

# Tree Planting

## Outdoor Learning Plan

<p><b>Session Leader:</b></p>	<p><b>No. of children:</b> 0-30</p>	<p><b>Age range:</b> All ages</p>
<p><b>Location:</b> School Grounds, Community Garden</p>	<p><b>Resources:</b> Winter young trees <a href="https://www.woodlandtrust.org.uk/plant-trees/free-trees/">https://www.woodlandtrust.org.uk/plant-trees/free-trees/</a> tree guards &amp; stakes spades buckets water <a href="https://www.woodlandtrust.org.uk/plant-trees/advice/how/">https://www.woodlandtrust.org.uk/plant-trees/advice/how/</a></p> <p><b>Optional:</b> OPAL soil health pack which involved digging and counting worms and doing scientific experiments on the soil. Lots of fun as an extension for an older group. <a href="https://mbaletrees.org/">https://mbaletrees.org/</a> for information on SoW tree planting project in Uganda. <a href="https://www.woodlandtrust.org.uk/plant-trees/advice/how-seed/">https://www.woodlandtrust.org.uk/plant-trees/advice/how-seed/</a> a simple guide on how to grow a tree from a seed!</p>	<p><b>Success criteria:</b> Everyone will take part in tree planting Everyone will try using a tool – spade</p> <p>Everyone will learn about “Size of Wales” (SoW), tree planting and Plant! Project.</p> <p><b>Keywords:</b> Growing, Dormant Roots, Photosynthesis Oxygen, CO<sub>2</sub>.</p> <p>Plant! is a scheme set up by the Welsh Assembly in 2008. For each and every child born or adopted in Wales, a tree is planted in celebration, creating new woodlands for future generations across Wales. Since</p>

# Size Of Wales

## All Ages



<b>Subject:</b> Tree Planting		<b>Learning Objective (Rationale):</b> Learn how to plant a tree and why we need trees		2014, SoW and Plant! scheme committed to planting an additional tree in Uganda for every tree planted here in Wales.
<b>Time:</b> 90 mins		<b>Aim and link to Climate Change learning:</b> Trees and plants are very important in many ways including taking carbon dioxide out of the atmosphere our first best defence against excessively high levels of CO <sub>2</sub> .		
<b>5 mins</b>	<b>Circle</b>	<b>Boundaries &amp; safety briefing.</b>	Point out the area we are playing in, the area we will be planting in, any boundaries needed and where the equipment will be.	
<b>10 mins</b>		<b>Warm up game</b>	<p><b>Rooted</b> or “Stuck in the mud”– one person is ‘it’ and everyone else is spread out across the space and frozen (stuck in the mud), ‘It’ runs through the people tagging as many as ‘it’ can. When you are tagged, you become unfrozen and can chase ‘it’. When you catch ‘it’ – you try to stop ‘it’ by acting as a ‘root’ or anchor. Hold ‘it’s” arm (be gentle, “it” will have to cooperate) and stop running. This is a very quick game where ‘It’ quickly becomes ‘rooted’ to the spot. Once ‘it’ has been stopped, give everyone 5 seconds to run and freeze again, then call the name of a new ‘It’.</p> <p>OR</p>	

			<p><b>Rainforest animals game</b> – everyone thinks of an animal to be and tries to move through the space as that animal. You could demonstrate first. For an older group you could add in instructions like ‘heavy storm coming’ and they all have to shelter under trees. Younger ones probably won’t need it.</p>
10 mins	Circle	Discuss Learning Objective and pool knowledge	<p><b>Explain the plan</b> – how many trees we are planting and where.</p> <p>If the group have had a SoW assembly recall the number of trees planted by the SoW supported project in Uganda.</p> <p>Inform everyone about Plant! Scheme and how children in Wales can feel a connection with Uganda due to the scheme.</p> <p>Explain that we will be taking turns with the equipment and everyone will get a chance to do something. We’ll be working together.</p>
10 mins	Circle OR - 4 groups given different questions	Activity to develop / consolidate knowledge	<p><b>Bug spotting activity</b></p> <p>Discuss-What are our reasons for planting trees? (Here specifically &amp; in general)</p> <p>How do trees help us? You could go into discussion of photosynthesis, oxygen, carbon dioxide (CO<sub>2</sub>), food, fruit (if its a fruit tree) – then onto insects, pollination &amp; importance of insect life.</p> <p>Which minibeast helps create the</p>

			<p>perfect growing conditions for a tree? And for all things that grow in soil? A worm. (If time – have a go at finding and looking at worms – there is a great OPAL pack that goes into detail on this (KS2+ with support)). An older group could also discuss that tropical rainforests will have different minibeasts and soil than in Wales.</p>
<b>5 mins</b>	<b>Circle</b>	<b>Share findings briefly Introduce creative activity</b>	<p>Lay out a set of the equipment we will need in the circle and talk through how the planting will work.</p>
<b>25 mins</b>	<b>Groups</b>	<b>Creative activity</b>	<p><b>Demonstrate planting the first tree</b> with a group of students. See Woodland trust's guide for a simple step by step guide on how to plant (link in resources box) Divide into groups and take each stage of planting bit by bit</p> <ol style="list-style-type: none"> <li>1: raising a square of turf</li> <li>2: digging the hole</li> <li>3: add some nutrients to the hole (could be just cut up pieces of the turf as suggested in the guide)</li> <li>4: place tree in hole making sure roots will be covered and base of trunk will be level with the ground once filled. Add the stake if it is not already attached.</li> </ol>

			<p>5: one or two people hold the tree in place while others fill the hole</p> <p>6: firm down around the tree usually with your foot.</p> <p>7: add a tree guard if using – this will protect from overzealous strimming.</p> <p>8: mulch around the tree with bark or other material rather than replacing the turf.</p>
<b>15 mins</b>	<b>Circle</b>	<b>Feedback from Creative activity - presentation by children</b>	<p>You might like to have a <b>ceremony</b> to mark the planting event. Perhaps children have previously prepared a poem to read or the headteacher wants to say a few words if the trees are dedicated to or donated by someone special. You could simply hold hands in a circle around one of the trees and promise to look after the tree as it looks after us.</p>
<b>10 mins</b>	<b>As 1 group</b>	<b>Game - to suit the mood / group</b>	<p><b>Buzzy bees</b> (A game where the children fly around as bees, teacher repeats 'buzzy bees, buzzy bees, buzzy bees – until she says 'freeze' and then a letter or category for children less confident with spelling e.g. 'freeze... C' or 'freeze... rainforest animals' The children have to become something starting with 'C' and freeze. Teacher tries to guess what each of them is quickly, then starts with 'buzzy bees' again. Possible categories – farm animals, pets, insects, something that can</p>

# Size Of Wales

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			swim, something that can fly, a way of travelling/ transport, a green vegetable, a fruit, a character from a story, someone working outdoors etc) OR <b>a song</b> 'in the jungle', 'bog down in the valley-oh', 'he's/ We've got the whole world in his / Our hands', OR – just <b>tidying up</b> and carrying everything back.
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