

XPolli:Nation Face to Face Summary

Learning through Landscapes face-to-face delivery to schools over a three-year period from 2020 to 2022

Year one	Covid lockdown meant that the time was spent on the resources for the OU Open Create module.
Year Two	Second and third lockdowns meant many schools were unable to take part. We managed to find one focus secondary school to complete the AI (Artificial Intelligence) sampling on the bee identification tool.
Year Three	Recruitment was restricted by Covid to additional provision schools who were looking for interventions, but workshops were delivered, and seven survey workshops contributed data to the Imperial paper.

TOTALS

	workshops de- livered	number of pupils	Range of ages	Staff
Final total	15	1113	4-16	96

Workshops came in a block of three over two/three terms

Learning workshop aim

- to introduce and enthuse over the key groups of pollinators
- to Identify key habitats for pollinators in their spaces
- to introduce some of the ways we impact pollinators
- to leave the teachers with further tools to support learning

Survey workshop aim

- to complete as many surveys as possible and revisit the knowledge learnt in workshop one

Making the changes workshop aim

- to apply their knowledge to make a small difference to pollinators through physical changes

Schools were offered choice for this final workshop but under the current circumstances wanted the off the shelf workshop, with less preparation for them (this was an adaptation due to Covid). Due to the time of year and Covid restrictions the schools made beetle shaped seedballs with nasturtium seeds.

Key adaptations for each school

School	Adaptations to survey delivery
School 1	<p>Learning workshop: Few focus species were available on the school grounds, so we set about finding flowers and supporting staff to identify plants. This was building on the support that they were having from other organisations. Children enjoyed learning how to propagate and manage the plants. Initially bumble bee training was only used with Y10 for homework and then used with Y8 as an intervention programme. It was hard to get permissions for AI sampling.</p> <p>Survey workshop: Used with Y8s but limited on the possible sites for the survey, due to a lack of flowering plants - even the grass was a monoculture.</p> <p>Making the changes workshop: Cancelled as the key member of staff had Covid on the planned date.</p> <p>Children were in a mainstream secondary school.</p>
School 2	<p>Learning workshop: Children wanted to show off their site and started from their perspective, then I adapted conversations and noticed opportunities. They liked the stories that go with certain plants e.g., what they can be used for. We did not get to use the training tools or survey on this site, as children had complex social and behavioural needs. Staff sickness and a change of site limited work at this school.</p>
School 3	<p>Learning workshop: All outdoors teaching so no access to indoor bumblebee ID training tools; fifteen children at a time with outdoor specialist; used the work they had already done to celebrate what they have and built on this.</p> <p>Survey workshop: They used the survey in its full form - students had been introduced to the survey in advance of my visit. I varied the pace of the session by interspersing it with more physical games. For younger children, the school wanted the SENSE (Sensory Explorations of Nature in School Environment) sensory activities trial not the survey.</p> <p>Making changes workshop: The workshop was accessed in full but scaled down due to staff having Covid. All workshops were a positive experience - this felt like the right way to be working.</p> <p>This was a mainstream primary school.</p>
School 4	<p>Learning workshop: This was adapted to give choice and fit into forest school sessions.</p> <p>Survey workshop: The children used choice again and most chose not to survey for a long time, but did have a look. They preferred physical and creative play activities. A Story was used to start the session, this was popular. The teachers were given SENSE sensory activities whilst I did the survey. We adapted to changes in staff and behavioural needs by varying pace and the time they sat still.</p> <p>Making changes: The children all responded well to this workshop, and we managed to do some more surveys with the children who wanted to - stories again worked well to settle and focus the children.</p> <p>The children had moderate learning difficulties at this school.</p>

School 5	<p>Learning workshop: This was adapted when I saw the range of children I was working with. The first class were able to do the full three workshops but needed more adult support than a mainstream school. The second class went back to basics of ‘Let us find some flowers. What can we see on the flowers? Why are the little animals there?’. Mobility issues meant that we had to pick some flowers to enable access.</p> <p>Survey workshop: Some of the class could not sit and do the survey they needed to be moving and use the SEND recording sheet. The second class needed to be on the move and focused on looking for flowers and using the SEND recording sheet to record what they could see.</p> <p>Making the changes workshop: All the children enjoyed the adaptations we made to this workshop to make it accessible to all. It was sensory and open ended with choice built in once they had conducted the planting activities. We made beetle shaped seedballs with clay and compost, planting seeds into the beetle shaped ball. We then used fine motor skills to make minibeast homes with flowerpots and recycled cut up bamboo canes. Overall, all children appeared motivated, and it was clear at the beginning that some students did not know the connection between a plant and the insect visiting it. Despite responsive adaptations this school was one of the most engaged in this project.</p> <p>This secondary school had pupils with moderate to complex learning and physical difficulties.</p>
School 6	<p>Learning workshop: These children were the most challenging as they need 1:1 support and the relationship with the key person was key to them being involved in the activities. We agreed my role was more to support the keyworkers and give them ideas of how they might work with students. The SENSE activities were used, and practical habitat creation was also popular. These were integrated into each workshop.</p> <p>Survey workshop: The survey was the hardest to engage them with.</p> <p>Making the changes activities: These were integrated into every workshop. Not all students took part in this project.</p> <p>This school was a school that specialised in complex social and emotional needs.</p>
School 7	<p>Learning workshop: This school had been involved in other Polli:Nation projects and had a baseline of knowledge before the survey workshop.</p> <p>Survey workshop: The teacher prepared the students briefly but took a few minutes to settle into completing the recording sheet. We did not have to adapt the survey but did adapt the organisation of the day to get the greatest number of surveys done in a day. We did have to adapt to the weather and the concentration of younger pupils near lunchtime. Motivation and engagement levels varied through the day and were supported by the short length of the workshop and preparation by the staff. This school had used the original survey and liked this more concise version.</p>



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Learning
through
Landscapes



St Alban's CE Aided
Primary School



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	<p>Making the changes: This school has an outdoor teacher who is continuing their work on pollinators independently of this project. This was a large mainstream primary school.</p>
School 8	<p>Learning workshop: This school had been involved in other Polli:Nation projects and had a baseline of knowledge before the survey workshop. Survey workshop: The Y5 students came prepared by the teacher. The students were motivated and did multiple surveys. The Y6 students were less motivated but prepared and did two surveys - they seemed confused and distracted by social interactions. The Y3 came with an enthusiastic teacher, they settled into their survey but appeared to lose concentration towards the end of the survey, so we changed to a game and tried the fresh peas to see what comes from pollination. They did complete the surveys. Making the changes: This school has an outdoor teacher who is continuing their work on pollinators independently of this project. This was a mainstream primary school.</p>
School 9	<p>Learning workshop: This school had been involved Beelines a South Downs National Park project and had made some changes to the school site, with more planned Survey workshop: The Y5/6 students had an introduction indoors before they completed the survey in multiple areas of the school grounds. The teacher was keen to make sure children understood the range of habitats pollinators needed and the range of UK pollinators. Making the changes: This school has an outdoor teacher who is continuing their work on pollinators independently of this project. This was a mainstream primary school.</p>
School 10	<p>Learning workshop: This school has a large rural school grounds but had not been involved in pollinator projects before. Survey workshop: The whole school came in three sessions and had an introduction indoors before they completed the survey in multiple areas of the school grounds. The teacher was keen to make sure children understood the range of habitats pollinators needed and the range of UK pollinators. They liked the supporting Power-Point presentation for teachers. Making the changes: This school do not have changes planned although they have recently had a rain garden designed and built with the local river group and the children were keen to survey this area. This was a mainstream primary school.</p>



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