



We are  
**climate  
coolers**



**climate**  
**cooler**  
**schools**



Sensory Trust

Teacher and student  
resource pack

# climate cooler schools

Welcome to this teacher and student resource pack. You can be a Climate Cooler School.

## **What does that mean?**

Being a Climate Cooler School is about working with plants to make climate cooling changes to your school. You can make changes in your school grounds to help calm water chaos and cool the planet. Cool. Calm. Collective.

Taking climate action in your school can be linked to curriculum delivery, building life skills for students as well as helping with your school's sustainability action plan. This pack offers a range of options, depending on time, budget and who's involved.

## **With the help of this pack you can...**

### **...teach your students.**

Use the resources to teach your students why we need to cool the planet and show them how to do it. Your students will learn about cooling, slowing and getting water into the ground and then learn how to take positive climate action to make it happen.

### **...work with what you've got and make changes.**

Explore your site to find opportunities to look after the plants you already have or add new ones.

### **...use the cooling calendar.**

No matter what time of year it is there are things that you and your students can do to become a Climate Cooler School.

Term	Month	Activity
Autumn	September	Introductory activities about becoming a Climate Cooler School (p1-10) Heat mapping (p26)
	October	Site assessment (p22) Sow wildflower seeds (p38) Plant bulbs (p48) Plant wildflower plug plants (p42) Make mulch (p32)
	November	Make mulch (p32) Plant bulbs (p48) Plant tree whips (p49)
Spring	March	Plant wildflower plug plants (p42) Sow wildflower seeds (p38) Plant bulbs (p48)
	April	Plant wildflower plug plants (p42) Sow wildflower seeds (p38) Plant bulbs (p48)
Summer	June	Looking after plants (p58) Make and use mulch (p32)
	July	Looking after plants (p58) Make and use mulch (p32)
	All year round	Looking after plants (p58) Make and use mulch (p32) Asking for supplies (p54) - writing letters to ask for plants, kit etc Celebrating success (p60)

### Things you might need

Climate Cooler School activities are mostly hands-on and outdoors so you will probably need gardening equipment like gloves, trowels, kneeling pads. You may also need to provide waterproof clothing and footwear such as wellington boots if students don't have them. All the activities in this pack include an equipment list.

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**Climate Cooler Schools** is a part of the Sensory Trust's **Collective Climate Repair** project exploring how a water-based approach offers accessible opportunities to cool and calm the climate, locally and globally.

[sensorytrust.org.uk/projects/collective-climate-repair](https://sensorytrust.org.uk/projects/collective-climate-repair)



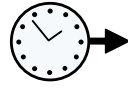
# What is a Climate Cooler School?



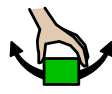
A Climate Cooler



School



will



Use the



power



of plants



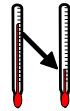
Calm



the water



chaos



Cool



the earth





More



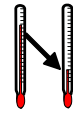
leaves



will



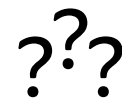
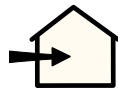
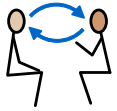
help



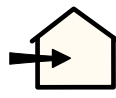
cool



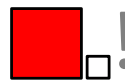
the climate



Have a discussion in your school, talk about these questions.



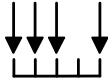
Can you have more leaves in your school?



Can you leave plants to grow bigger?



Can you plant more plants?



Can you have lots of different plants?

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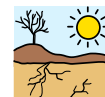
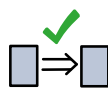


[sensorytrust.org.uk](https://sensorytrust.org.uk)

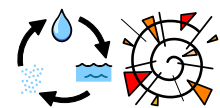
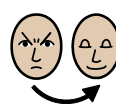
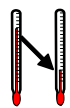
# Cooling and calming



The Earth is too hot!



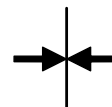
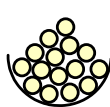
Our water is in the wrong places causing floods, droughts and forest fires.



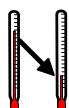
We need to cool down the Earth and calm down the water chaos.



The answer is more leaves.



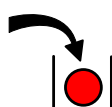
Plants have lots of leaves and are great at fighting climate change.



Plants help cool down the Earth.



Plants slow the flow of water.



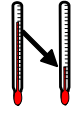
Plants get water into the ground.



Plants



help



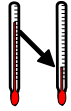
cool down



the Earth



Plants



cool



the Earth



by making shade.



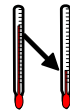
Shade



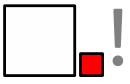
keeps



the ground



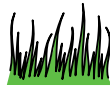
cool.



Smaller



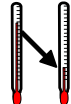
plants



and grass



also



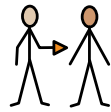
cool



the Earth's surface.



Imagine



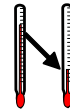
you are



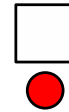
an insect



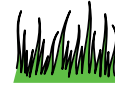
and feel



cool



under



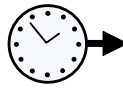
the grass.



More



plants



will make



more



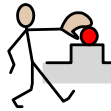
shade.



Bare



soil



gets



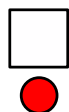
very hot!



Go and



stand



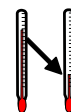
under



a tree,



you will feel



cool



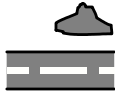
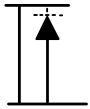
in the shade.



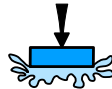
Bare soil with no plants is bad



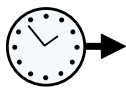
Bare soil gets very hot in the sunshine.



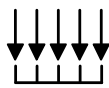
Almost as hot as tarmac.



When rain falls on bare soil, it squashes it and makes it a hard surface.



The rain will then runoff bare soil.



Runoff washes away all the goodness out of the soil.



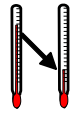
Go outside look for some bare soil.



Does it get hot in the sun? Does it flood in the rain?



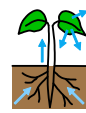
Plants



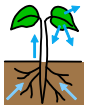
cool



the Earth



by transpiring



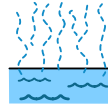
Transpiration



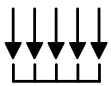
is leaves



releasing



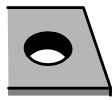
water vapour.



Every



leaf



has small holes



on one side



called



stomata.



Stomata



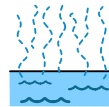
open



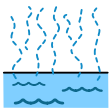
and close



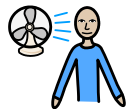
releasing



water vapour.



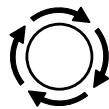
Water vapour



cools



the air



around



the leaf.

++



leaves,

++

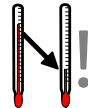


the more transpiration.

++



The more transpiration,



the cooler



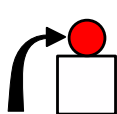
the Earth



will be.



Spray a water bottle



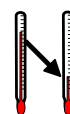
onto



your hand



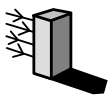
to feel



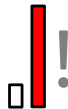
how cool it is.



Plants slow the flow of water



Plants get in the way of rain falling.



Rain on plants takes longer to reach the ground.



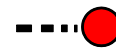
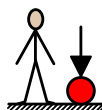
Plants help direct the water slowly into the ground.



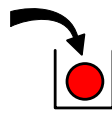
Rain going down a plant is more gentle getting to the ground.



Find a plant and spray it with water.



See how the water stays on the leaves, slowing it.



Plants get water into the ground



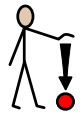
Plants help make healthy soil.



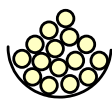
Healthy soil has water, air gaps, and insects.



Roots make the ground healthy.



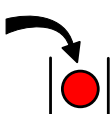
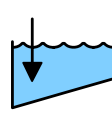
Some plants make their own mulch when they drop their leaves.



Mulch puts lots of goodness into the soil.

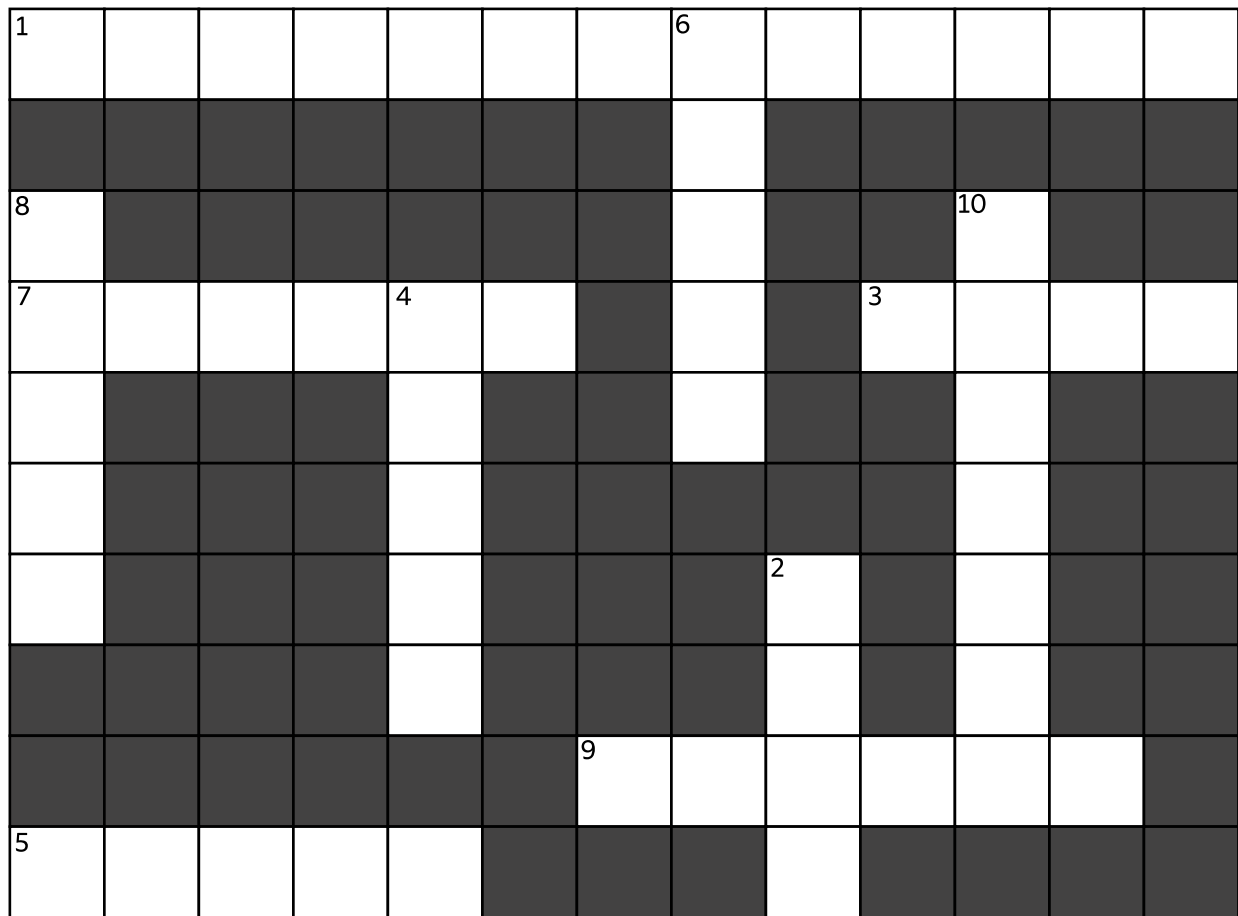


Healthy soil works like a sponge.



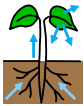
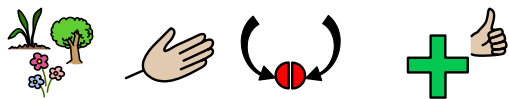
Healthy soil can get water deep into the ground.

# Crossword - Cooling and calming




→ across

↓ down


- 1  1
- 3  3  
Plants help make healthy \_\_\_\_.

5 Plants cool by making s \_\_\_\_.



- 9  9  
Healthy soil is like a \_\_\_\_.

- 2  2  
Slow the \_\_\_\_ of water.

- 4  4  
What is becoming too hot?

6 Plants have \_\_\_\_ under the soil.



- 10  10  
Shade is \_\_\_\_.

# Teacher's notes - Cooling and calming

---

This is an overview of what Climate Cooler Schools is about. This will help to highlight the main themes in the project; cooling, slowing the flow of water and getting water into the ground. Every time you do a planting activity you can talk about how the plants are helping to cool the Earth.

You may want to talk about plants that you have around your school and think about how they cool, slow and get water into the ground. Have you got big trees that you can stand underneath and feel the shade for example, or not get as wet when it rains.

If you are trying to explain transpiration you can talk about it being similar to plants breathing or sweating. Transpiration is water vapour so you can't see it or feel it, but you could use a water mister to help show what is happening. It will be liquid not vapour, but it helps get the point across.

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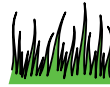
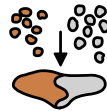
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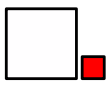
**Climate Cooler Schools** is a part of the Sensory Trust's **Collective Climate Repair** project exploring how a water-based approach offers accessible opportunities to cool and calm the climate, locally and globally.



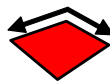
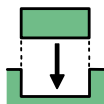
# Wildflowers and grasslands



Grasslands are mixed spaces of grasses and wildflowers.



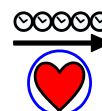
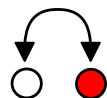
Small plants can be amazing.



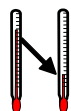
Grasslands can fit into small areas.



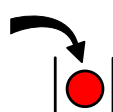
Grasslands can recover quickly from floods, droughts and fires.



Grasslands bring diversity which increases survival.



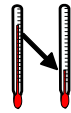
Grasslands cool down the earth, slow the flow of water



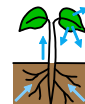
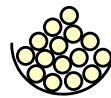
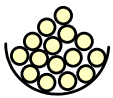
and help get water into the ground.



Why should we keep the grass long and add wildflowers?



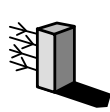
Grasslands create shade to cool the Earth's surface.



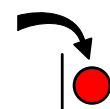
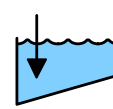
There are lots of leaves, this means lots of transpiration.



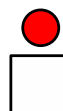
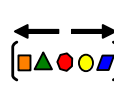
Grasslands have leaves all year.



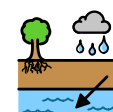
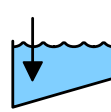
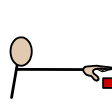
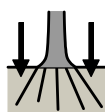
Grasslands get in the way of rain falling, slowing it down.



Roots make healthy soil and get water deep into the ground.

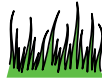
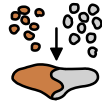


Grasslands have good diversity above and below ground.



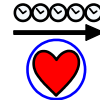
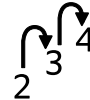
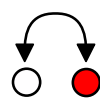
Wildflowers tap roots can reach deep stored ground water.

# Wildflowers and grasslands

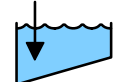
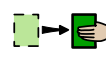


+

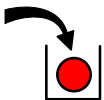
Grasslands are mixed spaces of grasses and \_\_\_\_\_.



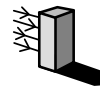
Grasslands bring \_\_\_\_\_ which increases survival.



Roots help make healthy \_\_\_\_\_ and move water deep



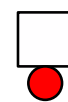
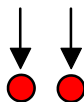
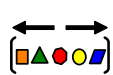
into the ground.



Because grasslands have leaves all year, they stay in the way of



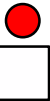
\_\_\_\_\_ and slow it down.



Grasslands have good diversity both \_\_\_\_\_ and below the ground.



soil



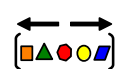
above



rain falling



wildflowers

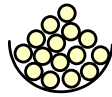


diversity

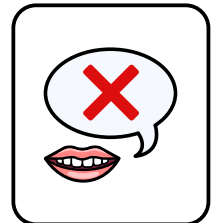
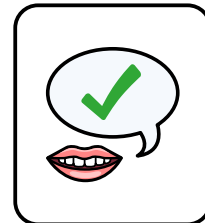
# Grasslands: true or false



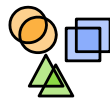
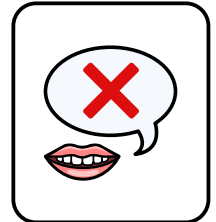
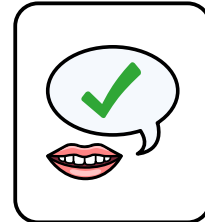
Circle your answer



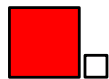
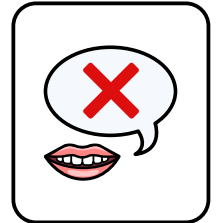
Grasslands have lots of leaves.



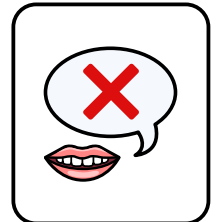
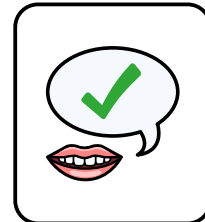
Roots make soil healthy.



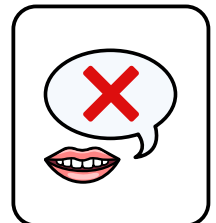
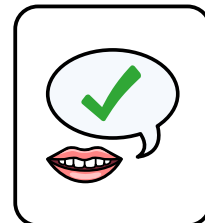
Grasslands have only one type of plant.



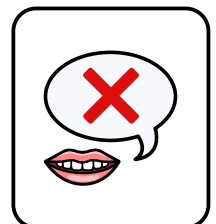
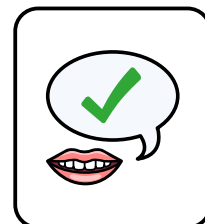
Grasslands have to be big.



Grasslands help slow the flow of water.



Grasslands create shade.



# Teacher's notes - Wildflowers and grasslands

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This is a good opportunity to talk about the benefits of a diversity of plants. Think about what is going on under the ground as well as above it.

You will most likely have playing areas, so you can talk about what it looks like when you have grass on its own and how areas that aren't used for sport can be diversified to include more plants, not just grass.

Try to go around your grounds and see what sort of grasslands you have and whether you have any wildflowers in spring and summer.

## True or false answers:

true, true, false, false, true, true.

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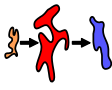

[sensorytrust.org.uk](https://sensorytrust.org.uk)

# Trees, shrubs and climbers

 Trees,  shrubs and  climbers are all  types of plants.

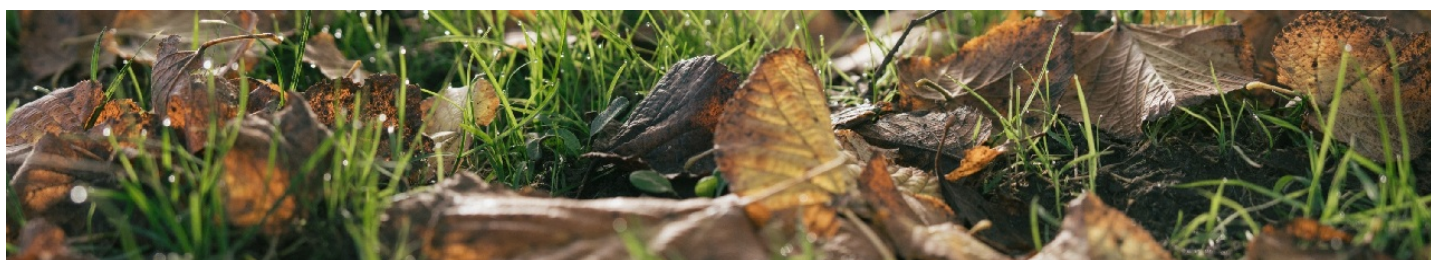
 Plants help  cool down  the planet,  they shade and  transpire.

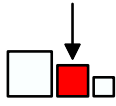
 Trees can be  on their own,  in a forest,  in an orchard or make up a hedge. 

 Trees vary in  size and  type.

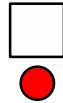
 Some trees lose their  leaves,  you can see  this happen  in autumn.  

 The leaves on the ground  mulch  underneath  the trees.

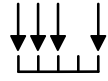




Shrubs are medium sized plants.



Shrubs are helpful to fill in spaces under trees.



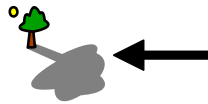
It's great to have lots of layers of plants.



Shrubs also lose their leaves, this mulches the ground underneath.



Plants that grow up surfaces are called climbers.



Climbers make great shade.



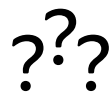
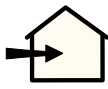
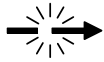
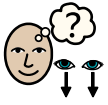
Climbers need a structure to climb up.



Climbers can grow up posts, trellis, fences, walls, pergolas.



Climbers can grow out of the ground or in pots.



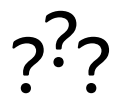
Investigate what's going on in your school. Think about these questions



After it's rained, look at the plants, how do they capture water?



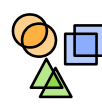
On a hot day, touch the ground under plants, are some cooler than others?



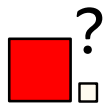
Do you want some plants for your school? Think about these questions.



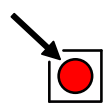
How much sun it will get?



What type of soil you have?



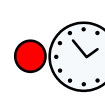
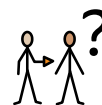
How big it will get?



What can it grow in?

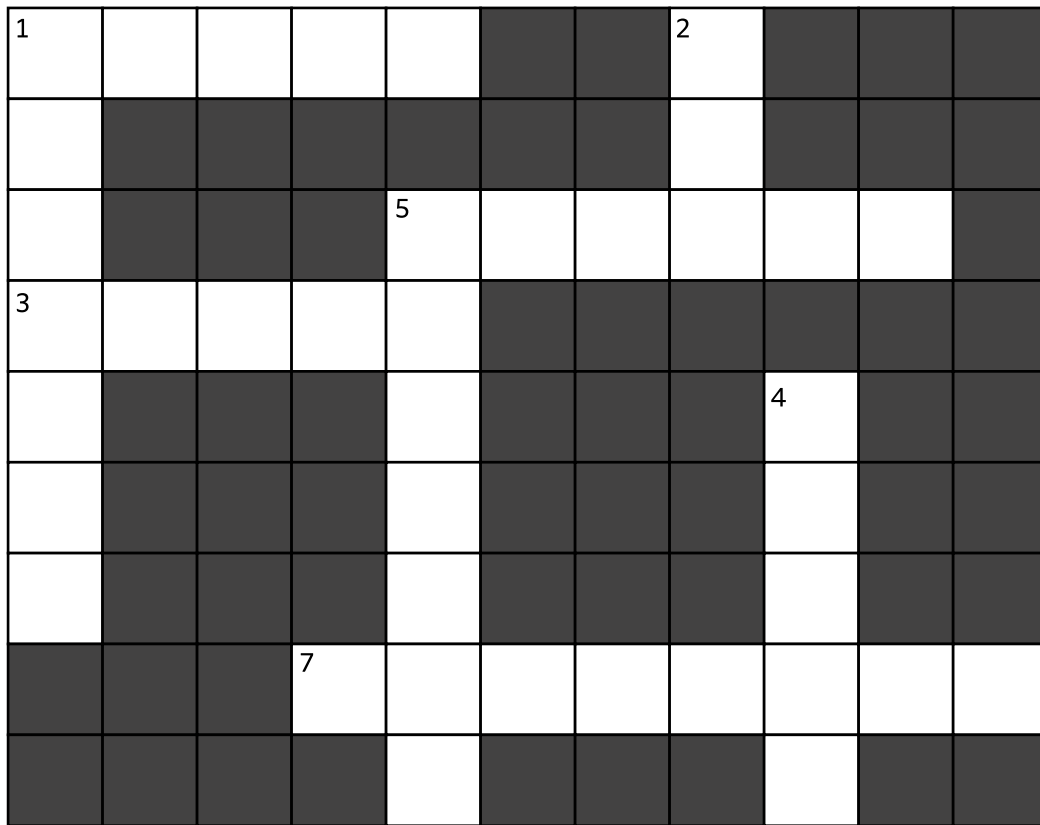


Does the ground get quite wet?



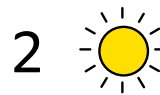
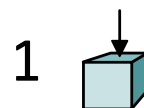
What do you already have?

# Crossword - Trees, shrubs and climbers



→ across

↓ down



5 All \_\_\_\_\_ make shade?

4 Plants that normally make the most shade.

7 Plants that grow up surfaces are called?

5 Clue: a structure you can grow plants up.

# Teacher's notes - Trees, shrubs and climbers

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Shade is an important part of how plants cool the planet. All different sizes of plants will create shade, from large trees to small grass. They all help to keep the surface cool.

There are lots of opportunities to grow plants vertically. Climbers are great to fit into small spaces and grow upwards, creating shade. You may have existing structures in the school where you could easily add some trellis or posts to grow climbers up. This can be out of the ground or even in pots.

Many climbers will give exciting seasonal interest through scent or flowers.

You will need to look after your climbers. Watering will be key especially in the first few years to get them established. If they are in a pot they will need regular watering in the drier months. You might want to set up a class rota.

The climbers will also need to be tied back and helped to grow up or along whatever they are fixed to. You may need to add some wires to fences to support them or tie them on with garden twine. There is lots of information on how to do this online and videos on YouTube to show you how.

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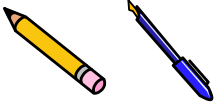





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[sensorytrust.org.uk](https://sensorytrust.org.uk)

# Site assessment




 You will need...	 school	 map	 clipboard	 pencil or pen	 tape measure
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Things to think about

Can we slow the flow?

What is already working well?



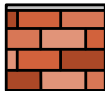



Do you have bare soil?





Do you get any puddles anywhere?




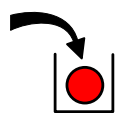





Can we plant up walls?


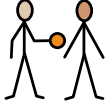

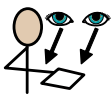

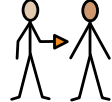




Can we create some shade?

Can we get more water into the ground?

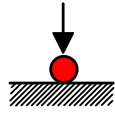
Mark up your map to show what you have.



Stick



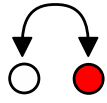
site map



here.



Draw one



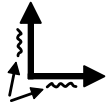
or use



an online



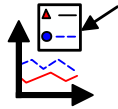
map.



Label your

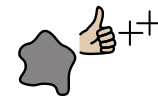


map

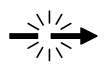


with the key.

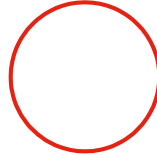
Key



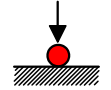
good things



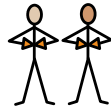
happening



something could



go here



What would

we

like

to do?

Write lots of ideas here.

Top 5 ideas

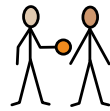
1. ....

2. ....

3. ....

4. ....

5. ....



Ideas for your school



Leave



grass



to grow



long



Plant



trees or



shrubs



Plant



bulbs



under



trees



or shrubs



Sow



wildflowers



in areas of long grass



Cover bare



pergolas



in plants



Collect



rainwater,



e.g. with a water butt



Cover bare



soil



with plants



Mulch



bare soil



Plant up



walls or



fences



Make



vertical planters



or use



pots

# Teacher's notes - Site assessment

---

Once you have read through and thought about the 'How to be a Climate Cooler School' guide you can use this worksheet to get your students to discover what you can do in your school grounds. Talk through the possibilities before you go outside.

Use the site map to show what you have done in your school grounds. Once you have your wish-list of things you would like to do you can work out what times of year to do different activities, what you can afford, whether you need any help to do them and what you need to buy. Then you can share this with the rest of the school and whoever looks after your grounds.

You can build in research by finding a map of your school or using Google Maps. You may also want to measure certain areas of your site. Use the recommendations on page 24 to cut out and stick what you would like to do onto the map. This can be done individually, in small groups, or as a whole class.

This can be used throughout your climate cooling journey to look at and see what changes you have made.

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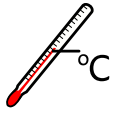


**Climate Cooler Schools** is a part of the Sensory Trust's **Collective Climate Repair** project exploring how a water-based approach offers accessible opportunities to cool and calm the climate, locally and globally.

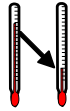
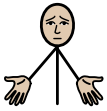


[sensorytrust.org.uk](https://sensorytrust.org.uk)

# Heat mapping



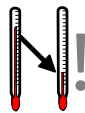
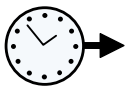
The temperature of the Earth is too hot.



We need to cool it down.



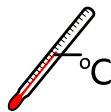
We can help by making changes to the surfaces in our school.



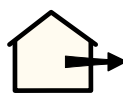
This will help to cool down our school and the Earth.



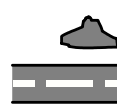
Task



Surfaces have different temperatures.








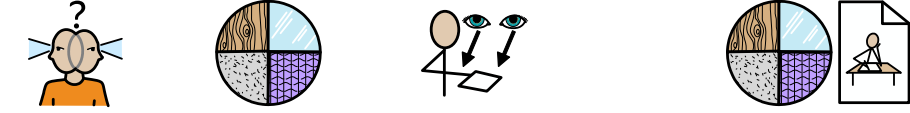



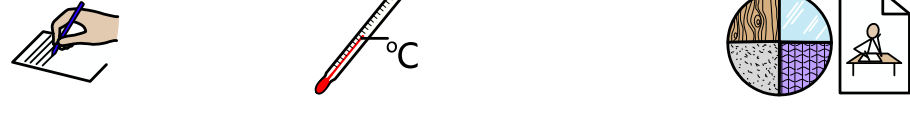

We will measure the surfaces outside.

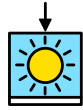


A surface outside could be grass, tarmac, or soil.

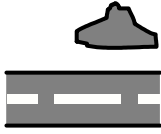
# Heat mapping

 You will need:	 thermometer	 map	 pen	 checklist
---	--	--	--	--

Task	Done?
<p><b>1</b></p>  <p>Look for surfaces shown on your surface worksheet.</p>	
<p><b>2</b></p>  <p>Put the thermometer close to the surface.</p>	
<p><b>3</b></p>  <p>Press the button to take the temperature.</p>	
<p><b>4</b></p>  <p>Take the temperature again in the same place.</p>	
<p><b>5</b></p>  <p>Record the temperature onto your surface worksheet.</p>	
<p><b>6</b></p>  <p>Plot where you are on the map.</p>	



Air temperature today: \_\_\_\_\_



tarmac

.....°C



paving

.....°C



astroturf

.....°C



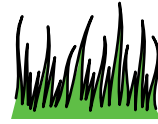
bare soil

.....°C



short grass

.....°C



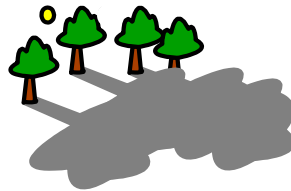
long grass

.....°C



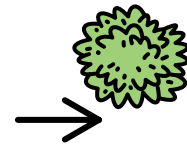
shade under one tree

.....°C



shade under trees

.....°C



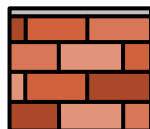
under a bush

.....°C



gravel

.....°C



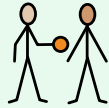
wall

.....°C



plant covered wall

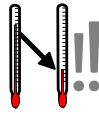
.....°C



Your

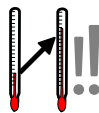


results



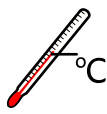
Which was the coolest surface?

Blank response box for the first question.



Which was the hottest surface?

Blank response box for the second question.



Which temperature surprised you the most?

Blank response box for the third question.



Which surface do you have the most of?

Blank response box for the fourth question.



Which surface would you like to change?

Blank response box for the fifth question.



Your



results



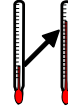
It can be



a surprise that



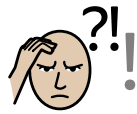
bare soil



gets very hot.



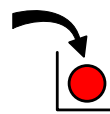
Bare soil



makes it harder



for water



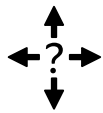
to get into



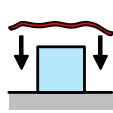
the ground.



Good



ways



to cover



bare soil are:



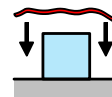
Plant



more



plants



Cover with



mulch



Could you



let



some of



your grass



grow



longer?



Could you



grow



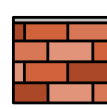
some



plants



up



any walls?

# Teacher's notes - Heat mapping

If you have a map of your school grounds you could mark on the map where you find the different surfaces. You may not be able to find examples of all the surfaces, but we've tried to think of those that would normally be in a school environment. You can always add more.

When recording the long grass, short grass, etc, we mean the ground under those things, so make sure you move the long grass out of the way, and take a reading from the ground beneath. Gravel, walls, etc are fine to take the temperature just on their surface. You can even play around with the differences between those surfaces in the sun and those in the shade. This is a great activity for students to discover the differences independently.

When it comes to recording the air temperature, use an outdoor thermometer or you can simply look up the temperature for where you are on the Met Office website.

This is a great resource for discovering the difference plants make in keeping things cool. It is best done on a sunny day but even if it is fairly warm you will see differences. You will need a digital thermometer. You can get talking versions if your students are blind or partially sighted. They cost around £10.

It is good to repeat this activity at different times to see differences. You can also do it in areas where you will make changes and then compare once you have grown plants to see the impact.



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[sensorytrust.org.uk](https://sensorytrust.org.uk)

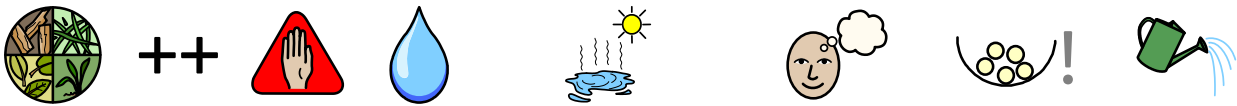
# Mulch



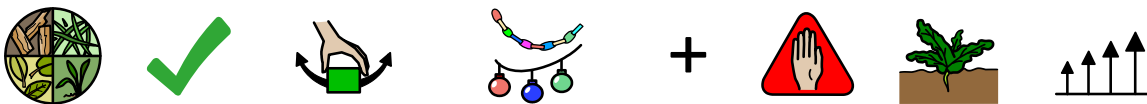
Mulch helps keep moisture in the soil, which plants need.



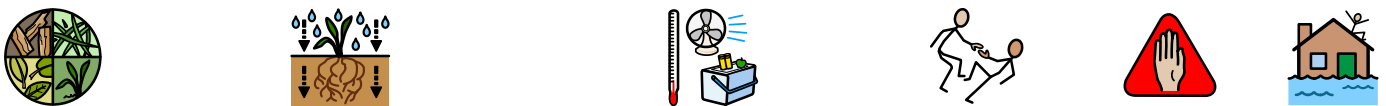
Mulch slows down rain, stopping it bouncing everywhere and running off.



Mulch also stops water evaporating, this means less watering.



Mulch can be used for decoration and to stop weeds growing.



Mulch slows the flow of water, keeping us cool and helping to stop flooding.



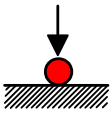
Spreading mulch at home or at school is a great way to take climate action.



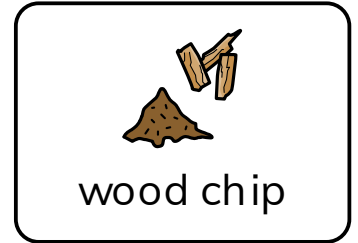
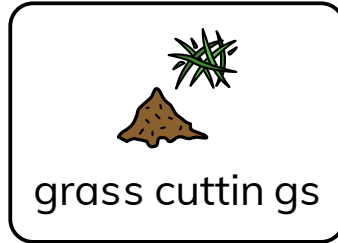
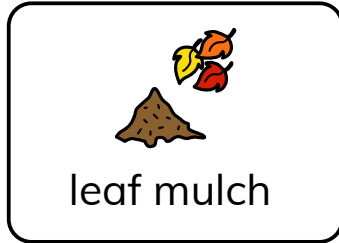
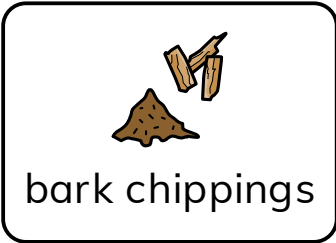
It is easy to buy and you can make it.



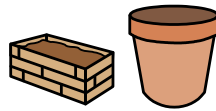
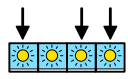
We spread mulch to cover bare soil. It can be living or dead.



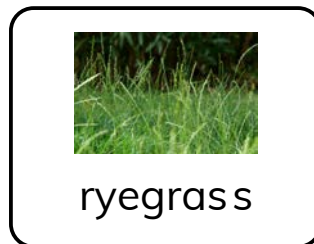
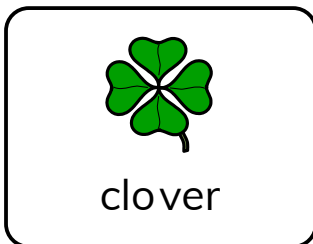
Here are some examples of mulch.



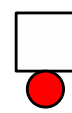
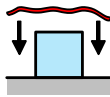
Mulch can also be a living plant, called living mulch.



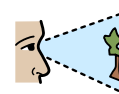
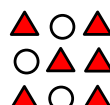
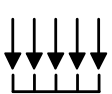
Normally we sow living mulch in containers. Some examples are:



Plants also self-mulch.

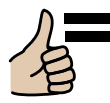


They drop their leaves which covers the ground beneath.





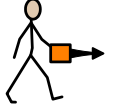



All plants do it differently, but it's common to see in autumn.





# Make your own mulch



You can make your own wood chip, just like plants do.

 <p>You will need:</p>	 <p>gloves</p>	 <p>bag</p>	 <p>wood chipper</p>	 <p>goggles</p>
---	---	--	---	--




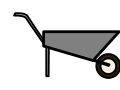

<p>1</p>	      <p>Put on your gloves, take your bag and collect dead leaves.</p>
----------	---




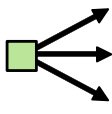

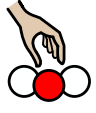


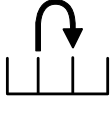

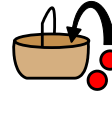

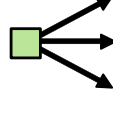



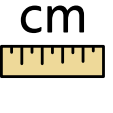
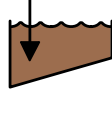

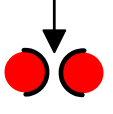

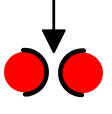


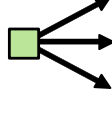



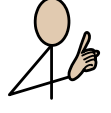


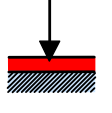
<p>2</p>	    <p>You can also collect twigs and branches.</p>
----------	---

<p>3</p>	     <p>Twigs and branches will need to be chopped smaller.</p>       <p>You can use a wood chipper, make sure you wear goggles.</p>
----------	---

<p>4</p>	     <p>Another way to collect mulch is to pick up grass cuttings.</p>
----------	---


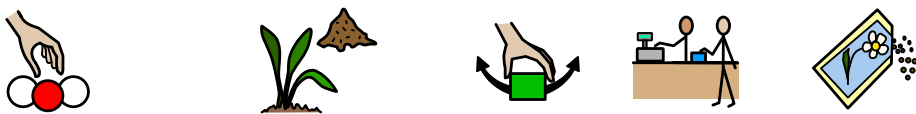


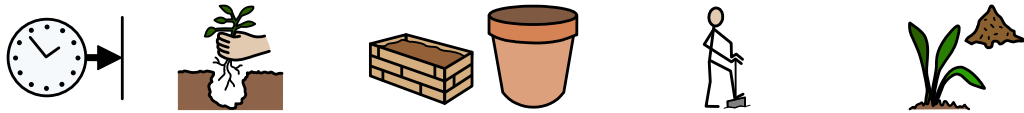
# How to mulch

 You will need:	 gloves	 mulch of choice	 wheelbarrow	 or bucket
---	---	--	--	--

<b>1</b>	     Decide where you want to spread your mulch.
<b>2</b>	       Choose which mulch to use, then buy or collect it.
<b>3</b>	      Spread your mulch thickly, about 10 cm deep.
<b>4</b>	     If a plant is close, leave a gap close to the stem.
<b>5</b>	   Make sure it's spread evenly.
<b>6</b>	      After a while, you might have to top up the mulch layer.

# Living mulch

 <p>You will need:</p>	 <p>gloves</p>	 <p>seeds</p>	 <p>spade</p>
---	---	--	--

<p>1</p>	 <p>Decide where to sow your living mulch. Normally in containers.</p>
<p>2</p>	 <p>Choose which living mulch to use, buy the seed.</p>
<p>3</p>	 <p>Sprinkle the seed over the area of bare soil.</p>
<p>4</p>	 <p>Water it. As it grows, if the weather is hot, it will need water.</p>
<p>5</p>	 <p>Time to plant your containers? Dig in the living mulch.</p>

# Mulch: wordsearch

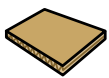
L	M	A	S	L	O	W	T	H	E	F	L	O	W
W	U	M	R	F	G	L	K	Q	X	V	P	O	R
E	L	I	V	I	N	G	M	U	L	C	H	M	A
R	C	E	N	B	A	X	Z	U	A	Q	E	D	C
H	H	E	T	C	X	Y	H	R	L	S	R	T	B
K	E	V	B	H	Y	T	D	Q	H	O	B	E	W
C	O	O	L	E	R	B	V	C	T	I	L	O	A
Y	T	U	E	N	O	F	L	M	S	L	J	P	R
R	J	T	W	A	S	C	T	Q	A	Z	U	O	T
P	B	A	R	K	C	H	I	P	P	I	N	G	S
V	U	D	E	C	B	N	O	I	L	K	A	S	D



bark chippings



slow the flow



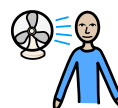
cardboard



soil



straw



cool



mulch


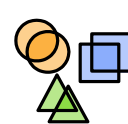



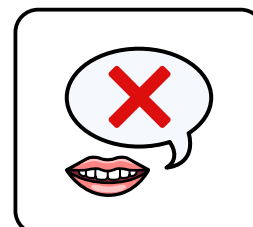
living mulch





# Mulch: true or false

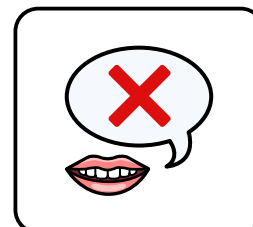


Circle your answer.




  
 Grass cuttings is a type of mulch.

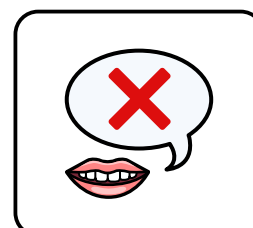



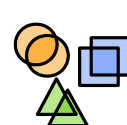





  
 Mulch helps weeds to grow.

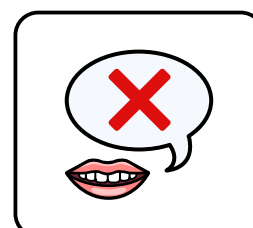




  
 Mulch slows the flow of water.

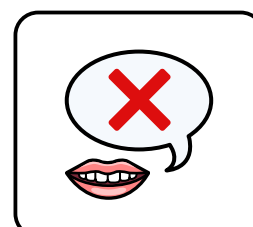





  
 Water is a type of mulch.






  
 Trees make mulch with their leaves.



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




















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# Sowing wildflowers

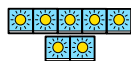
 You will need	 cup	 seeds	 sand	 trowel	 spoon
--	--	--	---	---	--

1							
	Seeds	need	bare earth,	use your trowel	to remove	the top layer	of grass.
2							
	Fill up	your cup	with sand,	half way.			
3							
	Add	a teaspoon	of seeds	to your cup.	Gently	stir.	
4							
	Sprinkle your	seed mix	on the bare earth.				
5							
	Gently	press down	on the seeds.				
6							
	Water	the seeds.					

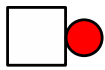
# Looking after your flowers



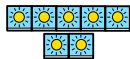
Now it's time to look after your wildflowers.



If there is no rain in the weeks after sowing your seeds, water them.



12



After 12 weeks, you should see some wildflowers



After they flower, you can collect the seed pods.



++



You can use the seed pods to grow more wildflowers.

# Teacher's notes - Sowing wildflowers

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For more information read the wildflower and grassland sheet in this pack to understand how the wildflowers will be cooling the planet.

At the end of the summer you will want to ask the person who looks after your grounds to cut the flowers back. Wait until the seed heads have opened and dropped their seeds. They only need one cut at the end of August/beginning of September time. Cut any remaining plants down to the ground and make sure you take them away, do not leave anything on the flower patch.

They should come back each year. You can also over sow each autumn or spring to keep the patch diverse.

You may want to put some signs up to let everyone know wildflowers are growing there. Don't let anyone walk over the patch.

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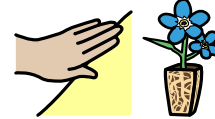


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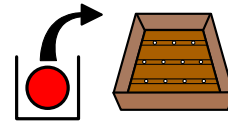
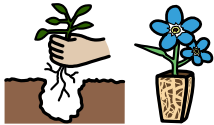
# Plug planting



Wear gloves and wash hands after.



Be gentle with the plug plants.



Plant the plug straight away after you take them out of the tray.



You will need:



gloves

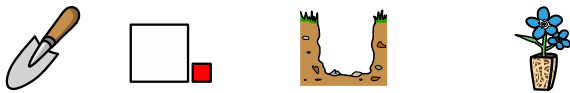


plug plant



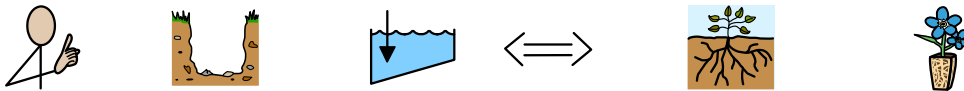
trowel

1



Dig a small hole for the plug plant.

2



Make sure the hole is deep enough for the roots of the plug.

3



Place the plug in the hole.

4



Push down the soil around the plug with your hand.

5



Check on the plugs and water them, especially if it doesn't rain for a while.

# Teacher's notes - Plug planting

---

Plug planting is done in either spring or autumn. You will need to check your plugs to find out when is best for them.

This is a great activity, but you will need to think about the number of plugs you have and the space you are putting them in. It can be a challenge when working with tools in small spaces all at once. You may want to spread people out or take it in turns. A good, clear demonstration before you hand out the tools will help.

We like to put a few plug plants per student into a bowl, give them each a trowel or dibber and a kneeling pad.

We sometimes use biodegradable chalk spray paint to mark spaces out on the ground to show students where to plant. This can help if each student has a space of their own. If you measure and remember where you marked out you will know where not to mow when the plugs have finished flowering. You could also take a photograph.

After planting, check that the plugs are planted level in the soil, not sticking out or buried under.

It is important for any area where the plugs are planted to have what is known as the summer hay cut. This is when the flowers have died back and dropped their seeds. The area will need to be cut short, and any cuttings taken away, not left there to degrade into the soil. This will help your flowers to come back each year. This is typically done at the end of summer, late August or September. If you have a person who looks after your grounds, make sure you let them know.

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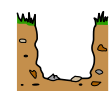







































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# Shrub planting

 You will need:	 gloves	 shrubs	 spade
---	---	--	--

<b>1</b>	    Dig a hole for your shrub.
<b>2</b>	     It needs to be deep enough and wide enough to fit all the roots.
<b>3</b>	    Place the shrub in the hole.
<b>4</b>	      Put the soil back into the hole with your gloved hands.
<b>5</b>	    We don't want any large air gaps.
<b>6</b>	      Push down the soil around the shrub with your heel.
<b>7</b>	       Gently tug the shrub, if it moves, push down the soil more.
<b>8</b>	   Mulch around the shrub.

# Teacher's notes - Shrub planting

---

This is a great activity, but you will need to think about the number of shrubs you have and the space you are putting them in. It can be a challenge when working with tools in small spaces all at once. You may want to spread people out or take it in turns. A good, clear demonstration before you hand out the tools will help.

Make sure students plant the plants level with the ground, not sticking out or buried under the soil.

To check your hole is big enough for the plant, try putting the plant still in its pot into the hole. If it fits with room around the edges you can remove the plant from its pot and put it into the hole. To remove a plant from its pot, squeeze around the sides, hold the plant and tip it upside down. If the roots are stuck you may have to pull some off to release it.

We sometimes use biodegradable chalk spray paint to mark spaces out on the ground to show students where to plant.

Make sure you water the shrubs in once planted, and check on them regularly. If the weather following planting is particularly hot and dry you will need to water often. The time after planting is crucial for the plants to get established.

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# Bulb planting







  
 Bulbs give us more leaves early on in the year.






  
 More leaves help slow the flow and get water into the ground.






  
 Bulbs have roots that help make healthy soil.









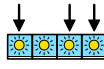




















  
 Bulbs are planted in autumn and spring. They will come up in spring or summer.














































  
 Plant bulbs at the right depth. Check the packet, normally about 10cm deep.









  
 Don't plant the bulbs too close to each other. Again, check the packet.

# Bulb planting

 You will need:	 gloves	 bulbs	 trowel
---	---	---	---

<b>1</b>	    Check the packet for the correct depth.
<b>2</b>	       Take your trowel and dig a narrow hole to the right depth.
<b>3</b>	     Place the bulb in the hole, pointy end up.
<b>4</b>	       Cover the bulb with soil, we don't want any large air gaps.
<b>5</b>	     The next bulb can't be too close to the last one.
<b>6</b>	      Repeat until you've used up all your bulbs.

# Teacher's notes - Bulb planting

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Bulb planting is done in either spring or autumn; you will need to check your bulb packet to find out when is best for your bulbs.

This is a great activity, but you will need to think about the number of bulbs you have and the space you are putting them in. It can be a challenge when working with tools in small spaces all at once. You may want to spread people out or take it in turns. A good clear demonstration before you hand out the tools will help. Remember the important points of putting the bulb the right way up, not too deep or too shallow (instructions on depth for your specific bulb will be on the packaging), cover the bulb back over with soil and only one bulb per hole.

We like to put a few bulbs per student into a bowl, give them each a trowel or dibber and a kneeling pad.

We sometimes use biodegradable chalk spray paint to mark spaces out on the ground to show students where to plant. This can help if each student has a space of their own. If you measure and photograph this it will also help you to know where not to mow when the bulbs have finished flowering. Do not mow the area where the bulbs are planted until they have fully died back and the leaves have gone. If you have a person that looks after your grounds, make sure you let them know.

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

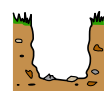



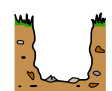
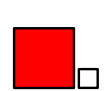
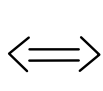





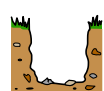


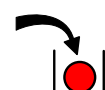
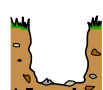



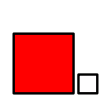






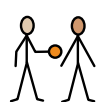




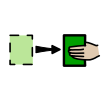






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# Whip planting

 You will need:	 gloves	 whips	 spade	 mulch
---	---	--	--	--

1	 Dig	 a small	 square	 hole	 for your	 whip.	
2	 Make sure	 the hole	 is big	 enough	 for the roots	 of the whip.	
3	 Place	 the whip	 in	 the hole.			
4	 Put	 the soil	 back into	 the hole	 with your	 gloved hands.	
5	 We don't want any	 large	 air	 gaps.			
6	 Push down	 the soil	 around	 the whip	 with your	 heel.	
7	 Gently	 tug	 the whip,	 if it moves	 push down	 the soil	 more.
9	 Mulch	 around	 the whips.				

# Trees: true or false



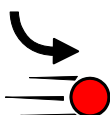
Circle your answer



Trees



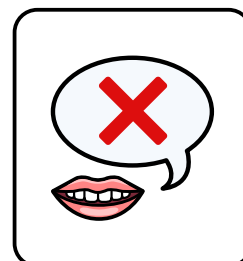
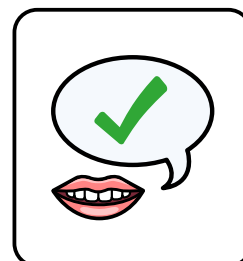
help



slow down



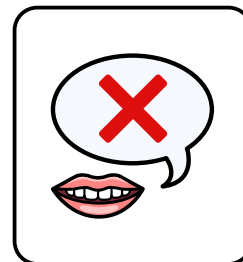
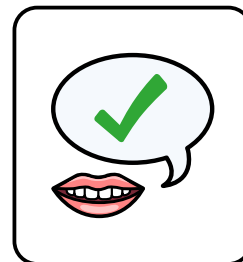
water.



Trees



make shade.



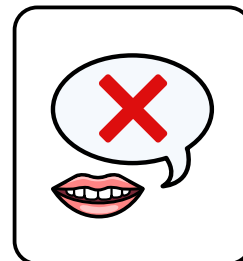
Trees



make the ground



flood.



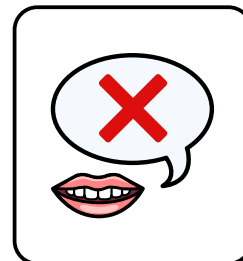
Trees



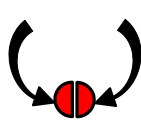
create



mulch.



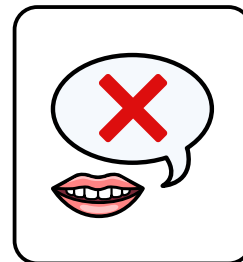
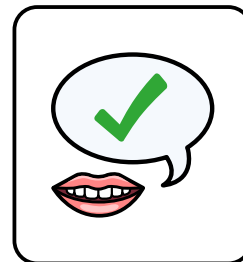
Trees



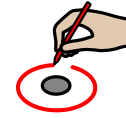
are made of







metal.

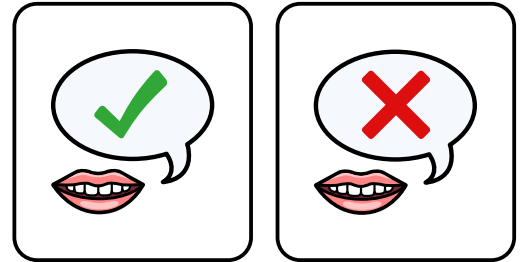






# Trees: true or false

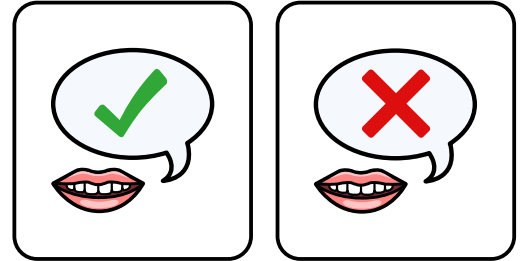





Circle yo ur an swer

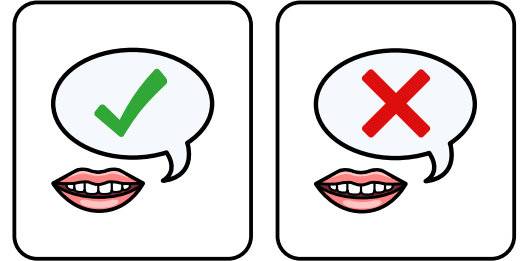




 Trees make a good home for birds.









 Trees don't live very long.

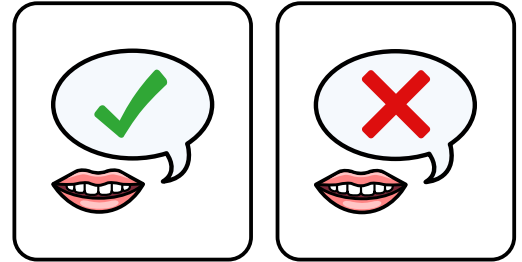




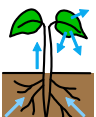



 Trees have short roots.

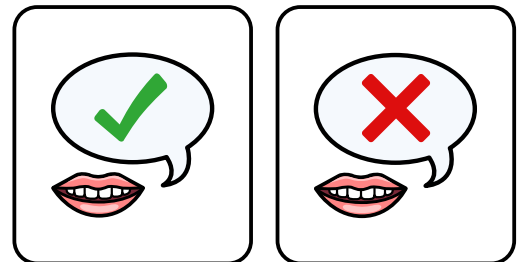





 Trees are amazing climate coolers.






 Trees don't transpire.



# Teacher's notes - Whip planting

---

Whip planting is done between October and March. The whips are fragile, especially their roots. Don't unwrap them until you are ready to plant and get them in the ground as quickly as possible.

Whip planting is a great activity, but you will need to think about the number of whips you have and the space you are putting them in. It can be a challenge when working with tools in small spaces all at once. You may want to spread people out or take it in turns. A good, clear demonstration before you hand out the tools will help. Make sure you gently heel them in so they cannot be pulled out. Give them a gentle tug to make sure they stay in the ground.

It is important to look after the whips once planted. Do not let anyone walk over the area; if the whips are stepped on they are unlikely to survive. You will also need to water them as they settle in. The first 3 years are crucial for getting them going.

## Answers to true or false:

True, true, false, true, false, true, false, false, true, false.

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# Planting: health and safety



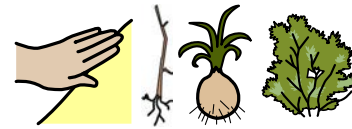
Always wear your gloves.



Don't put your gloves in your mouth.



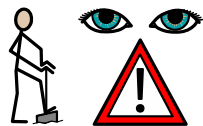
Wash your hands at the end.



Be gentle with the plants.



Walk as if it can be muddy and slippery, and look out for tools on the ground.



Dig carefully,



don't try to lift more than you can.



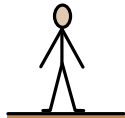
Plant straight away after you take them out of their bags or pots



Careful



not to



stand



on the plant

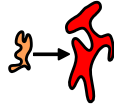


after

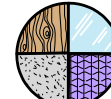


it's in the ground.

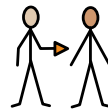
# Letter writing: asking for supplies



You might choose to make changes in your school grounds.



You can ask local businesses to help with resources.



You could talk about the benefits to you, the climate and nature.



Here are some ideas:



Help slow the flow of water



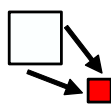
Help stop flooding



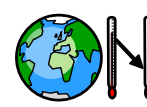
Help wildlife, like bees



Good for physical and mental health



Help reduce climate change



Help cool the planet



Address .....

.....

.....



Date .....



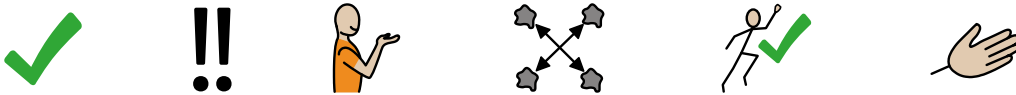
Dear .....



I am writing to you as we are making changes in our school grounds.



Please could you help us by giving us .....



We would be very grateful for anything you could help us with.



I will need to work hard to .....



Thank you.



Kind regards .....



Address .....

.....

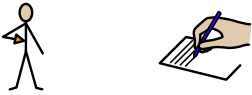
.....



Date .....



Dear .....



I am writing to you as we are .....



Please could you help us by giving us .....

.....



I will need to .....

.....



Kind regards .....

# Teacher's notes - Asking for supplies

---

Making changes in your school grounds can be expensive, but lots of places - garden centres, diy shops - will give resources to schools or at least give a discount on their products. It's certainly always worth asking! We've created a couple of templates (with different levels of literacy support) for your students to have a go at writing a letter.

Who and what you should ask for depends on what you have planned. Bark chippings are available at chain diy shops of course, but you could also try and contact local tree surgeons as they often have bark/wood chippings they want to get rid of.

You can also use a letter to ask the person that looks after your grounds to help with your activities, for example letting you have grass clippings for mulching or not mowing an area you have planted with wild flowers.

You may have a school friends group who help raise money for the school. You could write to them to ask for some help buying tools or plants.

Remember to get your students to practice putting your letters into an envelope and maybe even walking to a post box to post them.

This is a great way of weaving the literacy curriculum into climate action and outdoor activity.

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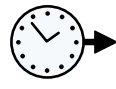
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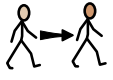
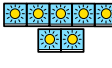





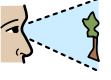



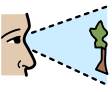

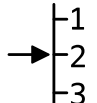


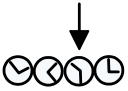


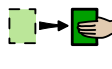


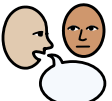




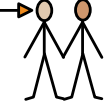





**Climate Cooler Schools** is a part of the Sensory Trust's **Collective Climate Repair** project exploring how a water-based approach offers accessible opportunities to cool and calm the climate, locally and globally.



# Looking after plants



Now you've planted and watered your area, time to look after the plants.

      <p>In the following weeks, water the plants, if the soil is dry.</p>      <p>If it's hot, check if your plants have enough water.</p>	<p>Done?</p>
     <p>Check on the mulch level. Top it up if it needs it.</p>       <p>Sometimes mulch can be moved by wildlife or people.</p>	<p>Done?</p>
     <p>Tell the groundspeople what you've planted and where.</p>       <p>They can help look after your hard work.</p>	<p>Done?</p>

# Teacher's notes - Looking after plants

---

Looking after your plants is very important, especially when they are first planted to get them going. If it is not raining everyday then you should water your plants in the first few weeks to get them established. You could set up a class rota or assign the task to those who appreciate movement breaks or heavy work.

It is important to let the rest of the school know what you have done and how it needs to be looked after. If you are growing wildflower seedlings for example you won't want anyone to walk over the area. You could put up signs to stop people entering the area and explain what is happening. You may want to use willow to make small looped low fences around the area.

Tell your grounds staff what you have done and how it needs to be looked after. For example, if you plant bulbs you will need to leave the bulbs to die back completely before you can mow the area, if you do not leave them to die back fully they will not come back the following year.

Schools have long holidays and half terms you may need to ask some grounds staff to water for you during these times if it is going to be very hot.

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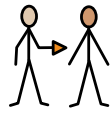
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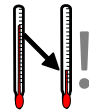
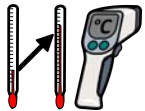
**Climate Cooler Schools** is a part of the Sensory Trust's **Collective Climate Repair** project exploring how a water-based approach offers accessible opportunities to cool and calm the climate, locally and globally.



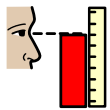
# Success



How do you know you are climate coolers?



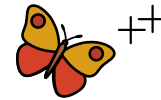
Heat map. Are any places cooler?



Measure the area that you've planted.



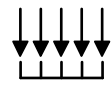
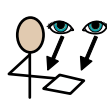
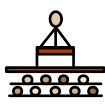
Is there less bare soil?



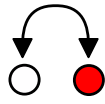
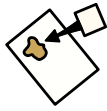
Have you noticed more wildlife, like birds or butterflies?



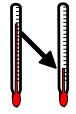
Check site assessment, did you complete your list?



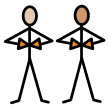
Do an assembly. Show the school everything you've done.



Cut and stick or write some sentences.



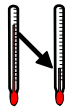
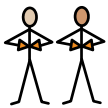
Talk about what you've done to cool your school.



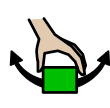
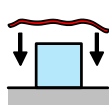
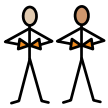
We planted \_\_\_\_\_ plants.



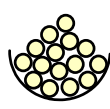
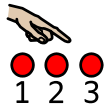
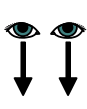
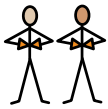
We planted \_\_\_\_\_ trees.



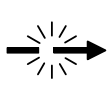
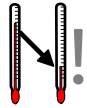
We cooled down \_\_\_\_\_ places.



We covered bare soil with mulch. We used \_\_\_\_\_.

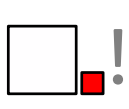
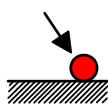


We watched and counted lots of wildlife. Like \_\_\_\_\_



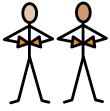
83°

One area was cooler by \_\_\_\_\_ degrees.



There are less / more \_\_\_\_\_.

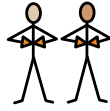
# We are climate coolers



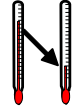
We're



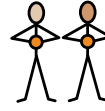
climate coolers.



We



cooled down



our



school by...

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Sensory Trust



# Congratulations



for



Your climate action will help plants to cool the planet, thank you!  
Keep up the good work. You should feel very proud of yourself.

**climate cooler school**

[www.sensorytrust.org.uk](http://www.sensorytrust.org.uk)



Sensory Trust



# Congratulations



for



Your climate action will help plants to cool the planet, thank you!  
Keep up the good work. You should feel very proud of yourself.

**climate cooler school**

[www.sensorytrust.org.uk](http://www.sensorytrust.org.uk)

# Teacher's notes - Success

---

It is important to celebrate your success! Take some time to look back at your plans and see what you have achieved. Notice the differences that you have made to cool the planet, slow the flow of water and get water into the ground.

You may want to use the certificate as you go through the project for each student to congratulate them for what they have done in the lesson, for example, today you sowed wildflower seeds. The certificate can also be used to highlight individuals who have done well in a lesson, for example understanding a concept or overcoming a challenge.

Make sure you share your success with the rest of the school in assemblies or through display boards. Share with the wider school community in newsletters, social media or at open days.

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**Climate Cooler Schools** is a part of the Sensory Trust's **Collective Climate Repair** project exploring how a water-based approach offers accessible opportunities to cool and calm the climate, locally and globally.



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