It's for Them

Education Resource Pack

Llywodraeth Cymru
Welsh Government

Curriculum for Wales

Content is relevant to the Curriculum for Wales: Statements of What Matters: 2.6.3 – The world around us is full of living things which depend on each other for survival.

Aims

For learners to:

- understand that cutting grass less often and allowing wildflowers to grow helps wildlife.
- learn that meadow-like areas can provide food and shelter for a wide range of creatures.

Key Words

- Pollinator
- Pollen
- Nectar
- Seed
- Insects
- Invertebrates/Mini-beasts
- Mammals
- Amphibians
- Reptiles
- Birds
- Habitat
- Food web
- Producer
- Consumer
- Predator
- Prey
- Meadow

Teaching Notes

Learners may see that grass is being left to grow in areas where they play. Local authorities, Community and Town Councils, and other organisations that manage public grassland across Wales are changing how grassland is managed in parks and other green spaces. One of the reasons they are doing this is because we are in a Nature Emergency. 1 in 6 species assessed in Wales are at risk of extinction. Younger learners may find this fact distressing, so handle this sensitively and stress the positive outcomes that can be achieved by supporting nature.

Using this pack alongside field visits to carry out practical activities such as a nature survey would develop learners' observation skills and patience. Real world learning gives learners a greater understanding of the natural world and the importance of protecting it. At the end of the pack there is a list of useful links to help you do this.

Welsh Government has developed the 'It's for Them' campaign to show how important green spaces are and how they can create a better habitat for 'Them': invertebrates, birds, small mammals, amphibians and reptiles. These colouring-in sheets and activities will help learners to learn about some of the animals and plants that could live and feed in these areas. Colouring-in sheets 1-6 can be found on pages 29-34.

For text-based activities please consider additional learning needs. Reduce contrast and avoid glare by printing on off-white paper.

Colouring-in sheets 1 and 2 show plants, invertebrates and birds. Some areas with longer meadow-like grass may have rare plant species but most will have common wildflowers such as buttercups, daisies and dandelions. These have been included in the colouring-in sheets and should be recognised by learners. Learners will possibly know invertebrates such as ladybirds. Others such as the common red soldier beetle may be less familiar, but these striking red beetles can be found on flowers such as daisies. You can allow learners to use their imagination to colour in animals and plants and not necessarily colour them in as they are in reality.

Colouring-in sheets 3 and 4 show plants, invertebrates, birds, an amphibian, a reptile and a mammal. They also show that life is not limited to what we can see above ground but that soil layers provide a place for animals to live and feed.

Colouring-in sheets 1-4 are quite detailed. Learners may choose to focus on colouring in parts of the image that they particularly like such as insects, animals or flowers.

Colouring-in sheets 5-6 are not as detailed. White spaces have been left so learners can draw their own pictures of animals or plants that they have learned about in the activities or perhaps ones they have seen on expeditions to the park or a bug hunt.

Colouring-in sheet 1 (landscape):

Plants: grasses, buttercups, daisies, dandelions and other flowering plants

Invertebrates: butterflies, moths, hoverflies, grasshoppers, ladybirds, common red soldier beetles, thick legged flower beetles, bloody-nosed beetles, bumblebees and ants

Bird: kestrel

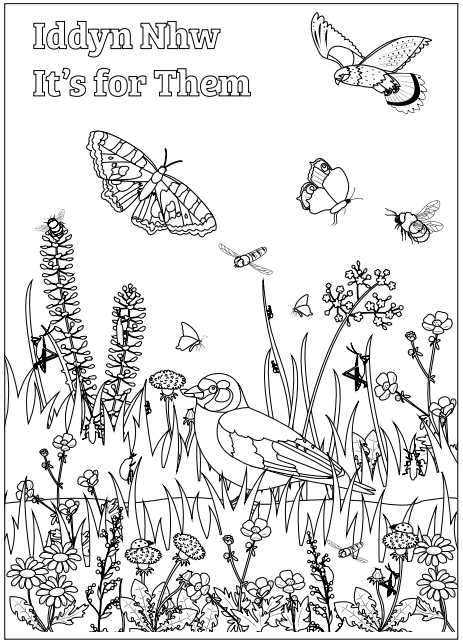
See p29 for full-size colouring-in sheet.

Colouring-in sheet 2 (portrait):

Plants: grasses, buttercups, daisies, dandelions and other flowering plants

Invertebrates: butterflies, moths, hoverflies, grasshoppers, ladybirds, a common red soldier beetle, thick legged flower beetles, bloody-nosed beetles, bumblebees and ants

Birds: kestrel and goldfinch



See p30 for full-size colouring-in sheet.

Colouring-in sheet 3 (landscape):

Plants: grasses, buttercups, daisies, dandelions and other flowering plants

Invertebrates: butterflies, moths, hoverflies, grasshoppers, ladybirds, common red soldier beetles, thick legged flower beetles, bloody-nosed beetles, bumblebees, ants (with nest and eggs) and an earthworm

Birds: kestrel

Amphibian: common frog

Reptile: common lizard

Mammal: hedgehog

See p31 for full-size colouring-in sheet.

Colouring-in sheet 4 (portrait):

Plants: grasses, buttercups, daisies, dandelions and other flowering plants

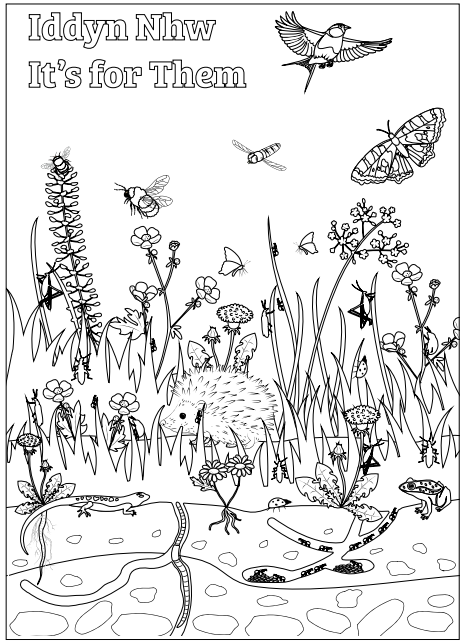
Invertebrates: a butterfly, moths, a hoverfly, grasshoppers, ladybirds, common red soldier beetles, thick legged flower beetles, bloody-nosed beetles, bumblebees, ants (with nest and eggs) and an earthworm

Bird: swallow

Amphibian: common frog

Reptile: common lizard

Mammal: hedgehog



See p32 for full-size colouring-in sheet.

Colouring-in sheet 5 (landscape):

Plants: grasses, buttercups and daisies

Invertebrates: a butterfly, a hoverfly, a ladybird, a common red soldier beetle, a thick legged flower beetle, a bloody-nosed beetle, bumblebees, a grasshopper and an earthworm

Bird: kestrel

Amphibian: common frog

Mammal: hedgehog

See p33 for full-size colouring-in sheet.

Colouring-in sheet 6 (portrait):

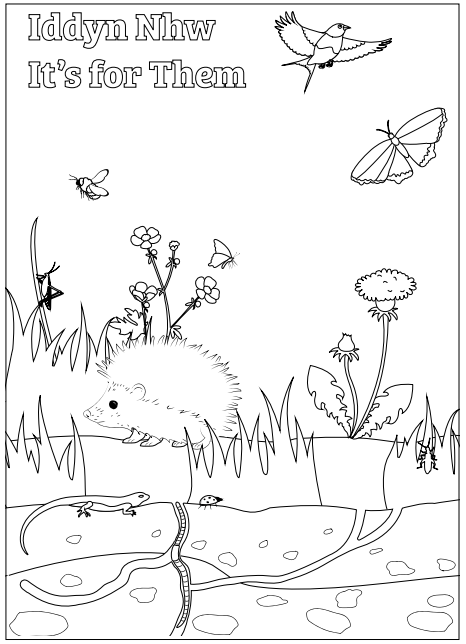
Plants: grasses, buttercups and a dandelion

Invertebrates: a butterfly, a moth, a grasshopper, a ladybird, a thick legged flower beetle, a bumblebee, and an earthworm

Bird: swallow

Reptile: common lizard

Mammal: hedgehog



See p34 for full-size colouring-in sheet.

Postcard templates

Postcards can be a useful way to communicate ideas with friends, parents and other family members. Writing skills can involve using descriptive language to give a picture of what a scene looks or feels like. Postcards can be used to tell people why something is important. They can be used as a campaign tool to let people or organisations know how you feel about a particular issue.

We have developed postcard templates. Print the templates on light card, **back-to-back and fit to page (flip on long edge)**, so the pictures are on one side and the writing on the other.

Some templates have black and white drawings that the learners can colour in. Others are mainly blank, so learners can draw and colour in their own pictures. These could be of animals or plants that they have learned about or seen in grassy areas or linked to the text they are writing.

For the back of the postcard, guide learners on deciding who they will be giving their postcard to. Model how to write an address on the right-hand side.

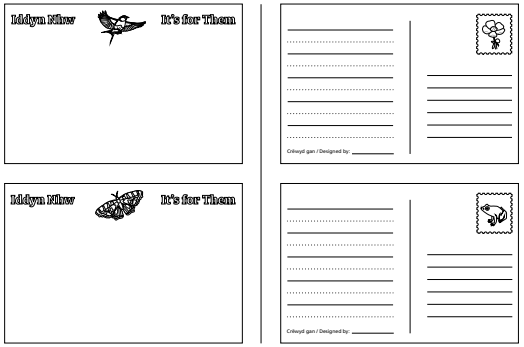
- Name
- House name or number and street
- Village/town/city
- County
- Postcode

For the message on the lefthand side, elicit ideas from the learners of points they want to make about wildlife living in grassy areas. Discuss how to make their sentences short and simple. For friends and family, the writing style can be informal and humorous. For organisations and the public, writing may need to be more formal and make points clearly and concisely.

To make sure their writing will fit on the postcard, learners should draft their text on paper before transferring the final version to their postcard.

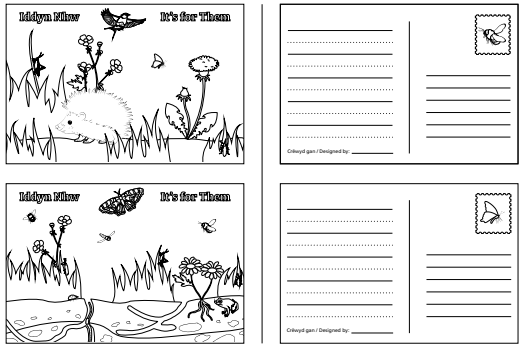
When they have finished, they can add their own name after 'Crëwyd gan/Designed by:'.

Blank postcard templates



See p35-36 for full-size postcard templates

Black and white drawing postcard templates



See p37-38 for full-size postcard templates

Explanation Text Type

1. You can use the 'It's for Them: Changing mowing to save wildlife – Explanation Text' to set the context for the other activities and to explain the positive benefits of changing the way we manage green spaces.
2. For older learners, you can also use it to analyse an Explanation Text Type.

Key language points:

- Purpose of the text: To explain why it is important for us to change how we mow grass.
- Structure of text: introduction, series of themed paragraphs and a conclusion.
- Use of nouns and noun groups to represent things e.g. 'organisations, parks, flowers, seeds, short grass, wildlife, road verges, wildflowers, pollen, bumblebees, solitary bees' etc.
- Use of verbs and verb groups to represent what things do, what happens and relationships e.g. 'feed on, collecting, go, to feed, move, to make, contain, grow, depend on, cannot produce and would not have' etc.
- Use of present tense for factual statements e.g. 'Wildflowers have pollen and nectar.'
- Use of simple active sentences e.g. 'Seeds grow into new plants.'
- Use of two clause sentences to construct logical arguments:
  - With connectives e.g. 'They are letting the flowers grow for longer so they can make seeds.' (reason) and 'Short grass may look tidy but it is not very good for wildlife.' (contrast).
  - Without connectives e.g. 'Many plants need pollination to make seeds.' (reason) and 'To help wildlife, we can change the way we cut grass.' (purpose).
- Use of prepositional phrases to show dependency relations e.g. 'Without pollinators, the plants cannot produce seeds'.
- Use of conditional clauses to form relations of:
  - Sequence e.g. 'When pollinators feed on nectar they collect pollen …'
  - Consequence e.g. 'If we continue to change … wildflowers will increase …'

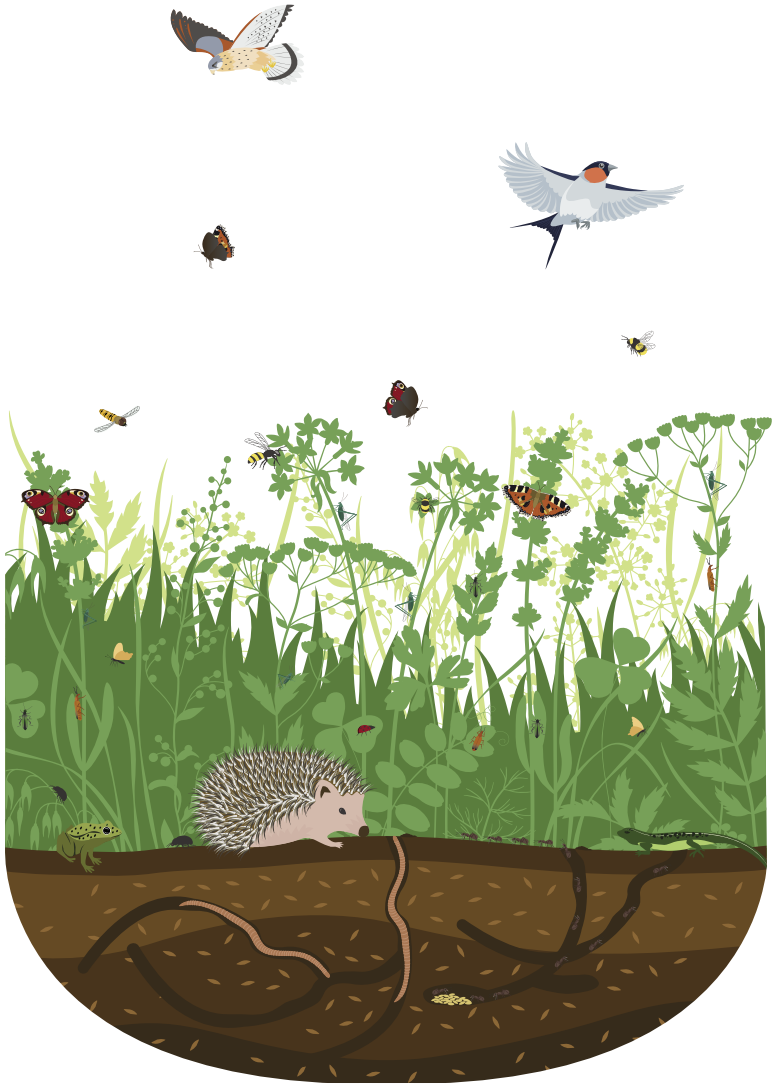
3. You can also create a gap-fill (cloze) exercise by taking out a selection of key verbs or other parts of speech from the text e.g.

collecting
letting
cutting
changing

Many Local Authorities and other organisations across Wales are _____ how they look after grasslands in our parks and on road verges. They are _____ the flowers grow for longer so they can make seeds. They are _____ and _____ the grass later in the summer.

young
meadow
grass
mini-beasts
eggs
shelter
invertebrates

Long _____ and wildflowers give _____ for insects to lay their _____ and for their _____ to feed and develop. Other invertebrates or _____ also like living in or under longer grass. More than 1,400 species of _____ can live in a _____.



Comprehension texts and activities

There are two comprehension texts. The first, It's for Them – Meadow Food Chain, is a simple, short text that describes food chains in a meadow.

The second text, It's for Them – Meadow Food Web, is a more complex, longer text. It describes the animals that can be found in a meadow habitat and the kind of food web it supports. This will help learners understand how plants and animals are interconnected.

Choose which text would best suit the learners. Alternatively, you can start with the first comprehension text and extend learners' learning by moving on to the second.

- Explain to the learners why more meadow-like areas are being created and how this will help wildlife.
- Read through the comprehension text with the learners.
- Work in groups to discuss and answer the questions.
- Support the learners in completing the food chain or food web activity.
- You can also adapt the text to make gap-fill (cloze) exercises like the examples from the Explanation Text Type above.

Crossword puzzles

There is a crossword puzzle for each of the two comprehension texts.

Word Searches

There are two word searches. The first is on animals that can be found in a meadow. The second is on key words connected with meadows. Many of the key words are in the comprehension texts. Pollinator, pollen and nectar are not in the comprehension texts but are included in the explanation text.

It's for Them: Changing mowing to save wildlife – Explanation Text

Many Local Authorities and other organisations across Wales are changing how they look after grasslands in our parks and on road verges. They are letting the flowers grow for longer so they can make seeds. They are cutting and collecting the grass later in the summer. There are several reasons for this.

Short grass may look tidy but it is not very good for wildlife. There are not many places for wildlife to live or shelter in short grass and there is little food for them to eat. To help wildlife, we can change the way we cut grass in parks and on road verges. If we cut the grass less often, it gives wildflowers a chance to grow.

Wildflowers have pollen and nectar. This is food for insects known as pollinators. Bumblebees, solitary bees, honey bees, hoverflies, butterflies, moths, flies, beetles, wasps and various other insects are pollinators.

When pollinators feed on nectar they collect pollen on their bodies from the male parts of the flower. When pollinators go to feed on a new flower of the same kind, they move pollen on to the female flowering parts. This is called pollination.

Many plants need pollination to make seeds. Fruit and nuts contain seeds. Seeds grow into new plants. The seeds, fruits and nuts made by plants feed other animals.

Plants and pollinators depend on each other. Three quarters of flowering plants in Britain need pollinators for them to make seeds. Without pollinators, the plants cannot produce seeds and without the flowers the pollinators would not have food.

Long grass and wildflowers give shelter for insects to lay their eggs and for their young to feed and develop. Other invertebrates or mini-beasts also like living in or under longer grass. More than 1,400 species of invertebrates can live in a meadow.

A meadow is a field made up of native wildflowers and fine grasses, which are left to grow tall and are not cut until late summer. Over the summer, plants make seeds for next year's wildflowers. Cutting the grass after the seeds have fallen to the ground gives more flowers a chance to grow the following year.

Lots of invertebrates like earthworms and ants live underground. They make tunnels and break up the soil. Flowering plants with long roots are also good for soil. Mowing less often stops soil becoming too packed down. Looser soil helps to soak up rainwater, which reduces flooding and drought.

The soil underneath grassland stores carbon. Storing carbon in the soil can help slow down Climate Change. Meadows with a greater variety of plants store more carbon than grasslands with less variety.

If we continue to change the way we manage our grasslands, over time, wildflowers will increase and year-on-year our parks, verges and other green spaces will become more like wildflower meadows. Even if some patches are small, they will all add up to a big area and wildlife will be able to move between connected habitats.

Comprehension Text 1

1. It's for Them – Meadow Food Chain

A meadow is a field made up of wildflowers and grasses, which are left to grow tall and not cut until late summer. Over the summer, plants make seeds for next year's wildflowers. Cutting the grass after the seeds have fallen to the ground gives more flowers a chance to grow the following year.

All plants and animals need energy to live.

Plants get energy from the sun. Plants can make their own food through photosynthesis. They are called producers because they make their own food.

Animals cannot produce their own food. To get energy they need to eat plants or animals. They are called consumers.

A food chain shows how energy passes from plants to animals.

In a meadow, plants are eaten by beetles, which are insects. Insects are eaten by small animals such as shrews. Small animals are eaten by bigger animals like owls.

Plants > Insects > Small animals > Bigger animals

Plants are usually at the start of the food chain because they are producers. Bigger animals are usually near the end.

A food chain shows how animals need plants and other animals to live. If you take away one part of the food chain it will affect other animals. If there were no insects, there would be a lot less food for the small animals. If there were fewer small animals there would be lees food for the bigger animals.

Letting plants grow in parks and on grass verges gives food for insects. Having more insects is important because they are food for other animals.

Questions:

1. The sun provides energy for all living things. **True / False**

2. A beetle is a producer. **True / False**

3. Why are animals called consumers?

_____

_____

4. Put these words in the correct order to make a food chain:

shrew **owl** **plant** **beetle**

	→		→		→	

5. Make up your own food chain.

	→		→		→	

Comprehension Text 2

2. It's for Them – Meadow Food Web

A habitat is a place where plants and animals make their home. A habitat needs to have enough food, water and shelter for 'them' to live and be able to make new plants and animals. A meadow is a field made up of wildflowers and grasses, which are left to grow tall and not cut until late summer. A meadow is a habitat for many plants and animals.

A food web shows how the plants and animals that live in a habitat are connected by what they eat.

All living things need to get energy. Plants get energy from the sun. They make their own food through photosynthesis. Plants are called producers because they make their own food. Insects and other mini-beasts are animals that have no backbones. We call them invertebrates. There are many different kinds of invertebrates. Beetles, bees, flies, earthworms, butterflies, moths and ants are all invertebrates.

Animals cannot produce their own food. They have to eat plants or other animals, so they are called consumers. Animals that eat other animals are called predators. The animals they eat are called prey.

In a meadow, many invertebrates eat plants. Invertebrates and plants are food for other wildlife.

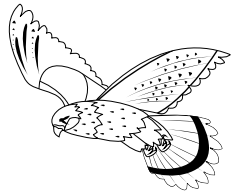
Mammals, like field mice, voles and shrews, eat plants and invertebrates found in meadows. Hedgehogs mainly prey on slugs, snails, beetles, earthworms and other invertebrates. At night, bats catch flying insects.

Amphibians such as frogs and toads, and reptiles, like lizards and slow-worms, eat invertebrates. Grass snakes are also reptiles and they prey on frogs, toads and small mammals.

Some large birds and mammals prey on amphibians and reptiles. To avoid been eaten, lizards and slow-worms can fool their attackers by shedding their tails. They can regrow their tails but they usually grow back shorter.

Small birds, like finches, eat seeds from wildflowers. Goldfinches use their pointed bills to pull seeds out from plants like dandelions. Other birds such as swallows, swifts and house martins catch insects while they are flying. Larger birds, like kestrels, buzzards and owls, prey on invertebrates, small mammals, reptiles and amphibians. Kestrels are good hunters and can see a beetle from 50 metres away. Barn owls have special feathers that help them fly very quietly. This allows them to hear their prey moving on the ground and sneak up on them without being heard.

Meadows are good habitats for wildlife. Letting grass and wildflowers grow in parks and on verges makes them more like meadows and creates more places for plants and animals to live.



Questions:

1. What is the difference between a producer and a consumer?

2. In a meadow, which animals eat plants?

3. Can you name 10 prey that can be found in a meadow?

4. Can you name 10 predators that feed in a meadow?

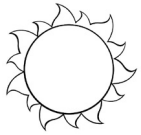
5. Why is it important to let the grass and flowers grow?

6. Complete the food web activity.

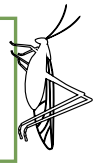
Food Web Activity

1. Put the correct words in the empty boxes: **plants** **amphibians** **small birds**

2. Draw arrows to connect the box to show what feeds what.



sun



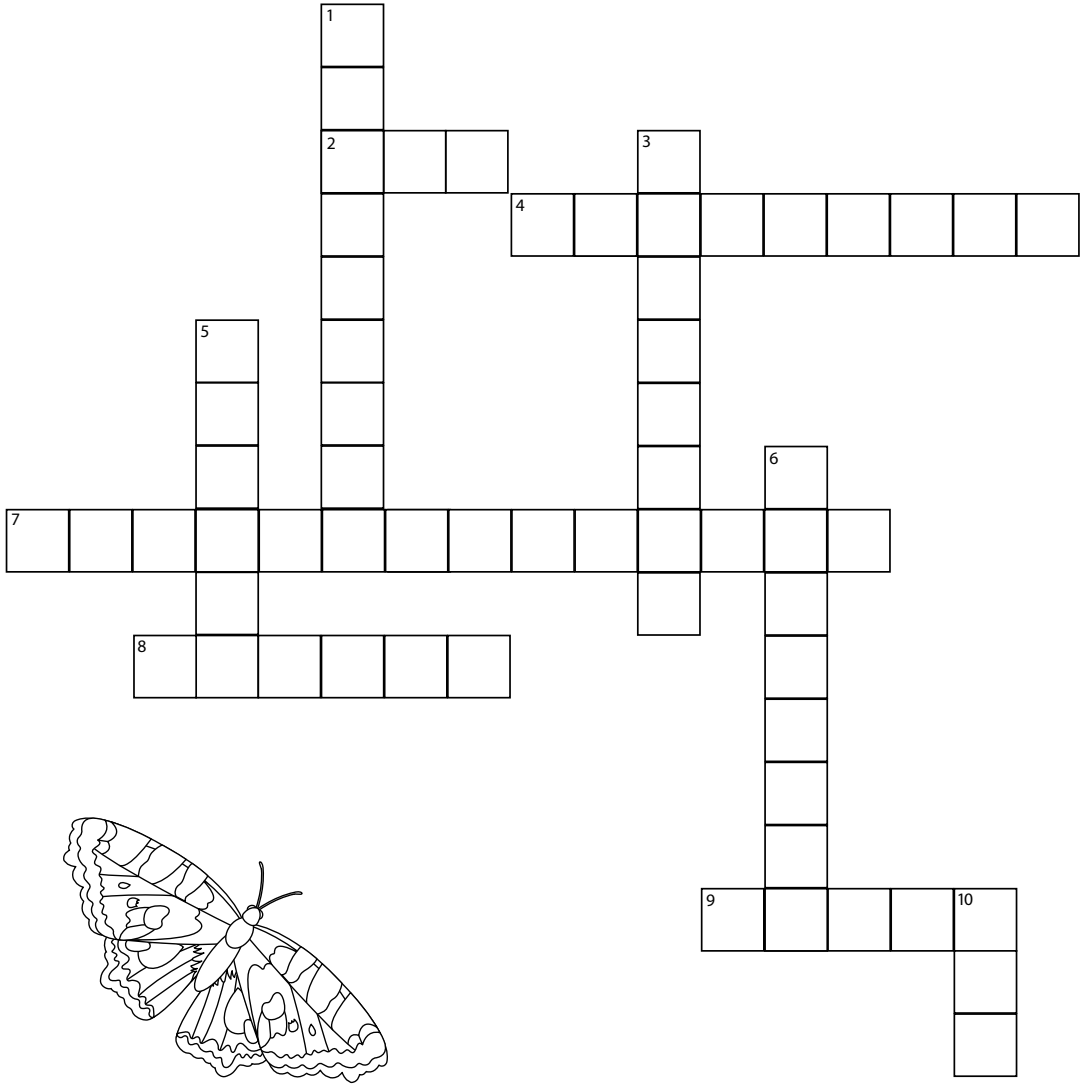
invertebrates

reptiles

small mammals

large birds

It’s for Them: Meadow Food Chain Crossword



Across

2. Bird that eats shrews. (3)

4. Diagram that shows how energy passes from plants to animals. (4, 5)

7. Plants make their own food through this process. (14)

8. Place where wildflowers and grasses grow in summer. (6)

9. Needed for new plants to grow. (5)

Down

1. Plants are called this because they make their own food. (9)

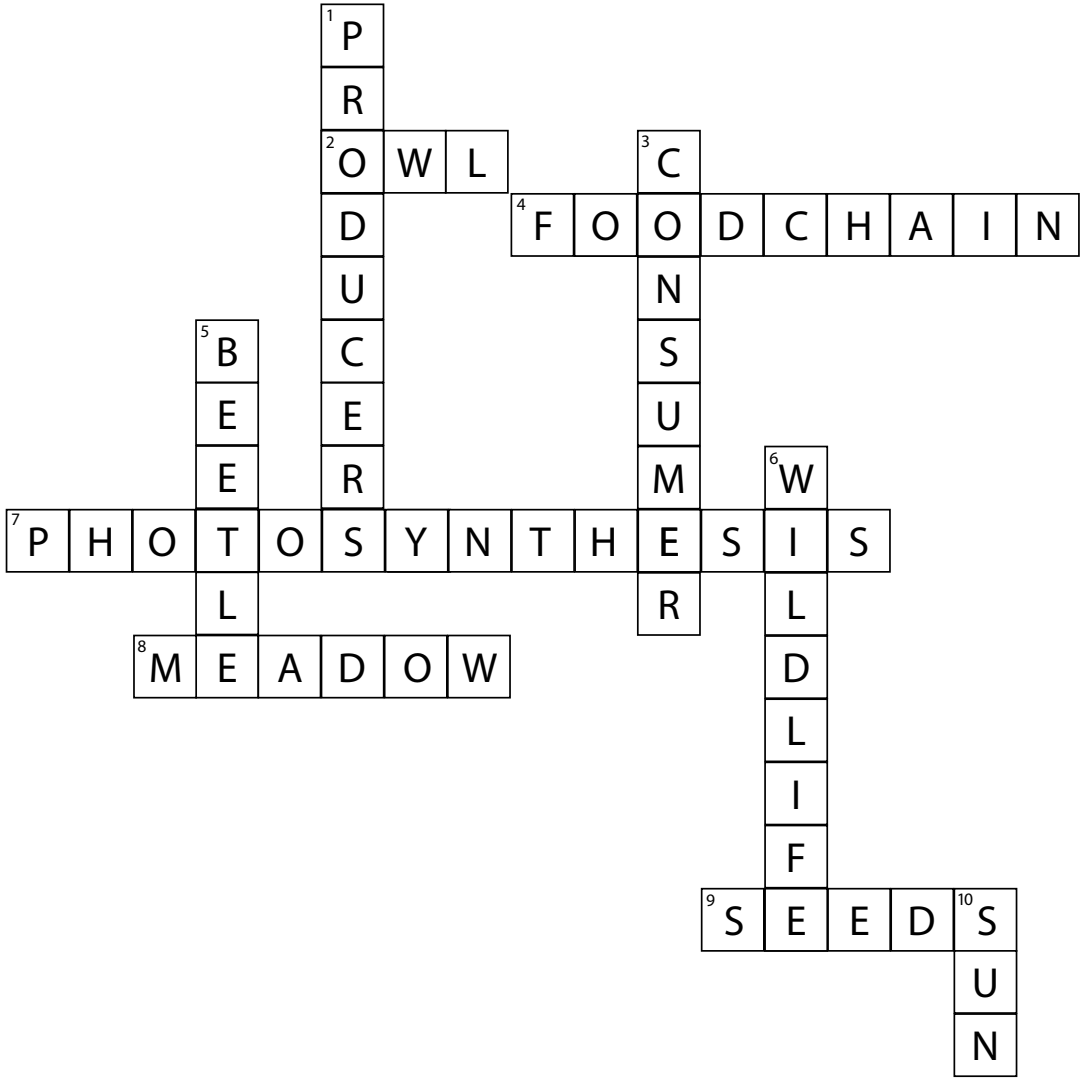
3. What we call animals that eat plants or other animals. (9)

5. Insect that a shrew might eat. (6)

6. Letting grass and wildflowers grow provides food for what? (8)

10. Provides energy for all living things. (3)

It's for Them: Meadow Food Chain Crossword: Answers



Across

2. Bird that eats shrews. (3)

4. Diagram that shows how energy passes from plants to animals. (4, 5)

7. Plants make their own food through this process. (14)

8. Place where wildflowers and grasses grow in summer. (6)

9. Needed for new plants to grow. (5)

Down

1. Plants are called this because they make their own food. (9)

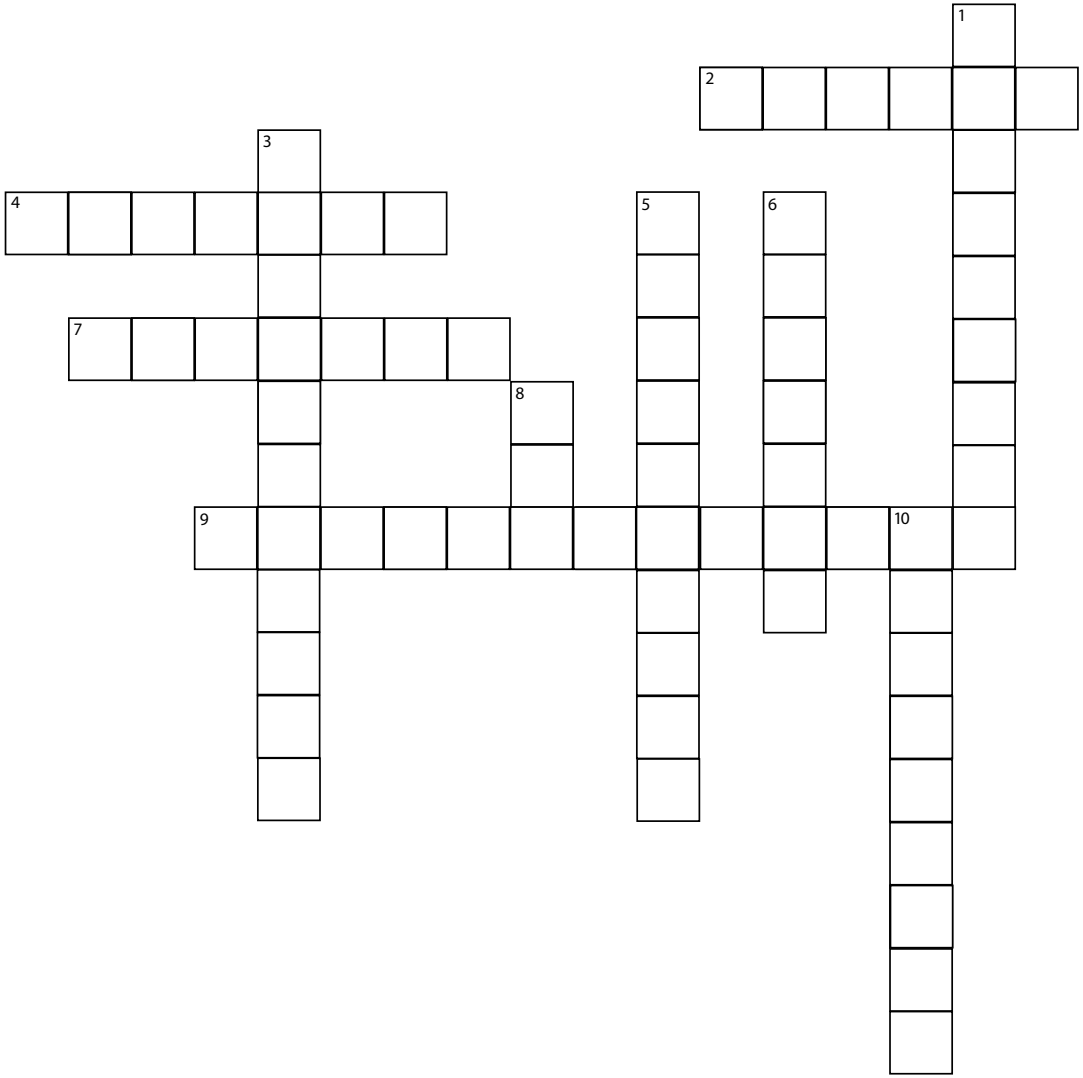
3. What we call animals that eat plants or other animals. (9)

5. Insect that a shrew might eat. (6)

6. Letting grass and wildflowers grow provides food for what? (8)

10. Provides energy for all living things. (3)

It’s for Them: Meadow Food Web Crossword



Across

2. Animal that can fool attackers by shedding their tail. (6)

4. A silent night-flying hunter. (4, 3)

7. Diagram showing how plants and different animals are connected by what they eat. (4, 3)

9. Animals without backbones. (13)

Down

1. Animals that prey on other animals. (9)

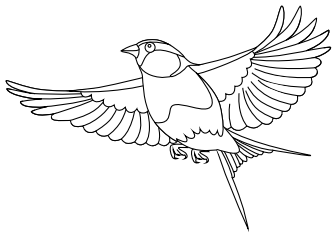
3. Birds with a pointed bill used to pull out seeds. (11)

5. Group of animals that frogs and toads belong to. (10)

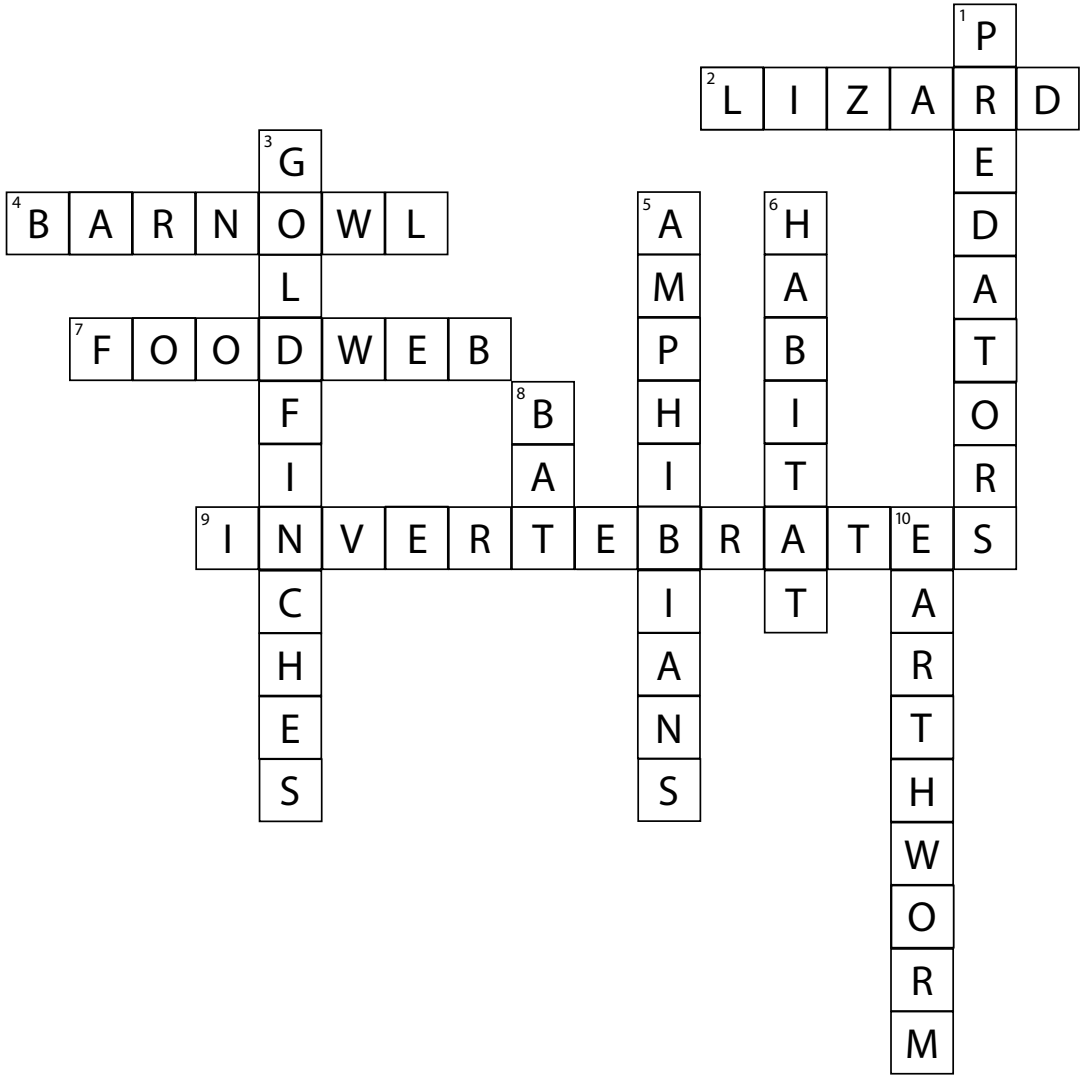
6. Place where plants and animals make their homes. (7)

8. Mammal that flies at night and eats insects. (3)

10. Animal that a hedgehog eats. (9)



It's for Them: Meadow Food Web Crossword: Answers



Across

2. Animal that can fool attackers by shedding their tail. (6)

4. A silent night-flying hunter. (4, 3)

7. Diagram showing how plants and different animals are connected by what they eat. (4, 3)

9. Animals without backbones. (13)

Down

1. Animals that prey on other animals. (9)

3. Birds with a pointed bill used to pull out seeds. (11)

5. Group of animals that frogs and toads belong to. (10)

6. Place where plants and animals make their homes. (7)

8. Mammal that flies at night and eats insects. (3)

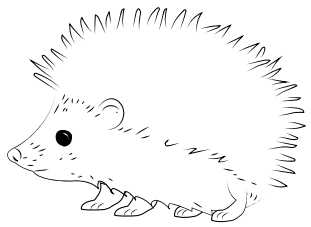
10. Animal that a hedgehog eats. (9)

It's for Them: Animal Word Search

Find the words in the Word Search Grid.

ant
buzzard
goldfinch
moth
swallow
beetle
earthworm
hedgehog
owl
swift
bumblebee
fly
kestrel
shrew
toad
butterfly
frog
lizard
snail
vole

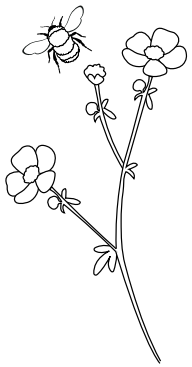
f	i	k	e	c	l	w	p	f	l	i	z	a	r	d
a	i	f	a	t	k	y	t	o	a	d	o	o	u	m
v	x	b	r	p	x	k	u	i	b	w	e	w	h	v
j	z	e	t	o	d	g	l	b	l	l	e	x	l	p
q	s	e	h	a	g	b	u	m	b	l	e	b	e	e
l	w	t	w	f	f	p	l	c	o	l	w	a	a	v
c	i	l	o	u	j	z	d	h	v	h	n	z	o	o
p	f	e	r	h	q	r	d	k	e	s	t	r	e	l
s	t	l	m	y	a	e	n	x	g	k	t	o	p	e
n	b	x	y	z	b	q	m	h	s	h	r	e	w	p
a	z	m	z	b	u	t	t	e	r	f	l	y	i	w
i	n	u	t	h	t	o	h	e	d	g	e	h	o	g
l	b	n	n	n	m	v	v	g	f	z	n	i	n	y
r	s	w	a	l	l	o	w	x	z	h	v	c	o	b
p	g	o	l	d	f	i	n	c	h	u	z	z	h	j



It's for Them: Key Words Word Search

Find the words in the Word Search Grid.

amphibians
habitat
mammals
pollinator
producer
birds
insects
nectar
predator
reptiles
consumer
invertebrates
pollen
prey
seeds



k	x	v	m	y	z	h	b	i	r	d	s	z	f	i
a	j	m	s	j	k	i	n	t	i	k	r	q	y	l
m	f	p	o	l	l	e	n	u	m	a	b	e	h	w
p	u	p	o	l	l	i	n	a	t	o	r	t	h	l
h	a	b	i	t	a	t	e	q	r	p	c	v	c	p
i	n	v	e	r	t	e	b	r	a	t	e	s	o	r
b	e	m	i	m	t	h	x	a	n	y	k	e	n	o
i	c	q	n	y	x	i	u	p	q	m	z	u	s	d
a	t	u	s	x	p	r	e	d	a	t	o	r	u	u
n	a	b	e	d	y	i	e	s	j	n	p	n	m	c
s	r	h	c	c	p	g	d	s	g	g	a	a	e	e
r	e	p	t	i	l	e	s	y	t	f	y	p	r	r
n	s	a	s	o	e	u	m	a	m	m	a	l	s	e
z	p	d	n	s	x	s	x	d	f	h	l	g	j	w
d	s	l	n	q	t	x	t	o	f	x	j	n	o	b

It's for Them – Debating

Introduction

Debating can be used to discuss a variety of environmental and other issues that impact our lives. (For additional resources on debating please see: Debate (senedd.wales) and Debating, resource pack – Parliament UK Education).

Debating can be a useful way for learners to develop and present their views, challenge ideas and encounter alternative viewpoints. Classroom debates can develop communication, research and critical thinking skills.

Having discussions with family, friends and classmates on current issues relating to biodiversity, environment and climate change can help explore the underlying feelings that influence people's beliefs and why there can be resistance to change.

The It's for Them campaign aims to increase understanding of why it is important to manage our green spaces differently. For many years, grass in parks and on verges has been regularly cut short. Altering this standard practice to bring benefits for wildlife requires a change in what is perceived to be the normal and aesthetically acceptable appearance of green spaces.

Preparation and debate

The preparation and debate are divided into two sessions.

Session one involves:

- explaining what a debate is
- deciding on a motion
- choosing a moderator
- forming two debating teams
- researching the topic and compiling points for debate.

Session two involves:

- reviewing research and agreeing points for each speaker
- selecting speakers
- role and order of each speaker
- the debate
- class discussion following the debate.

What is a debate?

A debate happens when people put forward two opposing arguments on a particular topic.

The debate starts with a statement that sets out the topic to be debated. This statement is called a **motion**. For this classroom debate, learners are divided into two teams with a moderator. One team argues **for** the motion and the other team argues **against** the motion. The moderator is in charge of the debate. After deciding on the motion to debate, teams research the topic and develop points to use in their argument.

Learners who are new to debating can find it challenging to think up an opposing argument when they are given a motion. They sometimes think that the motion is the 'correct' side and they have to argue/debate against it, so they are on the 'bad' side. It is therefore important for learners to understand that the motion is not a statement of fact but a statement that represents a position. The purpose of the motion is to give a focus for the debate and allow teams to develop points of argument for and against it.

Learners' personal views often may not align with the position their team has to present. The key skills of debating are researching, putting forward an argument and defending a position regardless of personal opinions.

Deciding on a motion

Select a motion by choosing from, or voting on, a motion from the suggested list below.

The first four motions support the view that reducing grass cutting can increase opportunities for nature. The last four motions reflect the concerns of people who prefer that grass is cut regularly and kept short.

Motions to debate:

- Our green spaces need more long grassy areas.
- Green spaces are more interesting when they are natural.
- The beauty of green spaces is in the eye of the wildlife.
- All public green spaces should be more wild to support biodiversity.
- Neat and tidy parks and road verges reflect a community which cares about its environment.
- We need to cut grass regularly for people to enjoy our green spaces.
- Urban green spaces are for people not wildlife.
- Long meadow-like grass in parks is a waste of space.

Choosing a moderator and understanding their role

A moderator needs to be chosen. The moderator could be a teacher, a learner or a learner and teacher acting jointly. The moderator should be impartial and ensure that the discussion remains focused.

The moderator needs to:

1. Provide a brief topic introduction to set the context of the debate (along the lines of the introduction given above). This should be no more than one minute and not set out what speakers are going to say. (While the debating teams are researching their arguments, the moderator can move between both teams and become familiar with their arguments. This will help the moderator aid the flow of the later debate and keep speakers on topic.)
2. Set out how much time each speaker will be given (as decided below).
3. Invite and introduce speakers to talk when it is their turn.
4. Remain neutral and keep speakers to their allotted times.
5. Keep the debate calm and respectful. If a speaker is interrupted, remind participants whose turn it is to speak and ask them to return to the topic. If a speaker is nervous, perhaps ask them if they need a drink of water.
6. Keep the discussion on topic. However, they should not be too strict as some movement away from the topic can enliven the debate. They need to keep a balance between speakers moving too far off topic and allowing them to express their views.
7. Close the debate.

Forming two debating teams

The class is divided into two teams. One team supports the motion and the other opposes it, regardless of their personal views on the position their team has to present.

Decide how long each speaker has to present their argument (normally 3 to 5 minutes per speaker is sufficient).

Researching the topic and compiling points for debate

Teams research the topic to become knowledgeable about their side of the argument. Within their teams, learners need to work together to develop their collective argument. It is important that learners consider the strength and reliability of the sources they use and identify any bias or misinformation from the authors.

Learners define any key terms that are used e.g. 'wild', 'natural' or 'environment'. This is important because teams' perceptions of what these words mean may differ from each other.

Teams make notes and list points, facts and evidence they want to use. During the debate, points made by speakers need to be supported by facts or evidence.

The opposing team may wish to adopt a **moderate approach** when constructing points for their argument. For the purpose of debate, some of the motions listed above are worded to reflect a strong perspective e.g. 'All public green spaces should be more wild to support biodiversity'. As well as adopting the directly opposite point of view, there is scope for learners who are opposing motions to take a more moderate view i.e. some public green spaces should be more wild to support biodiversity.

In the latter part of this session, teams start putting their points into three sections. This is because each team will have three speakers who present different parts of their argument (**see section below: Roles and order of speakers**).

Differentiation

If learners find it difficult to develop an argument on their own, a teacher can guide them through discussion and try to draw out points they could use. **The table below contains a list of suggested points to help develop discussion**. Points are divided into two columns. Some points that reflect a more moderate or intermediate approach have been included in the second column.

As an alternative, some learners may find it useful to have flashcards of these statements to help them sort points and build their arguments. Flashcards can be found on page 39.

Points that support green areas being more wild	Points that support green areas being less wild
• The word 'environment' can include places where people live but the 'natural' environment includes where animals and plants live. • Being 'neat and tidy' leaves little habitat for plants and animals, which does not show care for nature. • Being 'neat and tidy' does not allow wildflowers to grow. • Across the country, different wildflowers grow in different areas. Allowing them to grow gives places a more local character. • Long meadow-like grass supports wildlife, which is important as we are in a nature emergency. • Many meadow habitats in the countryside have been lost since the middle of the 20th century. • Parks have been designed for people to have outdoor spaces, but they do not only have to be for recreation. • Areas that are meadow-like give people opportunities to enjoy nature, observe plants, animals and the changing seasons. • Connecting with wildlife can benefit people's health and mental wellbeing, making them feel calmer, happier and more focused.	• The environment in towns and cities is designed for people. • Habitats in the countryside provide a home for wildlife. • In cities and towns, there is limited space for people to enjoy the outdoors and play. • People go to parks to relax. If the park looks untidy they won't enjoy it as much. • Short grass areas are important for people to play team sports, keep fit and meet up with other people. • Cutting the grass every couple of weeks allows people to use recreational sports fields and play areas. • Cutting the grass on sports fields every 4-6 weeks allows short flowers like daisies to grow and people can still use them. • Long grassy areas are difficult for people to travel across, especially if it is wet. • Some people walk to work or school through parks or grassy areas. If the grass is not kept short, it is more difficult to take that route. • Having more flowers attracts more bees and some people are allergic to bee stings. • Some people think that short grass makes parks look beautiful and well kept.

Points that support green areas being more wild

- When honey bees and bumblebees are busy looking for nectar or pollen they rarely sting unless they are threatened or their nest/hive is disturbed.
- Cutting paths through long grass helps people walk through grassy areas.
- In meadow areas, cutting narrow strips along the edge of hard footpaths keeps the paths clear.
- Cutting paths and narrow strips shows that an area is being looked after and longer grass is being left for a reason.
- It is against the law for someone to leave their dog mess in public places. Dog owners should pick up all waste regardless of grass height. It is also an offence to drop litter.
- Where long grass could be a fire hazard, it can be cut earlier in the summer and the cut grass taken away or kept shorter to let small flowers grow.
- Wildflower meadows with deep roots are more resistant to fire than long grass.
- At the end of the summer, plants put energy into making seeds for next year's wildflowers. These areas still provide shelter and food for wildlife.
- Mixtures of flower seeds planted every year (annual seed mixes) are sometimes called 'wildflowers' but they are often not native wildflowers that normally grow in Wales.
- Annual seed mixes do little to help conserve our native wildflowers. They can be expensive to buy and need work to maintain.
- Signs and information help explain why grass is being left to grow.
- Involving local people increases their understanding of how they can help wildlife.

Points that support green areas being less wild

- Grass in green spaces like parks has been historically cut short to reflect the original park design.
- People are used to parks having short grass and they are happy with what they are familiar with.
- Not cutting the grass can make people feel uncomfortable because it is not what they are used to.
- Keeping areas 'Neat and Tidy' shows that an area is being managed and feels like it is being looked after.
- Long grass can hide rubbish and dog mess.
- In some areas, long grass can be a fire hazard.
- Leaving cut grass on the ground can be a big fire hazard in dry summer weather.
- After the flowering season, areas start to look tired and untidy.
- People may not want to wait several years for wildflowers to increase naturally through cutting and removing the grass at the end of the summer.
- Buying and sowing a mixture of flower seeds every year (annual seed mixes) can make areas look colourful and pretty.
- People should be able to decide what their local environment looks like.
- It is important to discuss changes to grass cutting with people who live in the area so they can have a say.
- There should be a balance between what people want for grassy areas and what is best for wildlife.

Session Two

Reviewing research and agreeing points for each speaker

Teams look over the points developed from research in the previous session. They need to discuss strategy, taking into account the **role and order of each speaker (see below)** and how much time they have to deliver their arguments. They should decide which points, facts or evidence will be delivered by their first, second and third speakers. Speakers should bear in mind that, as the debate proceeds, they need to react to points made by the other team's speakers. During the live debate it may be necessary to make some points earlier or later than planned in response to the other team's arguments.

Role and order of each speaker

Teams select three speakers. Learners may wish to volunteer. If there are more than three volunteers per team, their names can 'go into a hat' and be chosen randomly. If there are no, or fewer than six, volunteers, the teacher should choose the speakers.

Team A – Speaker 1 – first speaker supporting the motion

- The first speaker for Team A gives an overview of the motion and why it is important.
- They provide their team's definition of the terms within the motion.
- They set out their team's case and provide a brief outline of what each speaker in their team will talk about.
- They then present their part of the argument.

Team B – Speaker 1 – first speaker opposing the motion

- The first speaker for Team B challenges points made by Team A, Speaker 1. They could start by saying if they agree or disagree with the definitions in the motion presented by Team A, Speaker 1. If they disagree, they should say why and provide alternatives.
- They should outline their team's case and briefly introduce what each of their speakers will talk about.
- They then make their own points to support their argument.

Team A – Speaker 2 – second speaker supporting the motion

- The second speaker for Team A needs to dispute points made by Team B, Speaker 1.
- They do not need to define the motion or outline their team's case, so they have more time to establish their argument.
- They need to make their own points to develop their case. Most of the arguments to support the motion will be made by this speaker.

Team B – Speaker 2 – second speaker opposing the motion

- The second speaker for Team B should provide a counter-argument to the points made by Team A, Speaker 2.
- They do not need to outline their team's case so they should use the time to expand their argument and make the most points to oppose the motion.

Team A – Speaker 3 – third speaker supporting the motion

- The third speaker for Team A now has the opportunity to rebut most of the points that the opposition has made, because Team B, Speaker 2 should have set these out in their speech.
- This will be the last opportunity they have to give an argument to support the motion.
- They should summarise the case for their team.
- They should close their speech with a comment that leaves an impression and shows the strength of their argument.

Team B – Speaker 3 – third speaker opposing the motion

- The third speaker for Team B should counter-argue points made by Team A, Speaker 3.
- They should draw together the points put forward by their team.
- This speaker ends the debate and is in the unique position of having the last word to bring home the argument for their team.

The debate

- Apart from the moderator and the speakers, the rest of the class now forms the audience. Throughout the debate, they should listen carefully to the points being made and evaluate how persuasive each team's argument is, regardless of which team they were part of.
- The moderator opens the debate by welcoming the speakers from each team, announcing the motion and giving their own short introduction on the topic.
- The moderator briefly sets out the ground rules for the debate.
- The moderator introduces each speaker in turn, following the order of speakers as outlined above.
- While each speaker is presenting, the moderator needs to keep speakers to time, on topic and maintain a respectful debate (as described above in: Choosing a moderator and understanding their role).
- During the debate, speakers may pass notes to their fellow presenters to comment on points made and adapt their strategy.
- After the last speaker has spoken, the moderator should thank the participants and declare the debate over.

Class discussion following the debate

During the discussion, all members of the class, including speakers, should no longer be influenced by the team they were in. They should express their own personal views.

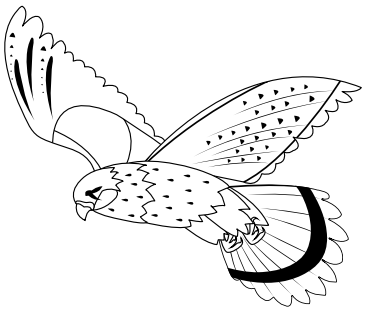
The following can be used to guide the discussion:

- What do you think were the most persuasive points speakers put forward?
- Why did you find them more persuasive than others?
- Do you agree or disagree with each other's choices?
- Did the way a speaker presented any particular point affect how you responded to it?
- Vote as a class on whether learners support or oppose the motion (they do not have to vote for the position presented by their team).
- Has anyone's viewpoint changed following the debate?
- Do you feel more confident and informed to discuss this topic with parents/family/friends in future?
- Do you think gaining an understanding of different points of view would help people find common ground on this or other topics outside of the classroom?

Finish the session with a short summary of the points made and give some concluding remarks.

Iddyn Nhw
It's for Them

Iddyn Nhw
It's for Them

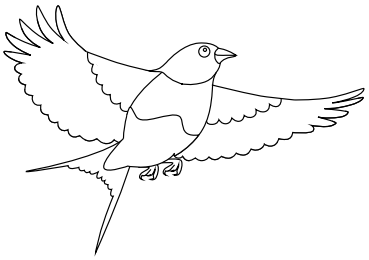


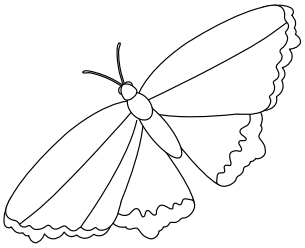
Iddyn Nhw
It's for Them

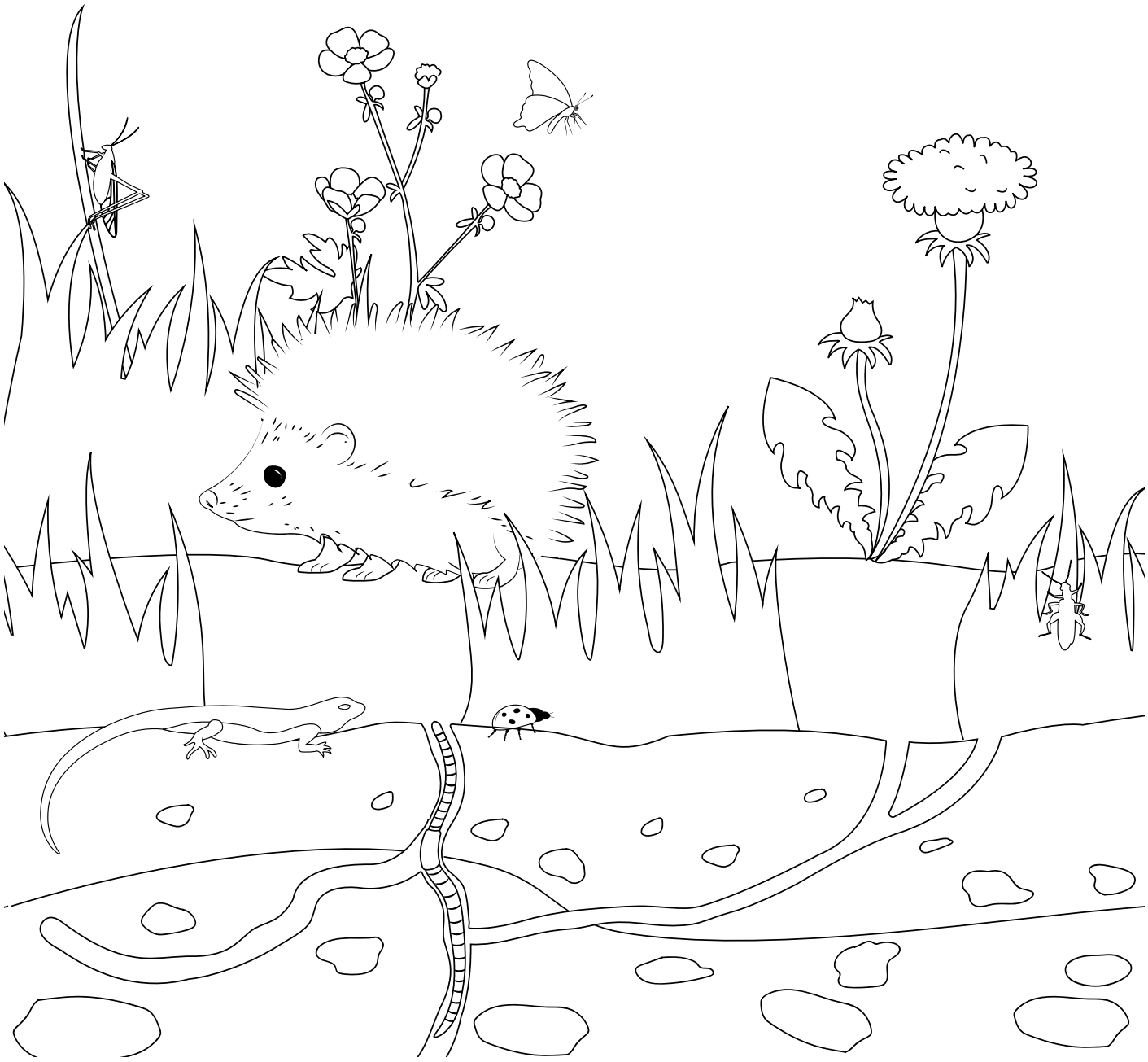
Iddyn Nhw
It's for Them

Iddyn Nhw
It's for Them

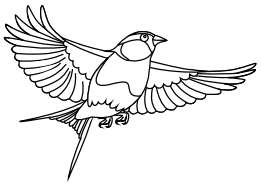
Iddyn Nhw
It's for Them





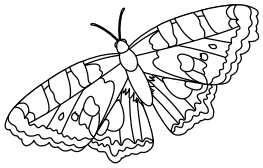


Iddyn Nhw

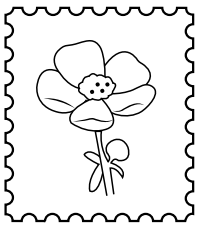


It's for Them

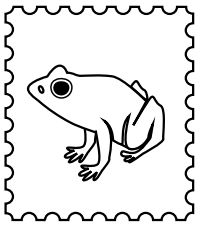
Iddyn Nhw



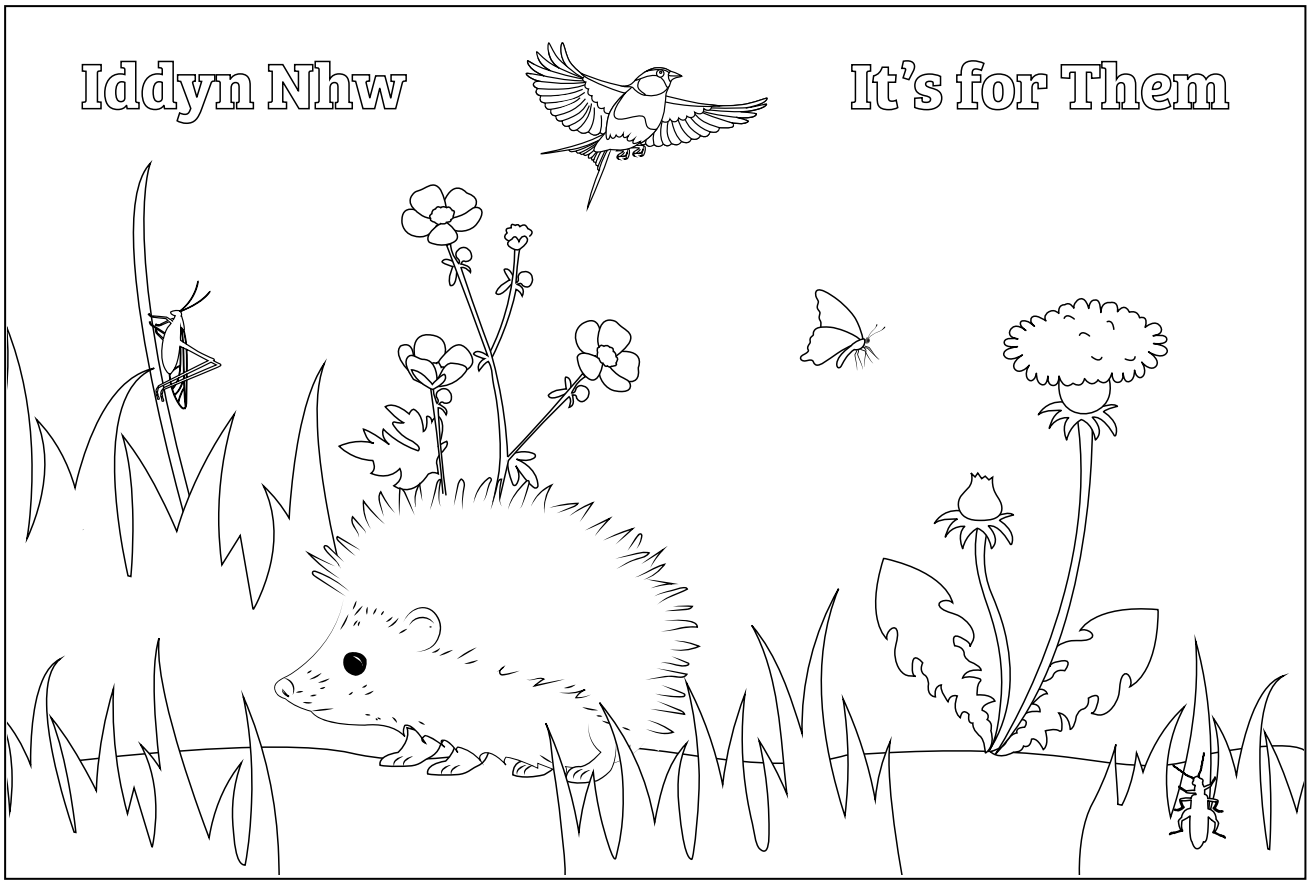
It's for Them



Crëwyd gan / Designed by: _____



Crëwyd gan / Designed by: _____


Iddyn Nhw
It's for Them


Iddyn Nhw
It's for Them

Crëwyd gan / Designed by: _____

Crëwyd gan / Designed by: _____

Debating Flashcards

Points that support green areas being more wild

The word ‘environment’ can include places where people live but the ‘natural’ environment includes where animals and plants live.	Being ‘neat and tidy’ leaves little habitat for plants and animals, which does not show care for nature.	Being ‘neat and tidy’ does not allow wildflowers to grow.
Across the country, different wildflowers grow in different areas. Allowing them to grow gives places a more local character.	Long meadow-like grass supports wildlife, which is important as we are in a nature emergency.	Many meadow habitats in the countryside have been lost since the middle of the 20th century.

Parks have been designed for people to have outdoor spaces, but they do not only have to be for recreation.	Areas that are meadow-like give people opportunities to enjoy nature, observe plants, animals and the changing seasons.	Connecting with wildlife can benefit people's health and mental wellbeing, making them feel calmer, happier and more focused.
When honey bees and bumblebees are busy looking for nectar or pollen they rarely sting unless they are threatened or their nest/hive is disturbed.	Cutting paths through long grass helps people walk through grassy areas.	In meadow areas, cutting narrow strips along the edge of hard footpaths keeps the paths clear.
Cutting paths and narrow strips shows that an area is being looked after and longer grass is being left for a reason.	It is against the law for someone to leave dog mess in public places. Dog owners should pick it up all waste regardless of grass height. It is also an offence to drop litter.	Where long grass could be a fire hazard, it can be cut earlier in the summer and the cut grass taken away or kept shorter to let small flowers grow.

Wildflower meadows with deep roots are more resistant to fire than long grass.	At the end of the summer, plants put energy into making seeds for next year's wildflowers. These areas still provide shelter and food for wildlife.	Mixtures of flower seeds planted every year (annual seed mixes) are sometimes called 'wildflowers' but they are often not native wildflowers that normally grow in Wales.
Annual seed mixes do little to help conserve our native wildflowers. They can be expensive to buy and need work to maintain.	Signs and information help explain why grass is being left to grow.	Involving local people increases their understanding of how they can help wildlife.

Points that support green areas being less wild

The environment in towns and cities is designed for people.	Habitats in the countryside provide a home for wildlife.	In cities and towns, there is limited space for people to enjoy the outdoors and play.
People go to parks to relax. If the park looks untidy they won't enjoy it as much.	Short grass areas are important for people to play team sports, keep fit and meet up with other people.	Cutting the grass every couple of weeks allows people to use recreational sports fields and play areas.

Cutting the grass on sports fields every 4-6 weeks allows short flowers like daisies to grow and people can still use them.	Long grassy areas are difficult for people to travel across, especially if it is wet.	Some people walk to work or school through parks or grassy areas. If the grass is not kept short, it is more difficult to take that route.
Having more flowers attracts more bees and some people are allergic to bee stings.	Some people think that short grass makes parks look beautiful and well kept.	Grass in green spaces like parks has been historically cut short to reflect the original park design.
People are used to parks having short grass and they are happy with what they are familiar with.	Not cutting the grass can make people feel uncomfortable because it is not what they are used to.	Keeping areas 'Neat and Tidy' shows that an area is being managed and feels like it is being looked after.

Long grass can hide rubbish and dog mess.	In some areas, long grass can be a fire hazard.	Leaving cut grass on the ground can be a big fire hazard in dry summer weather.
After the flowering season, areas start to look tired and untidy.	People may not want to wait several years for wildflowers to increase naturally through cutting and removing the grass at the end of the summer.	Buying and sowing a mixture of flower seeds every year (annual seed mixes) can make areas look colourful and pretty.
People should be able to decide what their local environment looks like.	It is important to discuss changes to grass cutting with people who live in the area so they can have a say.	There should be a balance between what people want for grassy areas and what is best for wildlife.

Could you change how you cut the grass in some areas in your school?

There is support for schools to help pollinators and other wildlife. Local Places for Nature is Welsh Government's initiative to create nature on your doorstep. It is helping public sector organisations, including schools, to change their mowing practices and expand the areas where they can enhance biodiversity.

For more information, contact your Local Nature Partnership coordinator. They have valuable expertise and knowledge. They can give advice on how to increase nature in your school.

The Bee Friendly scheme is an initiative to encourage schools and communities to take action to help all pollinators. It is divided into four themes.

The four themes are:

- Food – providing pollinator-friendly food sources in your area.
- Five Star accommodation – providing places for insect pollinators to live.
- Freedom from pesticides (this includes insecticides and herbicides) – committing to avoid chemicals that harm pollinators.
- Fun – involving people and telling them why you are helping pollinators.

Cutting grass less often provides both food and shelter for pollinators and is an action that will help you meet the first two Bee Friendly themes. Please look at the Bee Friendly Action Guide to see what other actions you can take to make our world a little bit better. The Bee Friendly webpage also has other useful materials such as: a plant list, a Planting for Pollinators booklet (which includes a section on cutting grass less often on pages 21-23), posters and case studies that we hope will inspire you. Maybe you would like your class to work towards achieving the Bee Friendly award. Let them know about the four different themes and discuss with them what actions they would like to take.

Anything you do to increase the biodiversity around your school can be included on your Eco-Schools action plan and help towards achieving or retaining your Green Flag. Monitoring the species that you find before and after you make improvements to pollinator habitats is a great way to show the positive impact that you can make. For a template action plan and other useful resources, visit How it works – Keep Wales Tidy – Eco-Schools.

Useful links:

Buglife Cymru – Top Tips for Pollinators: www.cdn.buglife.org.uk/2020/10/Top-Tips-For-Pollinators.pdf

Art ideas and mask making: www.pontcymru.org/dolau-dyfi/arts-activities/

UK Pollinator Monitoring Scheme (PoMS): Flower-Insect Timed Counts: www.ukpoms.org.uk/fit-counts

Plantlife Cymru – Friends of the Field: www.biodiversitywales.org.uk/File/926/en-GB

Plantlife Cymru – Beginners' Bugology: www.biodiversitywales.org.uk/File/927/en-GB

Tuning in Leaflet produced by In Our Nature CIC: www.static1.squarespace.com/static/5d6af7ce248be40001dd08c0/t/604f5dc5dbd00f6c0e62b476/1615814095331/Tuning+In+Booklet+HQ.pdf

It's for Them campaign: stakeholder toolkit: www.gov.wales/its-them-campaign-stakeholder-toolkit

Nature Isn't Neat: www.monlife.co.uk/outdoor/green-infrastructure/nature-isnt-neat/

Local Nature Partnership coordinator contacts: www.biodiversitywales.org.uk/Local-to-You

Bee Friendly Scheme: www.biodiversitywales.org.uk/Bee-Friendly

Bee Friendly Action Guide: www.biodiversitywales.org.uk/File/264/en-GB

Planting for Pollinators: www.biodiversitywales.org.uk/File/809/en-GB

Road Verges and Amenity Grasslands Supporting Wildlife: www.gov.wales/road-verges-and-amenity-grasslands-supporting-wildlife

Acknowledgements

Many thanks to Daisy Moss, Owen Moss and Idris Leeming-Hicks for their valuable advice in designing the colouring-in templates.

Thanks also to Chloe Harris and Aimee Harris for their feedback and for suggesting including word search and crossword puzzles.

We would also like to thank Local Nature Partnership coordinators, Local Places for Nature officers and Keep Wales Tidy for their advice in developing this education resource.