



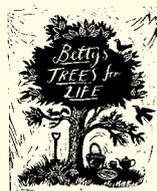
Seedlings

- AT -

Schools



**Tree & woodland themed activities
for Primary Schools**

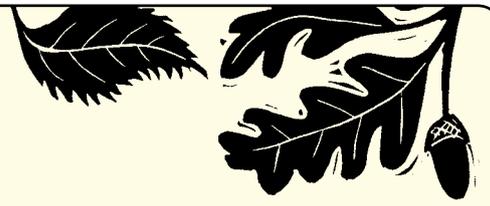




3,062
trees planted



1,785
*school children
involved*



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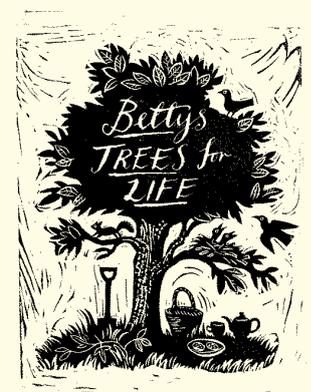


Introduction

In 1990 our Bettys family member and former Chairman, Jonathan Wild, made a pledge to his children to plant 999,999 trees... if they planted the first one.

Since those early days, we've planted over three million trees around the world and protected hundreds of thousands of hectares of rainforest. Through our planting and protection projects we have seen, first-hand, how important trees are to people's lives and livelihoods.

Now, we're aiming here in our Yorkshire homeland to inspire future generations to appreciate and care for their environment. With environmental charity, Groundwork, we've worked with schoolchildren to plant thousands of saplings, learn all about trees and explore and enjoy their local woodlands. From gathering seeds and planting native trees in their school grounds to building dens in the woods our 'Seedlings at Schools' project has been a great opportunity for children to discover the joy of the outdoors. We hope that this activity pack will encourage many more teachers and children to explore their local environment and learn about why trees are vital to both people and planet.



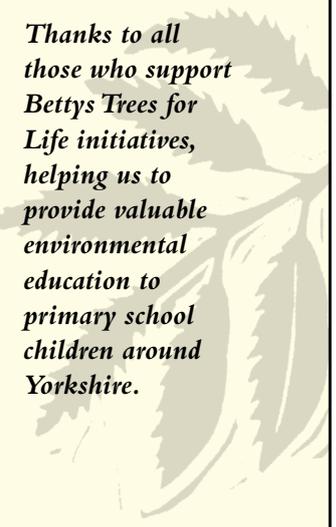
Seedlings at Schools

We launched Seedlings at Schools in September 2014, in partnership with Groundwork.

The aim was for pupils to plant and nurture trees from native Yorkshire seeds, while learning about the importance of trees and our environment. Thanks to the project, in the first year over 1700 Yorkshire school children have been involved in:

- Class based activities: including tree and leaf identification, lifecycle of a tree, the importance of trees and woodland habitats.
- Outdoor activities: working in the school grounds and taking children to local woodlands and parks to explore and learn about native tree species and collect seeds.
- Planting and nurturing: tree planting and tree care activities. Some trees have been planted in school grounds; other seedlings have been cared for by students before being grown on at Groundwork's tree nursery ready to be planted in the community.

By the end of the first school year we planted over 3000 trees while giving local children the opportunity to get outside and appreciate the natural world on their doorstep.



Thanks to all those who support Bettys Trees for Life initiatives, helping us to provide valuable environmental education to primary school children around Yorkshire.

See more at: blog.bettys.co.uk/category/trees-for-life



Seedlings at Schools: The blog from July 2015

Ian Johnson, the Education Officer for our Seedlings at Schools project, has been busy teaching children about the importance of trees through hands-on woodland themed activities. Here he reflects on a year of frosty, foraging fun...

“It is now nearly the end of the first year of the Seedlings at Schools project and all of the schools I have been working with have broken up for the summer holidays. I am sat here reflecting on how the project has gone and looking back through the photos and films for the year, whilst also looking ahead and planning next year’s activities. There have been some great activities and all the schools and pupils have been a joy to work with, taking part with such enthusiasm and dedication.

The schools themselves have wholeheartedly taken to the project and given time and commitment to allow their pupils to take part whilst also working closely with myself to plan and coordinate the activities.

Sat here in the warmth of a July afternoon it seems a long time since I was driving up the A1 to Northallerton on a cold and icy winter’s morning with a van full of trees ready to be planted.

The highlights of the year were the visit to Middleton Woods to make shelters with Ashlands School in Ilkley when all the bluebells were in full bloom; gathering tree seeds from The Stray with St. Peters School in Harrogate; getting to know trees with St. Barnabas School in York; developing a tree trail for the school grounds at Rossett Acre School in Harrogate and planting the 3000th tree of the project with Applegarth School in Northallerton.

Thank you for a wonderful year and I am excited about planning next year with new schools and new activities.”



“I think my tree
will grow
to the
sky”

Pupil
St Barnabas School

See more at:

<http://blog.bettys.co.uk/seedlings-for-schools-4-reflecting-on-a-very-special-year-of-tree-teaching/>



School Activities

During the first year of the Seedlings at Schools project I have had the pleasure of working with many wonderful pupils and staff from a variety of primary schools situated close to the six Bettys Café Tea Rooms. We have done lots of great activities and the next few pages show some of the different ones we have tried. Some of these activities have been adapted from other sources which are already available. You will find more information about these activities in the “useful sources of information” section at the end of this pack.

The activities have been written in a simple format and the photographs show the children from the schools taking part in them.

Some of the activities have to be done at a certain time in the year i.e. tree seed gathering and bulb planting; for some there is a best time to do them i.e. tree planting; others can be done all year round and it is probably good to do them a few times a year to compare how they change through the seasons.

The activities can be adapted and changed and you will find things that work better for your children or the site where you are. We all had great fun doing the activities and it was wonderful to get outside the classroom as much as possible to see and feel the changing of the year and to look closely at our local environment. We hope you enjoy doing them as well.

Ian Johnson

‘Seedlings at Schools’ Education Officer

A special thank you to all the pupils and staff from the schools who took part in the first year of the project:

Applegarth Primary School, Northallerton

Ashlands Primary School, Ilkley

Poppleton Ousebank Primary School, York

Rossett Acre Primary School, Harrogate

St Barnabas CE Primary School, York

St Peter’s CE Primary School, Harrogate



Treasure Hunt

This is a good way to get the children to think about the environment around them and look closely at natural objects.

RESOURCES

- Treasure Hunt sheet (see appendix).
- Bag to collect items in.

TOP TIPS

This is a good starting point for other activities such as environmental art or looking at leaf shapes or different seeds.

It is good to select items to find that make the children think creatively for some of the questions.

THE ACTIVITY



1. The sheet shown in the appendix is a fairly simple one but is a good starting point and gets the children looking closely at the area around them.
2. This is best done in pairs or threes.
3. Go through the questions first with the children so they have some idea of what sort of things they can collect.
4. Explain the rules about where they can go and what they can pick up – talk about being safe and what should and should not be touched.
5. Give the children about 15 minutes to see what they can find and then go through the treasure with them.



Leaf shaped collage

A great activity to use natural materials to make brightly coloured leaves. This follows on well from the treasure hunt activity.

RESOURCES

- Various leaf shapes cut out of brightly coloured cardboard.
- Double sided sticky tape.
- Bags to collect things in.
- Scissors to cut up their finds to the right size.

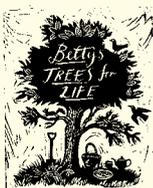
TOP TIPS

The results from this activity look great as a display of a large tree with bright leaves.

THE ACTIVITY



1. To create the cardboard leaves either collect different shapes of leaves from outside and draw round them or download pictures of leaves from the internet. Older children can draw round the leaves themselves and then cut them out. For younger children have the templates already done. Stick on the double sided sticky tape in the middle of the leaf.
2. Either do the treasure hunt activity and then use what you have collected from that or else explain to the children that you are going for a walk and want to collect things to stick on your leaves. This will let the children know that they want to find fairly small items to fit on their leaf.
3. Once items have been collected from outside give the children some time to think about what they want to put on their leaf and how it will be arranged.
4. Peel off the cover and stick items to the double sided sticky tape.



Environmental Art

This activity uses natural materials to make artistic trees, animals, faces or patterns.

RESOURCES

- Natural materials collected from the treasure hunt or similar activity.
- Camera.

TOP TIPS

This is a good activity for Halloween as pupils can create faces or skeletons from natural materials.

It is good to take photos of your creations because they will only be temporary and soon disappear.

Do this activity a few times a year so that the changing seasons can be seen in the creations.

THE ACTIVITY



1. This can be done in pairs or small groups.
2. If creating patterns, have a look at some pictures of environmental art such as Andy Goldsworthy to give the children some ideas.
3. If making animals or faces then talk about what could be used and what type of animals could be created.
4. Have a walk around the area and collect natural materials or else do a treasure hunt activity to collect things.
5. Create your designs.
6. This activity can be done indoors once the materials have been collected.



Decorating pots & planting native bulbs

This is a good activity for younger children to do some practical work and learn about bulbs and woodland plants.

RESOURCES

- Native bulbs – wild daffodils, snowdrops, bluebells, winter aconites.
- Plant pots.
- Compost and trowels.
- Pictures of flowers/trees/nature from magazines.
- Glue and brushes.
- Pictures of the bulbs in flower.

TOP TIPS

This activity should be done in autumn so that the bulbs will come up in Spring time.

It would be good to plant some bulbs outside in the school grounds so that their progress can be monitored through the spring.

THE ACTIVITY



1. Let the children tear out the pictures they like from the ones in magazines etc. If this is difficult for very young children tear pictures ready for them to stick on and let them choose which ones they want to use.
2. Cover the pots with glue and stick on the pictures all over the pot. Put lots of glue on top of the pictures to give them some waterproofing.
3. While the pots are drying look and feel each type of bulb and the pictures of flowers and discuss what they will look like in Spring when they come up.
4. Fill pots with compost and plant several different types of bulbs to create a nice pattern when they flower. Maybe daffodils in the middle and the smaller bulbs around the outside. The bigger bulbs, such as daffodils, will need to be planted lower than the smaller ones.



Tree seed gathering & planting

This is a really good activity to talk about the life cycle of a tree and to see that even the largest tree can come from a small seed. It is also good for looking at different types of seed dispersal.

RESOURCES

- Bag or container for collecting seeds in.
- Compost and sand.
- Pots or trays.
- Mixing bowl/bucket.
- Wooden spoon.

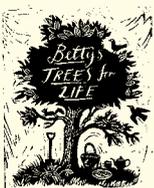
THE ACTIVITY



TOP TIPS

Conker (Horse Chestnut), Sycamore and Beech seem to work especially well for growing seedlings. Why not try pretending to make a spell while mixing the seeds, compost and sand in a 'cauldron'.

1. Talk about the life cycle of a tree and how seeds change to trees, flowers, fruit and seeds again.
2. Walk around the grounds, or nearby park or woods, looking for different types of seeds. Collect in bags.
3. Look at the seeds you have collected and put into groups – nuts, cones, berries, winged. Talk about the different ways they disperse.
4. Discuss how different seeds need to be treated in order for them to germinate – see appendix.
5. Put the seeds in pots or trays with a mixture of sand and compost. These can be mixed up together. Cover with netting so that birds or mice don't get in. Leave outside through the winter until spring when hopefully shoots will appear.
6. Once shoots appear transplant into individual pots until the trees are big enough to plant outside.



Planting a tree

It is great for children to plant trees and then watch them change and grow over the seasons and years.

RESOURCES

- Tree saplings
- Spades
- Trowels
- Gloves
- Cane
- Mulch
- Buckets
- Tree guard (if required)

TOP TIPS

Older children can be trained in tree planting and then asked to teach their younger fellow pupils.

Tree maintenance is very important if the tree is going to survive and regular weeding, pruning and watering will be required.

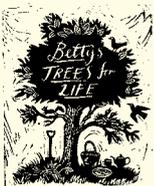
Decorating the tree with ribbons or labels with messages on is great fun and gives the children a chance to see how their tree is growing.

If planting a hedge then approximately five plants per metre would be about right.

THE ACTIVITY



1. There are several different ways to plant trees. The 'pit planting' method tends to work well with children and usually gives the tree the best chance to survive.
2. Each tree requires a pit to be dug which is several centimetres wider and deeper than the tree's roots.
3. Place the tree in the pit – ensuring the top of the tree's roots are 2cm below ground level.
4. Backfill the soil around the tree while holding the tree upright.
5. Push the cane into the ground next to the tree and attach the tree guard if required.
6. It's a good idea to do at least one demonstration for the children before letting them have a go in pairs or threes
7. The children enjoy closely talking or singing to their tree as they plant it to help it grow and also give it a boost of CO₂!



Making fat ball bird feeders

This is a fun, messy activity to make a simple bird feeder to help feed the birds in winter. It is good as a starting point to talk about adaptation, migration or seasons.

RESOURCES

- Pictures/photos of birds.
- Different bird food in cups to look at and feel eg sunflower and nyger seeds, peanuts, raisins, meal worms, grated cheese, oats, blocks of lard.
- Recycled plastic or cardboard cups to hold bird food in, pens, skewer to make hole in cup, stickers, string or ribbon.
- Mixing bowls, spoons, kitchen roll, bags to take feeders home in, and labels for bags to take feeders home in.

TOP TIPS

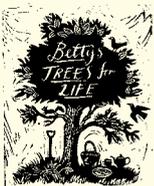
Try doing this activity on a cold, winter's day so the children can appreciate the help the birds will need during the winter.

This can get really messy so have paper towels and hand washing facilities available to wash the lard from sticky hands.

THE ACTIVITY



1. Look at the pictures of birds and talk about the different ones that we know and can see in the school.
2. What do they eat? Discuss winter and the lack of food and what we can do to help the birds through this difficult time.
3. Look at different types of food. Pass the food round and feel and smell it.
4. Decorate the cup with the pens and stickers. Make a hole in the top of the cup with a skewer. Put string through hole and tie a knot.
5. In pairs or small groups, mix up the ingredients for the bird food in the bowls. The lard should be added last because it is very messy but it is good to mix with the hands to feel what it is like. Squash the sticky mixture carefully into the cups.
6. Put the wooden skewer through the cup near the open end for the birds to use as a perch. Cut off the sharp end of the skewer.



Milk bottle bird feeder

This uses a recycled plastic milk bottle to create a bright and attractive bird feeder

RESOURCES

- 4 pint plastic milk bottles & lids
- Knife(adult)
- 3 colours of electrical tape
- Permanent markers
- Acrylic marker pens
- Wooden skewers
- Ribbon
- Stickers
- Bird seed for inside the feeder
- Washers
- Scissors

TOP TIPS

It is good to have the bird feeders in a quiet place but near enough to a window so the pupils can watch the birds.

Web cams can be used to watch the birds close up or build a hide close to the feeding station.

The feeders will need cleaning out on a regular basis so the food does not go off and spread disease to the birds.

THE ACTIVITY



1. Work in pairs or small groups.
2. The adult to put some drainage holes in the bottom of the milk bottle.
3. Draw three shapes on the bottle with the permanent marker for the windows – adult to make a hole in middle of each window to start the cutting for the children.
4. Carefully cut out windows from centre outwards.
5. Use different coloured insulation tape to go around the inside frame of the windows – cut the tape into small strips first.
6. Use coloured pens and stickers to decorate the feeder.
7. Adult to put a hole in the cap and children to thread a ribbon through. Tie ribbon onto a washer to prevent the ribbon coming out.
8. Skewers to be put carefully through the bottom of the feeder. Cut off sharp end.
9. Brush glue over the stickers to make them waterproof.
10. If time, go and have a look outside for possible sites for the feeders.



Making bird boxes

This activity helps to encourage wildlife to the school grounds while also thinking about adaptation and habitats. You can buy bird box kits with the wood already cut to shape which makes the activity easier (see useful links).

RESOURCES

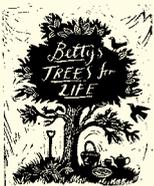
- Bird box kits
- Information about different types of bird boxes
- Sand paper
- Table vices to hold wood steady
- Gloves
- Masking tape
- Staple gun
- Screws, screw drivers
- Cardboard to put in the vices and protect tables

TOP TIPS

This activity should be done early in winter so that the birds can get used to where the boxes are situated.

There are several different camera kits available that can be used inside bird boxes to watch the eggs develop.

This activity is best done with upper key stage 2 and in small groups for safety reasons.



THE ACTIVITY



1. Set up the vices beforehand.
2. Look at different types of bird boxes and varieties of hole sizes for different bird species. Talk about why we make different size boxes and about adaptation and predator and prey relationships.
3. In pairs or small groups construct the box without screws first so the children can see how it fits together. Use masking tape to temporarily hold it together.
4. Explain about using the equipment and being safe and helping each other. Talk about wood and splinters.
5. Use the vices to hold the wood in place whilst screwing different pieces together.
6. Demonstrate how to use the screwdrivers correctly so that it is done safely and the box is constructed solidly.
7. To attach the lid to the box use a strip of rubber and fix it using the staple gun. This means the lid can be lifted up in the future to clean the box.
8. Once the boxes are built talk about where the boxes should be sited and have a tour of potential sites around the school.

Meet a tree

This is a great way to learn more about trees while also building up trust and communication skills between children.

RESOURCES

- Blindfold.
- A variety of trees in the area which are easy to get to.
- Trust!

THE ACTIVITY



TOP TIPS

Children of all ages have really enjoyed doing this activity, but make sure they are careful and gentle with each other to prevent bumps!

Try rubbing noses or cheeks against the tree to feel how rough the bark is. Or try to put your arms around it to measure its girth.

1. This activity is to be done in pairs.
2. One of the pair secretly chooses a nearby tree to take their partner to.
3. The other partner is blindfolded and is then led carefully to the selected tree and “explores” the tree’s bark, branches and leaves.
4. They are then led back by an indirect route to the starting point and asked to try and point out which tree they have been to.
5. Swap over and have another go.



Mud faces

A fun and creative activity for all ages.

RESOURCES

- Natural materials collected from a treasure hunt or similar activity.
- Mud.
- Wipes to clean hands afterwards.

TOP TIPS

Leave your creations for other people to find and see if any new ones appear next time you visit.

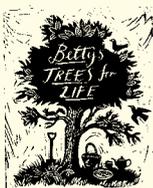
This can lead onto the tree interview activity; giving a face to your tree starts to give it a character.

The faces can either be stuck onto a tree or on stones on the ground looking upwards.

THE ACTIVITY



1. This can be done individually or in pairs.
2. Talk to the children about what materials could be used for different parts of the face and show them an example of one you have made.
3. If there is some mud near the classroom then use that or else create some using water. It might be useful to create a muddy site in your area before doing this activity.
4. Create your faces in leafy, woody or other form.
5. Once the faces have been created have a walk round and see what everyone has produced. It is surprising how many faces look like their owners!



Measuring the height of a tree

Measuring the height of trees is not only good fun but also a good way to do practical maths and estimating.

RESOURCES

- Metre rule, 30cm rulers, tape measures
- Clip boards
- Paper
- Pencils

TOP TIPS

There are many different ways to measure the height of a tree. It all depends how old your children are and how much maths you want to do. See useful sources of information for more details.

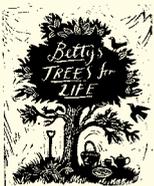
This activity works best if there are quite large trees in your grounds with plenty of space around them so the top and bottom of the tree can be seen.

THE ACTIVITY



Three ways to measure the approximate height of a tree:

1. **ESTIMATE** – measure one person and then have them stand next to a tree. How many times do we think that person will fit into the tree? Multiply the number of times by the height of the person to give the height of the tree.
2. **THROUGH YOUR LEGS** – choose a tree, walk away from it and bend over and look through your legs every few yards. When you can just see the top of the tree, mark it on the ground and measure how far it is from the tree to that spot. This is the height of the tree.
3. **RULER METHOD** – hold up a ruler vertically with your arm outstretched; walk back until the tree looks to be the same height as ruler. Turn the ruler horizontally so that one edge is against the tree and then ask your partner to walk until it looks like they are standing at the end of your ruler. Measure from your partner to the tree. This is the height of the tree.



Estimating the age of a tree

This is a good activity for looking closely at the trees around you, for thinking about how trees grow and for how long they live.

RESOURCES

- String
- Ruler
- Scissors
- Felt tips
- Calculator

TOP TIPS

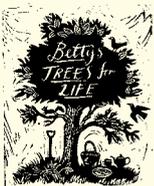
The tree interview activity follows on nicely from this because you now know the age of the tree and so can think about what answers it would give to the questions asked.

If you have a log/cut stump you can look at the annual tree rings to talk about age as well.

THE ACTIVITY



1. Work in pairs or small groups.
2. Measure the girth of a tree using the two methods below:
 - Hands – how many hands does it take to go around your tree? Measure your hand, then multiply by the number of hands = girth in cm.
 - String – use string to measure the girth. Mark off with felt tip where the string meets and then measure the string using the ruler.
 - Is the girth the same for both ways of measuring?
3. From the girth work out the age of the tree. This is done by dividing the girth by 2.5 because on average a tree grows 2.5cm a year.
4. If you know the species of the tree you are measuring then you can get a more accurate value for the age because different trees grow at different rates. (See chart in the appendix).



Interview with a tree

This is a good follow on activity from “meet a tree” or “working out the age of a tree”. It gives the children the chance to do some role play and also to think about the events in the life of a tree.

RESOURCES

- “Tree interview” photocopy sheet (see appendix).
- Paper, pencils and clipboards.

TOP TIPS

This works well if you do an interview with a tree first so that the children get the idea about being the tree and talking for it.

If you can use a good tree voice it adds to the interview. Also if the tree has some personality it adds to the performance.

THE ACTIVITY



1. This activity can be done in pairs.
2. Choose an area with a variety of trees of different shapes and sizes.
3. One person hides behind the tree and becomes the “voice of the tree”, the other person becomes the interviewer and asks the questions.
4. The photocopy sheet can be used to give some idea about the type of questions to ask.
5. Explain to the children that they are going to be a TV or newspaper reporter to find out as much as possible about the tree’s life.
6. Present their interviews to the rest of the group.





Useful Sources of Information

MEASURING TREES WEBSITES

http://www.saps.org.uk/attachments/article/141/SAPS_How_to_find_the_height_of_a_tree.pdf

<https://www.youtube.com/watch?v=F6ftSqImFM>

<http://owlsotland.org/images/uploads/resources/files/measuringtrees2.pdf>

BIRD BOX MEASUREMENTS WEBSITES

<http://www.rspb.org.uk/makeahomeforwildlife/advice/helpingbirds/nestboxes/smallbirds/making.aspx>

<http://www.bto.org/about-birds/nnbw/make-a-nest-box>

USEFUL CONTACTS

British Trust for Ornithology – <http://www.bto.org/>

Butterfly Conservation – www.butterfly-conservation.org

Centre for Alternative Technology, Hebden Bridge – www.cat.org.uk

Landlife – the national wildflower centre – www.wildflower.org.uk or www.nwc.org.uk

Learning Through Landscapes – www.ltl.org.uk

Natural History Museum – www.nhm.ac.uk

Naturescape – www.naturescape.co.uk

Royal Society for the Protection of Birds (RSPB) – <http://www.rspb.org.uk/>

Sharing Nature Foundation – www.sharingnature.com

The Conservation Volunteers (TCV) – <http://www.tcv.org.uk/>

Thorpe trees – North Yorkshire based tree nursery – www.thorpetrees.com

Tree Council – www.treecouncil.org.uk

Wildlife Trusts – www.wildlifetrust.org.uk

Wildlife Watch – www.wildlifewatch.org.uk

Woodland Trust – <http://www.woodlandtrust.org.uk/naturedetectives/>





Appendix

NATIVE BULB SUPPLIERS

The Conservation Volunteers - <http://store.tcv.org.uk/product-category/trees-plants-seeds/plants/bulbs-tubers-rhizomes/bulbs-for-autumn-planting/>

Thorpe Trees – www.thorpetrees.com

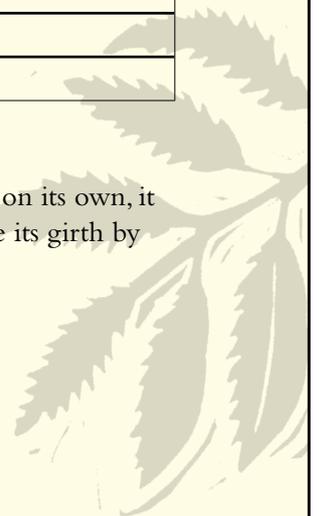
Naturescape – www.naturescape.co.uk

TREE AGE CHART

If you know the species of tree you are measuring, you can make a more accurate estimate of its age because different trees grow at different rates. Look up the type of tree you have measured in the table below and divide the girth by the number given. For example, a sycamore with a girth of 110 cm is about 40 years old (110 divided by 2.75 = 40).

Species of tree	Growth of girth per year (cm)
Average	2.5
Oak and beech	1.88
Pine and spruce	3.13
Sycamore	2.75
Yew	0.7
Cedar of Lebanon, London Plane, Douglas Fir	7

Other factors will affect the growth too, such as how close the tree is to other trees. If it's on its own, it has space to grow faster than trees in a wood. An average woodland tree will only increase its girth by about 1.25cm per year.





Stratification

Stratification is a technique designed to mimic nature by exposing seeds to the cold of at least one winter. Germination is when seeds develop small shoots or roots.



Very few tree seeds will germinate without exposure to the cold of at least one winter. Some species take even longer, needing the following summer plus another winter before showing signs of life. This is because of a natural defence mechanism built into the seeds, which ensures that they do not grow during the winter months when the young seedlings might be killed by the cold.

Tree growers have developed a technique called stratification which aims to mimic this natural process.

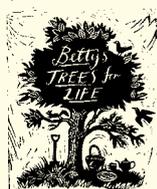
How to stratify your seeds:

1. Mix them with an equal volume of stratification mixture and put them in a pot or bucket which has holes in the bottom for drainage.
2. The container should then be covered with a fine, wire-mesh lid to keep out birds and rodents, placed against a north facing wall, or kept in a cool outhouse.
3. It is essential to keep the mixture moist but not saturated. It is moist enough if you can squeeze out a drop of water when you pinch the mixture between your thumb and forefinger.
4. In the spring, tip out the mixture and remove any seeds that are showing small shoots or roots. These seeds are germinating and are ready for sowing. Any seeds that haven't germinated should be put back into the stratification mixture. Keep checking the seeds weekly during the spring, sowing any that germinate.
5. If any seeds haven't germinated by the end of spring, don't be disheartened. It is possible they may need two winters, but check that the seeds haven't rotted before continuing to stratify.

RECIPE

A good recipe for a stratification mixture:

Add one volume of peat-free potting compost to an equal volume of a coarse-particle material, such as bark chips, perlite, sand or grit. Then mix an equal volume of seeds and stratification mixture together and put in a pot, bucket or dustbin.

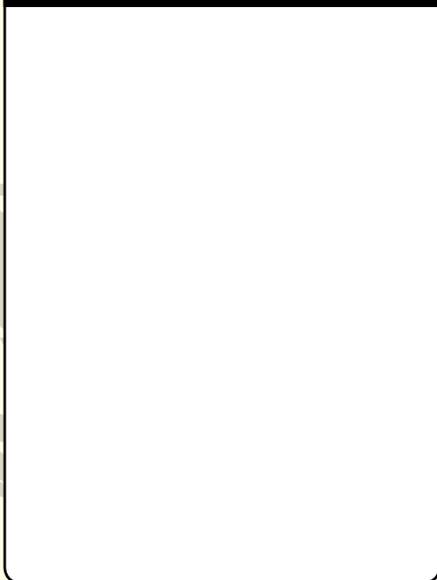


Tree Interview

NAME OF INTERVIEWER:

NAME OF INTERVIEWEE:

Picture of interviewee:



What is it like living here?

Is there anything special about you?

Who and what comes to visit you?

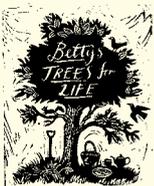
Have you ever been hurt?

What will happen to you during your life time?

How tall are you?

How old are you?

An example of your leaf:





Treasure Hunt

- 3 different shapes of leaves
- A seed
- Something colourful
- Something soft
- Something smooth
- Something that makes a noise
- Something that you find interesting



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