitter and we will bring your messages and images of a greener, fairer future to COP26.

SHARE WITH THE LOST WOODS ON TWITTER
We will bring your messages and images of a greener, fairer future to COP26.
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Lesson adapted in part from "2040 - UK Educational Resources Overview."

Lesson 2:
Extra

A SAMPLE OF GLASGOW'S GREEN INITIATIVES FOR INSPIRATION

Green Roofs Glasgow

Bike for Good e-cargo library

Glasgow Tool Library

Repair Cafe Glasgow

Glasgow National Park City

After the Pandemic

Glasgow's Flower Power:
Pollok in association with GrowWild

Street Play: Glasgow City Council

Urban Roots, Urban Explorers Club:
Glasgow Southside

Glasgow Science Centre's
Outer Space Transformation creating an outdoor learning space.

Operation Play Outdoors

Blairvadach

SouthSeeds

Free Wheel North

FOLLOW ON ACTIVITIES

- Follow up with anyone who responds to the pupils' projects and images for the future. Empower pupils to ask adults to create the future they want. Empower pupils to take action to make change themselves and inspire others to join them.
- Get involved in Glasgow City Council's Dear Green Place initiative. Get your video on their EdIS YouTube Channel
- Discover how the local area can enhance outdoor learning with NatureScot's Learning in Local Greenspaces, their Greenspace Map for Outdoor Learning and Beyond Your Boundary.
- Watch Greta Thunberg and George Monbiot talk about Climate Solutions.
- Use a variety of different mediums to create pupil's images for the future to share.
- Pick an action you could do as a class this year to help make their greener, fairer future a reality. Share your plan with others an ask them to join you.
- Let a section of the playground go wild.
- Create a wildlife garden.
- Go outside and connect with nature every day.
- Recycle all used paper in your classroom.
- Use only reusable water bottles in class.
- Switch off all lights and screens every time you go outside.
- Go on a nature walk around your school.
- Grow vegetables or microgreens and learn about food miles, organic food and eating locally.
- Get involved in the World's Largest Lesson - We Love Our Planet.
  Free resources for teachers.
- Explore Education Scotland STEM wakelet which features links to projects and resources looking at COP26 and Climate Change.

2040 Join the Regeneration
Watching The Film

Written by Cool Australia
UK Edit: Together Films

ACTIVATING PRIOR KNOWLEDGE

Step 1.
Explain to students that in this lesson they will be watching clips from the 2040 documentary. This documentary explores what the future would look like by the year 2040 if we simply embraced the best solutions already available to us to improve our planet and shifted them into the mainstream. Assist students in clarifying key concepts discussed in the film by inviting them to complete the following activity, or move onto Part B if students are already familiar with these concepts.

Break the class into pairs and invite each pair to participate in a THINK PAIR SHARE activity to discuss and develop definitions for the following terms (also available on the Student Worksheet):

- Climate change
- Greenhouse gas
- Carbon dioxide
- Carbon sequestration
- Sustainability

THINK PAIR SHARE is a collaborative learning strategy in which students work together to solve a problem or answer a question.

THINK - Students independently think about an issue or question and record their thoughts.

PAIR - Students work in pairs to discuss

SHARE - Students share their thoughts with the whole group or with other pairs to reach consensus.

Students can conduct research on the internet to help create their own definitions. Students can use the table on the Student Worksheet to guide them through the THINK PAIR SHARE process. Remind students of the Search Strategies for Googling when working online.

Step 2.
Once complete, you can invite pairs of students to share their ideas with the class. Use the following definitions to clarify the concepts:

Climate change
Suggested definition: Climate change is a change in the pattern of weather, and related changes in oceans, land surfaces and ice sheets, occurring over time scales of decades or longer.

Greenhouse gas
Suggested definition: A gas that contributes to the greenhouse effect.

Carbon dioxide
Suggested definition: Carbon dioxide (CO_2) is generally a minor, yet very important, component of the atmosphere. CO_2 is released through natural processes like respiration and volcano eruptions, but also through human activities such as deforestation and burning fossil fuels. Since the beginning of the Industrial Revolution, humans have increased atmospheric CO_2 concentration by more than a third.

Carbon sequestration
Suggested definition: Carbon sequestration is a natural or artificial process where CO_2 is removed from the atmosphere and held in solid or liquid form, such as in forests, in the soil or in the sea.

Sustainability
Suggested definition: Sustainability is about making sure there are enough resources for our environment and for everyone on Earth, both now and in the future.

TIP: For more information about climate change, the greenhouse effect and global warming, access the Climate Change Factsheet. In order to understand what climate change is and how it is occurring it is necessary to understand both the greenhouse effect and global warming.

WHAT ARE THE GREENHOUSE EFFECT, GLOBAL WARMING AND CLIMATE CHANGE?

The greenhouse effect has been around since the formation of the planet. Naturally occurring greenhouse gases – such as methane and carbon dioxide – form a blanket around the Earth, trapping heat from the sun in our atmosphere and keeping the Earth at a steady temperature where life can thrive. However, in recent years human activities – such as burning fossil fuels and deforestation – have seen an increase in the amounts of these heat-trapping gases entering the atmosphere. This has meant that more heat from the sun is being trapped in our atmosphere. This is the greenhouse effect. As more heat is trapped in our atmosphere, the temperature rises. This is known as global warming.

In our atmosphere there are close connections between temperature, water vapour, the extent of polar ice sheets and the concentrations of greenhouse gases (especially CO_2). When one of these is disturbed, the others react in ways that may increase or decrease the original disturbance. For example, warmer temperatures may result in more sea ice melting which may alter the movement of warmer ocean currents, which may affect climatic conditions. This is one example of climate change.

What is the weather? - Weather is the hourly, daily or weekly events such as temperature, cloud cover, wind, heat waves, storms or precipitation.

What is climate? – Climate is the long-term changes in patterns of weather over a long period of time, such as 20 years.

What is climate change? – Climate change is a change in the pattern of weather, and related changes in oceans, land surfaces and ice sheets, occurring over time scales of decades or longer.

WHERE DO GREENHOUSE GASES COME FROM?

It is true that there have always been changes in our climate, caused by a range of events such as variations in the sun's energy and volcanic eruptions. However, the change in climate variation observed recently is believed to be the result of human behaviours increasing the concentrations of greenhouse gases in our atmosphere.

These include:

Water vapor – This is the most abundant greenhouse gas. It increases as the Earth's atmosphere warms.

Carbon dioxide (CO_2) – CO_2 is the gas we hear the most about. Normally this is a minor – yet very important - component of the atmosphere. CO_2 is released through natural processes like respiration and volcano eruptions, but also through human activities such as deforestation and burning fossil fuels. Since the beginning of the Industrial Revolution, humans have increased atmospheric CO_2 concentration by more than a third.

Methane – This hydrocarbon gas is produced both naturally and through human behaviours, such as waste breakdown in landfills, agriculture, and cows burping! Methane is a more potent greenhouse gas than CO_2: however, there is over 200 times more CO_2 in the atmosphere than methane.

Nitrous oxide – This greenhouse gas is produced through farming practices, such as the use of commercial and organic fertilisers.

Chlorofluorocarbons (CFCs) – Known for their contribution to the destruction of the ozone layer, these greenhouse gases have limited production due to the Montreal Protocol on Substances that Deplete the Ozone Layer.

WHAT ARE THE IMPACTS OF CLIMATE CHANGE?

It is hard enough to predict what will happen with the weather next week, let alone what will happen with the climate over a long period of time. Scientists have developed a range of models to help them determine some of the ways the climate might change, and the potential impacts of those changes.

In recent years, we have started to see some of these impacts already.

Around the globe we have already seen:

Melting glaciers and sea ice – Sea ice in both the Arctic and Antarctic are frequently at record lows.

Earlier flowering and ripening dates – Research suggests that hotter weather is already affecting the quality and availability of many foods.

Coral bleaching – Elevated sea temperatures are the primary cause of mass coral bleaching events. A recent bleaching event in the Great Barrier Reef has seen 93% of the reef affected.

Migration of plants and animals towards the poles – Plants and animals are already migrating towards the poles to escape hotter weather closer to the equator.

OTHER IMPACTS WE MIGHT SEE INCLUDE:

Global temperatures will continue to rise – However, temperatures will not rise evenly across the globe; some places will experience more warming than others.

Changes to agricultural production – In some places growing seasons could be extended as much as two or three months, while in others hotter and drier conditions will limit the growing season. Food supplies are expected to be negatively impacted in some areas.

Changes in precipitation – Some places can expect more and some can expect less.

Changes to ecosystems – Global warming causes land and ocean life to migrate away from areas that have become too warm, and towards areas that previously were too cool. We can also expect extinctions of some existing species that will have nowhere to migrate.

Bushfires – In Australia, where the filmmaker is from, they can expect the number of extreme fire risk days to increase. We saw this in the rapid Bushfires over Christmas 2019.

Increase in the number and severity of heatwaves – This is predicted to affect human health, agricultural production, and the health of ecosystems, plants and animals.

Increase in disease – Warmer temperatures may also lead to an increase in diseases via water and food.

Extreme weather – We can expect an increase in the intensity, frequency and duration of extreme weather events.

Sea level rise – Sea-levels are expected to rise approximately 2.3 metres for each degree Celsius of temperature rise.

Ice-free Arctic – The Arctic Ocean is expected to become mostly ice free in summer before the middle of this century.

What can you do?

Cut your energy use – Make simple changes in your energy use such as turning lights off, replacing light bulbs with new energy efficient bulbs, and unplugging electronic devices when not in use.

Consider your transport – Leave the car at home and walk, cycle and use public transport where possible to reduce your CO_2 emissions.

Switch to renewable energy – Switching to energy produced by renewable resources is the simplest and most effective way to avoid producing carbon emissions.

Refuse, reduce, reuse and recycle – Cut the waste, save on resources and eliminate unnecessary emissions.

Get involved – Send a letter to a politician or join a group like UKYCC (UK Youth Climate Coalition).

Spread the word – Let people around you know that reducing greenhouse gas emissions will also build healthier communities, spur economic innovation and create new jobs.

2040 – Tell people about the 2040 documentary and encourage them to visit the 2040 website.

Lesson 3

Planting Trees to create Glasgow Children's Woodland

Watch the video >

Lesson 3:
Planting Trees to create Glasgow Children's Woodland

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.
SCN 2-02a

Through carrying out practical activities and investigations, I can show how plants have benefited society.
SCN 2-02b

LEARNING INTENTIONS
I can **listen** and **watch** for information.
I **understand** the role trees play in our eco system.
I **understand** how trees benefit society.

INTRODUCTION
Watch this video to discover what The Lost Woods project is all about and how 8 pupils from your school will be helping to plant **Glasgow Children's Woodland.**

You have been learning about COP26 and, inspired by the film 2040, you have been imagining what your greener, fairer future will look like. The Lost Woods have been doing the same. In their greener, fairer future all children have access to woodlands to play in and to give them clean air. That's their message for COP26 in November.

Glasgow Children's Woodland will be a new green space for everyone to enjoy. Each primary school will have their own plot which will be grid referenced with a 3-word reference so that you can watch your baby trees grow over the years. Isn't that exciting?

DISCOVER
What role do trees play in our eco system?
What benefits do trees bring?

Discuss these questions with the class to see what they already understand about trees and to explore the answers.

In response to the pupil's answers and interests you can explore some of the following ideas together.

People in cities:
- need lots of trees to help minimise pollution and flooding, keep the water supply healthy and to improve air quality.
- need trees near their home to keep them happy and healthy.

Trees:
- produce oxygen and absorb carbon dioxide.
- remove pollutants from the air and slow down the effects of Climate Change by capturing carbon and locking it away.
- provide food and habitat to insects, animals and birds, which all play a part in our eco and food systems.
- increase biodiversity. (the amount of different types of life in an area)
- keep the soil clean, prevent erosion and help prevent floods.
- improve mental health when we spend time near them regularly.
- provide raw materials for building and many industries
- provide a livelihood for farmers across the globe.
- provide food for people to forage.
- provide a space where people can meet and enjoy the benefits of nature.

Watch Greta Thunberg and George Monbiot talk about Natural Climate Solutions. There's a magic machine that sucks carbon out of the air, costs very little and builds itself. It's called a Tree!

FURTHER INFORMATION:

What happens if you cut down all of a city's trees

Why trees are important for the environment

Nature Based Climate Change Solutions

Why are trees so important?

Trees as a Natural Climate Solution

The importance of planting trees

How restoring nature can help decarbonise Britain

What do trees need to grow?
- How to plant a tree sapling.
- Discover what a plant needs to grow.


Glasgow Children's Woodland Site

Talk about trees you like to play around.
- Do you have trees in the school playgrounds, near your home, on your street or in the park near you?
- Can you see trees from your classroom window?
- Where is your favourite tree or place to play near trees?
- Where is the biggest tree that you know?
- Do you know any different types of trees and do you have a favourite?

Glasgow Children's Woodland
- Is part of a bigger woodland project to plant more trees in and around Glasgow. The Cart and Kittoch Woodland Project will create more woodlands that connect to each other around Glasgow. This will allow insects and birds to move freely between woodlands and will help maintain and improve their population. This will increase biodiversity, create more natural habitats and help keep our eco system stable.
- Will show the world that the children of Glasgow care about trees.
- Will include a wide range of different native trees which will support a wide range of diverse wildlife.
- Will improve air quality in the area.

EXPLORE
Go outside and find trees in your school playground or local area.

Create art work inspired by the trees you find. Do bark rubbings or leaf rubbings, take photographs of the trees, play or sit around the trees and thank the trees for the fresh air they give us while we play and learn.

Write a poem or story about a tree or make an eco-friendly decoration for a tree. Go on a bug hunt around your tree and see what you can find. Do you think you'll find more bugs in winter or summer? Examine and compare leaves on different trees. Adopt a tree in your area and watch it through the seasons. Photograph or draw it every month to see how it changes. Perhaps, you could even plant a tree to care for and enjoy.

PLENARY
Recap with the children what they have learned about trees and what they would like to do to protect trees.

You might like to end the session by reading the book The **Promise** by Nicola Davies, illustrated by Laura Carlin. (A copy of the book was provided to all Glasgow primary schools by The Lost Woods in March 2020.) This book shows the power of trees and green spaces to improve cities, just like Glasgow Children's Woodland will improve Glasgow.

If you don't have access to the book you can watch the short, animated film of the book, or a reading of the book.

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Lesson 3:
Extra

SOME SUGGESTED SOURCES OF INFORMATION FOR RESEARCH

UN Websites:
COP26

UN

Sustainable Development Goals

Goal 13: Climate Action

Past COPs

Other Sources:
What is Climate Change

UK site for COP26

WWF & Sir David Attenborough: How to Save our Earth

What is the UN?

Channel 4 news report on COP26 in Scotland

Sustainability Goals

SDG 13: Climate Action

What are the Sustainable Development Goals: Video 1 | Video 2

The Paris Agreement: Video 1 | Video 2

FOLLOW ON ACTIVITIES

- Share photos of your activities with us on Twitter @The_Lost_Woods_
- Discover how the local area can enhance outdoor learning with NatureScot's Learning in Local Greenspaces, their Greenspace Map for Outdoor Learning and Beyond Your Boundary.
- Get in touch with the Glasgow Region Outdoor & Woodland Learning Group and explore Scotland's Outdoor Learning Directory.
- Explore your school playground. Is there an area where trees could be planted? Could this option be explored?
- Grow your own food at home or in school. Peas, cress, mustard and coriander all grow very well in small containers on windowsills.
- Enjoy tasting your fresh food together as a class.
- Share the story of Glasgow Children's Woodland with family and friends.
- Create a piece of artwork inspired by Glasgow Children's Woodland.
- Find Cathkin Braes, the site of Glasgow Children's Woodland on a map.
- Apply for free trees for your school from The Woodland Trust.
- Explore CLPE's free resource, Growing Our Future.
- Write a poem about trees.
- Explore the trees in or near your school playground. Examine and draw them. Observe one tree every month to see how it changes.
- Enjoy a picnic of food from trees – apples, bananas, plums, pears, cherries etc.
- Download The Lost Woods poster to colour in.
- Further explore the importance of trees - food, fuel, fresh air, fresh water, cleaner soil, shade, a home for birds and insects, biodiversity, building materials, protection against erosion etc.
- Measure the properties of trees – their height, spread, girth and internal structure by downloading Scottish Forestry's Tree Measuring – Connecting Trees with Curriculum for Excellence.
- Share Wangari's Trees of Peace by Jeanette Winter
- Read the poems Conker and Oak from the book The Lost Words by Robert Macfarlane and Jackie Morris.
- Create a poster promoting wildlife areas or Glasgow Children's Woodland.
- Create an information leaflet on the importance of protecting and planting trees.

The Lost Woods

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@The_Lost_Woods_
#MyTreeOurFuture
#GreenerFairerFuture

www.thelostwoods.earth