



**Gloucestershire**  
Wildlife Trust



# A WILDER TOOLKIT

For Schools

For teachers and educators to  
inspire young people to take action  
for nature on their school site and  
across Gloucestershire.



Learn more about  
**WilderGlos**  
inside!

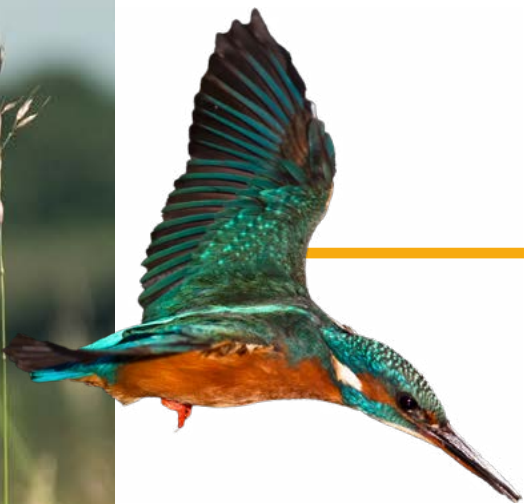


OUR  
BRIGHT  
FUTURE



Nature doesn't have a voice or a member of Parliament, but people do, and nature's recovery must begin now. Make your pledge to act for Gloucestershire's wildlife.

If **we all work together** we can make sure nature recovers.



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# Introduction

*What are  
your students' visions  
for the natural world?*

## Making Gloucestershire EVEN WILDER

**Welcome to the Wilder Toolkit for teachers,  
inspiring young people to take action for nature  
and make a difference to the natural world.**

**Throughout this toolkit we explore different ways in which  
teachers and educators can help their school community  
to feel empowered to support the natural world, promote  
wildlife and make their environment wilder.**

### THE TOOLKIT

This toolkit provides you with ideas, links and suggestions that will help inspire your school community to take actions that benefit wildlife and to learn more about nature. It offers ideas that will better connect you and those around you to nature within lessons and outside of the classroom. It also provides a range of ideas on volunteer or work-related opportunities.

### USING THE TOOLKIT

The toolkit is divided into five main sections: Wilder Self, Wilder Friends and Families, Wilder Schools, Wilder Gloucestershire and Wilder Britain. There are also pages devoted to volunteering, types of jobs and links to organisations.

Each section builds on the next, with the chance for individuals to think about their own personal relationship with nature and the environment, before looking at opportunities and ideas to take action throughout the school, in the local community and beyond.

You will find a large selection of inspirational and practical ideas to use with students in the classroom, around the school and to enrich the curriculum; working with classes, groups or individuals to reduce the impact on our changing climate and support wildlife.



**WilderGlos**

Gloucestershire Wildlife Trust has an interactive digital platform called **WilderGlos**. The platform provides a fun yet practical way

for students and their families to do something positive for wildlife. This can be as simple as feeding the birds or making a bee hotel. For each action taken, points are collected, and contribute to students' scores.

Begin your wild journey at

[wilderglos.greenrewards.co.uk](http://wilderglos.greenrewards.co.uk)

### WHY IS THIS IMPORTANT?

By loving and enjoying wildlife we come to respect it, be curious about it and want to protect it.

What you do personally for wildlife and the environment helps make a difference; when everybody does something it makes huge changes. Whether it's how much you recycle or reducing your use of single-use plastic, such as plastic bags, you can influence change both across Gloucestershire and the country. You are in the best position ever to make environmentally friendly swaps; for example, from single-use items to reusable and from using the car to using a bike or the bus.

Young people are often at the forefront of leading change and taking action for nature. Engaging young people in schools with nature, could promote engagement in curriculum areas, and improve relationships and motivation.

Being among nature and natural places improves our mental and physical health. Research suggests people engaging in nature are more active, mentally resilient and have better all-round health. Daily contact with nature is linked to reduced levels of chronic stress, reductions in obesity and improved concentration.

Look up the Wildlife Trusts' Natural Ways to Wellbeing with Dr Amir Khan on YouTube to hear a summary.

### WHAT IS GLOUCESTERSHIRE WILDLIFE TRUST (GWT) DOING?

We are helping nature's recovery, standing up for nature, inspiring and connecting people with it and mitigating and adapting to climate breakdown.

We have lost so much, but there is still time to support Gloucestershire's nature to recover. This is such a critical moment for wildlife that at GWT we had to take action. Read our 'Manifesto for a Wilder Gloucestershire'. It is not just for us, it's for everyone who cares about the future of the county. It draws upon the knowledge we have gained from 60 years in wildlife conservation and the wisdom of our 28,000 members and 500 volunteers. Many of the ideas came from Gloucestershire's young people.

### VOLUNTEERING: ENRICH AND DIVERSIFY AN ORGANISATION

We believe that everyone should have the opportunity to experience the joy of wildlife in their daily lives; that's why we're committed to putting equality, diversity and inclusion at the heart of our movement.

We're Wild About Inclusion! To us, this means inspiring, empowering and engaging people from all backgrounds, cultures, identities and abilities to change the natural world for the better and take action to help wildlife in their daily lives.

We know that not everyone has equal access to nature. Therefore, it's important for us to better understand and address inequalities experienced by many communities in accessing nature, improve connection and inclusivity for all and ensure everyone is able to benefit from wildlife. ●

*How can you inspire  
your students to make  
a wilder difference?*



Getting visible minority ethnic young people out into the countryside and connecting with nature is really important.

*So many living in inner city areas do not  
have the opportunity to engage with nature*

which is so important for enjoyment and relaxation, mental and physical wellbeing and so that they can learn to care about and fight for the planet."

**DR MYA-ROSE CRAIG D.SC. H.C.**, birder, environmental activist, black2nature



# WILDER Me

Ideas and suggestions to support students to promote nature and reduce their own impact on the environment.



“Every small thing we can do for nature will help our environment.”

IBRAHEEM KATHRADA  
Young naturalist

## Actions to take individually

When a young person is interested in the environment or nature they can act personally to support wildlife and make choices which reduce their impact on the world.

- 1 Hang it up.** Students could put up a bird feeder in the garden, on a window or in a school grounds and use sunflower seeds or peanuts to tempt the birds. They can record their findings on the iRecord app or online [brc.ac.uk/irecord](http://brc.ac.uk/irecord)
- 2 Get making.** Suggest creating a log or stick pile for fungi, beetles, woodlice and frogs. Leave fallen leaves where they fell or use them to cover bare soil and reduce carbon being emitted.
- 3 Turn it off.** Young people can be encouraged to make a difference by turning off plugs at sockets for the TV and phone chargers.
- 4 Saving water.** Encourage students to be conscious of water usage, take short (less than 4-minute) showers rather than baths and turn off the tap when brushing their teeth.
- 5 Reuse before washing.** Ask students to consider wearing clothes more than once before putting them in the washing machine. This saves energy and money, while reducing the amount of detergents being used. It is also kinder to the skin.



## Connecting with nature

- Increasing connectivity.** Research suggests if we feel a connection to nature we are more likely to live sustainably and look after the world we live in. The most effective way to do this is to get into contact with nature, enjoy its beauty and find happiness in the natural world. Considering what nature means to individuals and creating compassion also promotes people making positive choices to support the environment. Talking to young people about nature in the classroom, at break times and around school will help increase their connection to it.
- Being a role model.** Young people are always watching adults' behaviour and take their cues from the way people around them behave. Being a role model encourages behaviour that promotes sustainability. Switching off lights, recycling and avoiding paper waste, reducing unnecessary water consumption and ensuring spaces are efficiently heated are all things staff in schools can do to ensure students see adults taking care of the world.



PHOTOGRAPH NICK TURNER

- Eco-anxiety.** Many young people are feeling distressed by the state of the environment and the scale of the crisis. According to Sarah Niblock, from the UK Council for Psychotherapy, eco-anxiety is “a normal and healthy reaction” to the worry that people feel about global warming, the climate emergency and extinction of species. There is a benefit to acknowledging these feelings as well as ensuring that young people feel capable of actively doing something positive. Nurturing green spaces and the environment around them can help, as can emphasising the importance of taking small steps that ease the potential feeling of helplessness.

### WilderGlos

Begin your wild journey at [wilderGlos.greenrewards.co.uk](http://wilderGlos.greenrewards.co.uk)

WOODPECKER AND BLUE TIT GILLIAN DAY

# WILDER Friends & Family

Encourage young people to take action with friends and family to have a wider impact

## Actions to take together

Combine efforts to make your own space wilder. Doing things with friends and family is a great way of inspiring students, helping them to love wildlife and change behaviours that benefit nature and the environment. They may also discover and deepen friendships, and improve their mental wellbeing by working with others to promote nature.

- 1 Keep plants local.** Groups of students could arrange to collect local and native plant seeds from friends and relatives to plant in their garden or sell. These native plants are great for pollinators and are less likely to contain insecticides.
- 2 Turn it off.** Young people could widen their influence by encouraging everyone in their household to turn off indoor and outdoor lights when not using them. This saves energy and stops moths, hornets and bats being affected by the light at night.
- 3 Tips and ideas.** Students can explore our illustrated activities on making a wildlife pond, creating a seed bomb, growing a butterfly garden, using spotter sheets, cleaning bird feeders and much more, at [wildlifewatch.org.uk/activities](http://wildlifewatch.org.uk/activities)
- 4 Swap clothes.** Students could organise clothes swaps so that clothes that are no longer wanted get a new lease of life. They could choose to buy pre-loved, vintage and second-hand clothes. They could even use their craft skills to repurpose and enhance old clothes and hats.
- 5 Rethink weeds.** Encourage students to think about weeds in a different way. Many are in fact important wildlife plants, from dandelions offering early-emerging bees vital food supplies, to ragwort which is home to more than 200 species of invertebrate including the cinnebar moth caterpillar.



DANDILION RICHARD BURKMARR

“I think that becoming a conservation volunteer helps to build a better link between you and nature.”

NIKOLA JASKULA  
Young naturalist



PHOTOGRAPH NICK TURNER

Being outdoors stimulates all the senses and is a great place to learn together in small teams.

## Connecting with nature

- Natural street art.** Suggest young people create something that would make people smile or laugh that is left on a footpath or in a park for people to find. Make a small piece of art from nature for someone to find; it could be a painted pebble, a twig person or an arrangement of leaves and petals. There are lots of online groups that allow them to share what they make and find.
- Photos over time.** Students could photograph the same natural scene through a window or framed by a tree each week over the course of a few months or a year. Creating a montage of the photos allows them to notice how the view and the area changes with the seasons, weather and over time.
- Outdoor pursuits.** Encourage students to try activities with friends such as mountain biking, canoeing or trail running on footpaths together.
- Changing nature.** Ask young people to talk to older people about the wildlife they remember and what they see now that they didn't before (such as red kites, peregrines and urban gulls). They could then describe the world if nature didn't exist followed by a spring where nature is reborn and fills the world. They could focus on the emotion this provokes.



make seed bombs to create a wildflower meadow



search social media for local groups and bring pleasure and awareness to others by making art from nature





# WILDER Schools

Exploring nature and protecting the environment can be used to engage the whole school community both inside and outside the classroom

## Calls to action

Students and staff are able to make a difference for wildlife across the school community; this, in turn, can build relationships and support students to engage in lessons. Nature and wildlife can be built into lessons through the curriculum, or used in pastoral time such as assemblies and tutor time, or as enrichment outside of formal learning.

Here we have ideas for wildlife clubs, bringing nature into lessons, and enriching informal learning. A combined school effort is a brilliant way of raising morale, increasing motivation and inspiration and feeling part of something that is making a difference.

Carefully searching through tall grasses might reveal earthworms, caterpillars and other invertebrates. It is also an engaging and mindful activity.



MAGPIE AMY LEWIS, SCHOOL WORKSHOP NICK TURN

## Nature-inspired learning in pastoral time

- 1 Assemblies.** Each term, develop an assembly with follow-up activities in tutor times to promote the environment. Link this to what is happening in the world.
  - An assembly on a world climate summit could result in a tutor time debate.
  - An assembly about environmental protesting could lead to writing letters to MPs in tutor time.
  - Highlighting an article on green travel in the news could result in students committing to walking or cycling more to school.
  - A news release about deforestation could lead to a tutor time focus on how a wildlife area or tree planting could happen in schools.

- 2 Eco-friendly schools.** Think about what you could do to make your school more eco-friendly. Help students audit the school's eco-credentials then create an action plan to encourage more wildlife into your school or a local space. Think about who to get on board, what is needed and when it could be done. Choose one thing and make it happen. This could include ideas to encourage particular species of animal or plant, or aiming to create a tranquil place for people to enjoy.

- 3 Top books.** Use texts that include positive environmental messages as part of tutor time reading or English lessons. For example,
  - We Have a Dream** by Dr Mya-Rose Craig
  - Wilding** by Isabella Tree
  - Rebirding** by Benedict Macdonald
  - Orchard** by Benedict Macdonald and Nicholas Gates
  - A Buzz in the Meadow, The Garden Jungle, Gardening for Bumblebees** and others by Dave Goulson.



If every school left an area of just 10m<sup>2</sup> to rewild, this would increase habitats for insects and small mammals by

# 75

acres over the UK.



CRICKLEY HILL NATHAN MILLAR

- 4 Surveys.** Take part in local or countywide citizen science surveys or projects. Citizen science projects use volunteer researchers working together to explore or collect large data sets that researchers couldn't manage themselves. A survey contributes towards local maps which are used to support the protection of wildlife. These include the Big Garden Birdwatch (every January), and the BTO's Garden BirdWatch (throughout the year), the Big Butterfly Count (July and August), the Great British Wildflower Count or the Woodland Trust's Nature's Calendar.

- 5 A wildlife year.** As a tutor group, develop a wildlife calendar over the course of a year. Use a scrapbook or online app to create a journal of the different wildlife you see during the different months of the year. You could take photos, record your observations, make sketches and record audio.

- 6 A windowsill meadow.** Students could create this for the classroom. Meadows are vital for important pollinator species and will attract wildlife such as bees and butterflies. All you need is a plant pot around 30cm deep, some peat-free soil, a watering can or jug, and some wildflower seeds (these can be bought online in a pack). Place the seeds into the soil up to a fingertip in depth, water regularly whilst the seeds are germinating, and watch your wildflower meadow grow!

- 7 Raising money and supporting charities.** Organise an event that will benefit a charity and the environment; for example, a jumble sale could support items that are no longer wanted to be reused, and collecting old clothing from home and using a scheme that collects it for recycling can raise money and help your school community be more sustainable.

- 8 Speakers.** Invite a local wildlife enthusiast or sustainability activist to speak in assembly. They could share their own experience of taking action to promote nature and share successes.



take part in surveys and submit your sightings at [brc.ac.uk/irecord](http://brc.ac.uk/irecord)

windowsill meadows will attract pollinators like butterflies and bees







**5 Nature Recovery Network (NRN).** Encourage students to look at how we are creating this in Gloucestershire. Use a map to see where there are already wildlife corridors, such as hedgerows or streams/ivers, and decide how they could be better connected or more widely connected to other habitats. Consider whether there are ways that your school or local green spaces could work together to put Gloucestershire's nature back into recovery. Or whether there are different community groups that can join forces. Gloucestershire's Natural Capital Mapping Project, [naturalcapital.gcerdata.com](https://naturalcapital.gcerdata.com)



Using a quadrat is a great way of counting and naming plants in a randomly chosen green area of the school grounds.

**Nature-inspired learning in classrooms**

**1 School wildlife survey.** As part of a science lesson, young people could complete this within the school grounds. As well as creating a key, sampling and identification, students could use information from the annual State of Nature report to develop an understanding of how the wildlife fits into the national picture.

**2 Outdoor performance.** Students could develop and stage an outdoor or walking theatre production that is designed to be performed in nature and use the surroundings as an integral part of the story. When walking theatres are performed, the actors and audience walk around the environment, pausing at different points for the performance. Students could research existing productions and how they engage audiences.

**3 Gloucestershire in the past.** During a geography lesson, students could look online at some old maps of the area (the 1700s, 1800s, 1900s) and see what Gloucestershire used to look like. Students could compare the maps to current maps and think about how people's connection to nature was different and how they would have used the land differently.

**4 Sustainable farming.** Geography lessons could investigate the benefits of locally sourced produce and how farms can work sustainably. Look into how we have worked with the Gloucestershire Orchard Trust to extend the county's remaining orchards. Research benefits and challenges of sustainable farming across Gloucestershire. Students could think about how consumer choices could support this economy by visiting local farmers' markets, paying a fair price, buying organic and seasonally, and eating less but better quality meat from pasture-fed animals.

**6 Data handling.**

Maths lessons could use data available from nature organisations such as Froglife, the British Trust for Ornithology (Breeding Bird Survey results) and Butterfly Conservation. Graphs can be drawn, trends analysed and information presented in a variety of different ways.

**7 Descriptive writing.** Young people can imagine themselves in the position of a tree or plant and produce a descriptive piece of writing about the experience of living as a plant through the seasons or as the weather changes. Students could explore how the external environment impacts a plant's life.



*"Students had complete responsibility for looking after the pond, and feeding the fish, and were fascinated to watch the frogspawn turn to tadpoles then counting how many baby frogs there were. The hibernaculum was regularly checked...although never produced any residents, but such fun looking!"*

**GLENYS GRASS**  
Secondary school cover supervisor

PHOTOGRAPH NICK TURNER



Growing fruit and vegetables grows confidence, makes links with food origins and connects young people with the outdoors.



**Making your school wilder**

**1 Say no to the mow.** Leaving parts of the school field uncut during the spring and summer months can be a lifeline for wildlife, providing food and cover. You may need to liaise with the school's grounds maintenance team to ensure an area will be left uncut. Uncut areas can be marked out with signs or rope to avoid it being cut by accident. The area can be cut in September when the flowering plants and insects have completed their life cycles. To prevent the soil becoming too fertile with rotting vegetation, the cut plants can be removed and put onto a compost heap.

**2 Water brings life.** However small, watery spaces such as a pond enrich a garden, patio or shared space. They can be very varied and support more species overall than other types of waterbody. Wildlife is quick to colonise, from frogs to water skaters and diving beetles to dragonfly larvae. Ensure some bricks or a ramp allow hedgehogs and birds to get out again if they enter for a drink or wash.



**3 We love hedgehogs.** They inspire and excite those lucky enough to see these snuffly creatures. Sadly, their homes have been destroyed and replaced by farmland and industry. Most schools have open fencing and railings around their perimeter, which is ideal for allowing hedgehogs to access school grounds. Encourage hedgehogs to roam the site by leaving areas around the edge of fields unmown and allowing hedges to grow.

school grounds are great places for hedgehogs to take refuge and to help stop their decline



HEDGEHOG TOM MARSHALL



As part of an after school STEM club we ran a CREST award project. Students got the opportunity to investigate current recycling in the school and realised the problems with recycling in the classrooms. They then designed and built a prototype recycling classroom bin. The students worked together really well on the project and one student started to engage better in the lessons as well."

**JOSH BEEBE**  
Secondary school  
biology teacher



Encourage young people to watch wild spaces and describe what they have seen



PHOTOGRAPH NICK TURNER

### Nature-inspired learning through enrichment

**1 Start an environmental club.** For lunchtime or after school, complete a range of activities over time to promote engagement with the natural world and making sustainable choices. Explore the actions page on our website for activity ideas and tips [wildlifewatch.org.uk/activities](https://wildlifewatch.org.uk/activities)

- making a wildlife pond
- growing a butterfly garden
- creating a seed bomb
- fundraise for a wildlife cause
- publicising local action that students could support

**2 Visit GWT.** Meet the learning team at GWT and come for an adventure in the outdoors on one of the reserves near your school.



PHOTOGRAPH NICK TURNER

**3 Keep school litter-free.** Involve students in ensuring the school grounds remain a haven for wildlife and keep the grounds litter-free. This could be by encouraging students to campaign for less plastic to be brought to school, or better recycling facilities or by doing a litter pick.



**4 Wild spaces.** Pick a small area of wild space in the grounds, possibly created following action from wildlife supporters in school. Encourage students to watch for a few minutes to discover which species are seen. As a group, make a list or describe what they look or sound like, ready to identify later. Then look for evidence of other wildlife such as chew marks from insects, tunnels through the grass, wormholes and footprints.

**5 Sense mapping.** Make a sense map of a local outdoor area and give this to a local primary school to use on a visit outdoors. Choose a local area like a park or common ground which has a variety of different areassuch as unmown grass, hedges, or areas with flowers. After having drawn or printed a map of a local area, students move around noting down what they can see, hear, smell or feel in different places. They might come up with a key for their notes.



**WilderGlos**

Begin your wild journey at  
[wilderglos.greenrewards.co.uk](https://wilderglos.greenrewards.co.uk)

**5 Art competition.** This could take many different forms – photography, 3D art, painting and drawing – and could have 'Take inspiration from nature' as a title. You could work with an art club and display the work in the entrance hall. Students may be able to persuade a local business to contribute an eco-friendly prize.

**6 STEM ambassadors.** Use an ambassador to run a club focused on sustainability in schools. The STEM ambassadors are free and trained to work with young people to design and develop a project over the course of a term.

**7 CREST award program.** Encourage a group of students to behave like scientists and engineers, while developing an enquiry-based project that will support the environment.

**8 Connecting more to nature.** Consider how nature can be promoted when arranging rewards for groups of students. A trip to a local zoo or outdoor climbing area could be enjoyed by the students as well as enhance their connection to nature.



go outside and be inspired to create by nature

think of scientific solutions to environmental problems near and far



### Schools are part of Nature Recovery Networks

Nature Recovery Networks (NRNs) are wildlife-rich places across towns, cities and the countryside. Joining up habitats allows plants, animals, seeds, nutrients and water to move from place to place, enabling the natural world to adapt to change.

In Gloucestershire, our 'Nature Recovery Network' is the blueprint for nature's recovery across the county. It will be achieved by working with our members, peers, partners, communities, farmers and other landowners to develop positive 'restoration pathways' and identify key actions that can be used to improve habitat connectivity and create space for nature. Land of any size can contribute to the Nature Recovery Network – nature reserves, community spaces, gardens, parks and schools; it works at any scale. ●

Using natural resources, such as grasses, cones and conkers, can be a great way of making things and developing creativity.



PHOTOGRAPH NICK TURNER



WILDER

# Gloucestershire

Students can take part in promoting nature across the county



*Growing up in a rural area sparked my passion for nature; it became both a hobby and an escape from everything else."*

**FIN WILSON**  
Student and naturalist

## Actions to take across Gloucestershire

Wherever you are in Gloucestershire, there are a wide variety of activities that students can take part in to enable them to meet different people, experience different natural environments and see how people and nature are working together across the county.

- 1 Gloucestershire Youth Parliament.** Students could consider standing for this. They would need to consider their stance on many environmental policies as well as deciding how to promote the environment as part of their campaign.
- 2 Surveys and monitoring.** Students could participate in a countywide survey of a particular species or group of wildlife including fungi, lichens, reptiles and amphibians, bees/hoverflies, spiders, moths, small mammals, wildflower meadows and high tide roosts of ducks/wading birds. Find out about them through GWT and charities focusing on particular groups of wildlife, or report casual sightings through iRecord.
- 3 Beach cleans.** Students could organise or take part, along safe and accessible parts of the River Severn.



help pupils let Parliament know how they feel and demand action



survey a particular species and submit your findings



**4 Gardening.** Students could offer to garden for local families. If they have their own garden, they could suggest leaving an area unmown for wildlife or creating a compost heap.

**5 Other schools.** Work with other schools in your Multi-Academy Trust or Local Authority to have a wider impact on the community surrounding the school. Invite a school to see your wildlife project and go to a different school to develop a plan to promote the nature in other surroundings.



## Connecting with nature

- Find walks near your students in Gloucestershire.** They might visit a Gloucestershire Wildlife Trust nature reserve, spot wild boar or fallow deer in the Forest of Dean or seek out a stunning viewpoint across the county, such as from Robinswood Hill, Gloucester [wildlifetrusts.org/visit/choose-your-adventure/find-walk-near-you](https://wildlifetrusts.org/visit/choose-your-adventure/find-walk-near-you)
- Wildlife journeys.** Suggest students look at a map of Gloucestershire and imagine they are a bird flying over the land. Plot a route and describe your journey. Think about what a bird would need for a successful journey through the county; look for places that would be good to feed, rest, build a nest, avoid predators and find food.



GOLDFINCHES DEREK MOORE

- Spring birdsong.** Students could listen in the early morning or at dusk, and try learning birdsong. Lucy Lapwing (@lucy\_lapwing) has some accessible and fun YouTube top tips. Look up Xeno-canto for a multitude of sound recordings for each species.



**WilderGlos**

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COMMON SPOTTED ORCHID PAUL LANE

WILDER

# Britain

Students can consider increasing the impact of their environmental activities by understanding and influencing action happening countrywide

## Actions across Britain

Encourage students to develop their understanding of the impact that they can have on the country and what national groups are doing to support and promote nature.

**1 British Youth Council (BYC).** Engage students with the BYC, which trains young people to campaign effectively and takes their views directly to local councillors and MPs. Students could get involved in environmental campaigns in which young people are supported to lay out the key facts and put forward a vision for change. For example, the climate change campaign is working for more action to achieve net zero emissions.



**2 Campaigning.** Students could take part in online petitions and support national campaigns by well-established organisations like the RSPB and the Woodland Trust. Campaigns attract the attention of business owners and politicians, and getting them on your side can create a powerful avenue for change.

**3 Young Trustees Movement and Kids Against Plastic.** Young people can be part of the solution by attending and supporting national campaigns/youth movements such as these, or joining in with national/international conventions related to wildlife and climate change.

**4 What is that?** Improve students' wildlife identification skills, from birds to beetles and grasses to grasshoppers, through the Field Studies Council courses and guides.



BIRD ILLUSTRATIONS RAWPIXEL.COM

*Connecting...in person or on social media is immensely important (to) bring in new ideas and help others gain an interest too."*

**ISAIAH VOLACEK-ROWE**  
Young birder and aspiring wildlife photographer



**5 Project Splatter.** When traveling around the UK, students can log any sightings of dead animals on the road and help map roadkill in the UK, [projectsplatter.co.uk](https://projectsplatter.co.uk)

**6 Carbon footprint.** Students could calculate their carbon footprint using an online calculator, then research and consider how to reduce it and act to do this. Actions like reducing travel, or travelling by public transport, reducing energy consumption and making considered purchasing choices will all help.

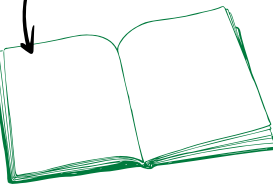
[kidsagainstoplastic.co.uk](https://kidsagainstoplastic.co.uk) offers free resources to help young people learn about environmental issues



## Connecting with nature

- Making personal decisions.** Encourage students to think about the choices they have control over and make a decision each day to support the environment; this could be choosing a more environmentally friendly way to travel, making careful purchases that recycle or reuse, or making a sustainable food choice.
- Share your personal wildlife stories.** Young people could take part in national or regional photo or writing competitions and share their own personal stories about wildlife with the wider public.
- Wildlife spectacles.** Before the school holidays, talk to students about the places they are going to visit and encourage them to look up local wildlife spectacles. It might be a field full of green-winged orchids or pasque flowers in Gloucestershire, huge swirling flocks, or murmurations, of starlings at the Costwolds Water Park, dazzling flocks of wading birds and ducks on the Severn Estuary or smelling a wood full of wild garlic or ramsons in the springtime.
- Foods.** Encourage them to try eating local foods and sustainable produce when they visit new places; they could even bring some back for others to try.

creative writing is one way to express personal experiences with nature and the environment





# Volunteering & careers

## Why volunteer?

There are many ways for young people to get involved with the work that we do and to develop the skills and experience needed for a career delivering nature's recovery. There are many benefits to volunteering, including improved mental and physical health, better career prospects and meeting new people.

Volunteering is also a great way of networking with others, discovering what opportunities are available and preparing young people for the world of work.

We also recognise that the conservation sector is one of the least diverse professions in the UK. We are committed to ensuring we reflect and represent all parts of society by improving access to jobs and training opportunities for groups currently under-represented in our sector.

If you have any questions, can't find what you want or need a bit more guidance, please contact our volunteer coordinator by calling **01452 383333** or emailing **volunteering@gloucestershirowildlifetrust.co.uk**

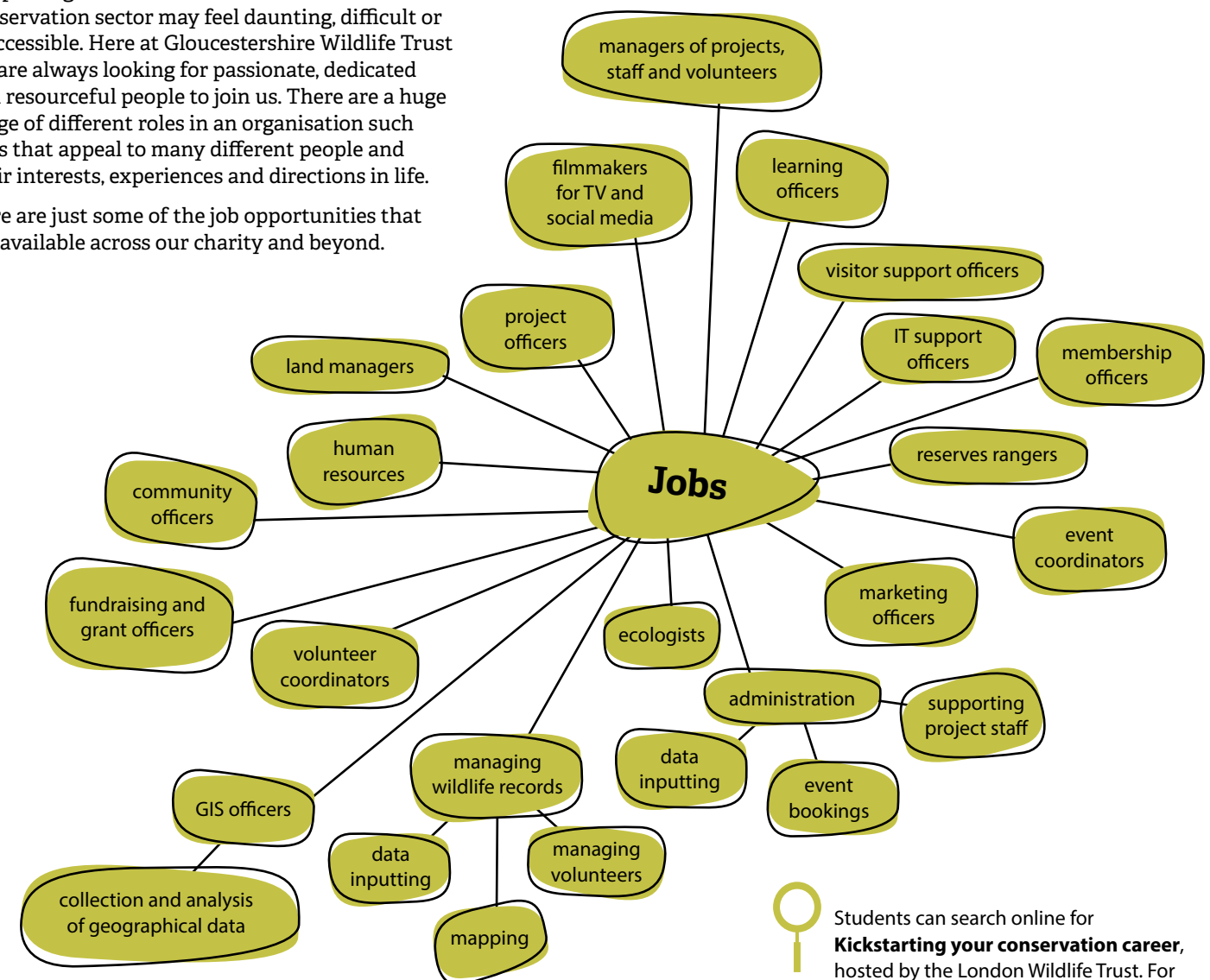


Look up **Wild Trainees** on our Youtube page.

## Kickstarting students' conservation careers delivering nature's recovery

Supporting students to find work in the nature conservation sector may feel daunting, difficult or inaccessible. Here at Gloucestershire Wildlife Trust we are always looking for passionate, dedicated and resourceful people to join us. There are a huge range of different roles in an organisation such as ours that appeal to many different people and their interests, experiences and directions in life.

Here are just some of the job opportunities that are available across our charity and beyond.



Students can search online for **Kickstarting your conservation career**, hosted by the London Wildlife Trust. For bitesize advice, tips and tricks from other young people to help kickstart their career in the nature conservation and environmental sector.



*"I had a brilliant time volunteering with a reserves team for my university placement year, learning lots about Gloucestershire's amazing wetland wildlife. While doing this I was able to help run 'Young Birder Identification Workshops', meeting local young naturalists and helping them connect with wildlife."*

**KATE FOX**, student, bird ringer and nature addict



*"Volunteering helped me to understand how Gloucestershire Wildlife Trust worked and gave me the knowledge, skills and experience to secure my current role."*

Volunteering was also great fun!"

**SARAH LORTON**, Nature Nurtures Project Officer



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# Links across Gloucestershire

Links to help expand your experience, networks and opportunities

## Gloucestershire Wildlife Trust (GWT)

We have a vision where each year there is more wildlife, more wild places and more people with a connection to the natural world.

[gloucestershirowildlifetrust.co.uk](http://gloucestershirowildlifetrust.co.uk)

Watch videos of our work and opportunities across the county on our YouTube page.

[youtube.com/user/GlosWildlifeTrust](https://youtube.com/user/GlosWildlifeTrust)

## Volunteering for GWT across the county

Volunteering as a reserve assistant helps you keep fit, improves your mental state, and can provide you with lots of skills for a career in conservation. You do not need any previous skills or experience to join in and all tools and equipment are provided.

We have groups throughout the county that welcome new volunteers.

[gloucestershirowildlifetrust.co.uk/get-involved/volunteer/nature-groups](http://gloucestershirowildlifetrust.co.uk/get-involved/volunteer/nature-groups)

## Dean Green Team

Across the Forest of Dean this volunteer conservation team are making sure there are wilder places for nature. Activities include surveys, ditch digging, fencing, wildflower planting and clearing ponds for newts.

[deangreenteam.co.uk](http://deangreenteam.co.uk)

## Black and Green Ambassadors

Connecting, empowering and celebrating diverse leadership and community action on environmental issues in Bristol and beyond; challenging perceptions, creating new opportunities and working towards ensuring the environmental movement is inclusive and representative of all communities.

[blackandgreenambassadors.co.uk](http://blackandgreenambassadors.co.uk)

## Black2Nature

Helping inner city children connect with nature.

**f OfficialB2N**  
**@officialB2N**

## New Networks for Nature

New Networks for Nature brings together a broad alliance of individuals who in their personal and professional lives draw creative inspiration from the wildlife and landscapes of this country. The network seeks to champion our national heritage and also to explore the different media through which it can be understood, represented and celebrated.

[newnetworksfornature.org.uk](http://newnetworksfornature.org.uk)

## Tewkesbury Nature Reserve

On the outskirts of the town, this wildflower meadow and wetland is the ideal place for walking, picnics and watching wildlife.

[tewkesburynaturereserve.org.uk](http://tewkesburynaturereserve.org.uk)

## British Trust for Ornithology

A great way of getting involved with bird surveys and ringing birds across Gloucestershire.

[bto.org/community/regional-network/rn-directory/gloucestershire](http://bto.org/community/regional-network/rn-directory/gloucestershire)

**@BTO\_GLOS**

## Gloucestershire Raptor Monitoring Group

Contributes to the scientific knowledge of raptor populations within the county of Gloucestershire, to contribute to conservation, educate and inform others and to increase awareness of raptor persecution. A brilliant way to learn how to survey for raptors and get hands-on with them.

[glosraptors.co.uk](http://glosraptors.co.uk)

## Gloucester Naturalists' Society

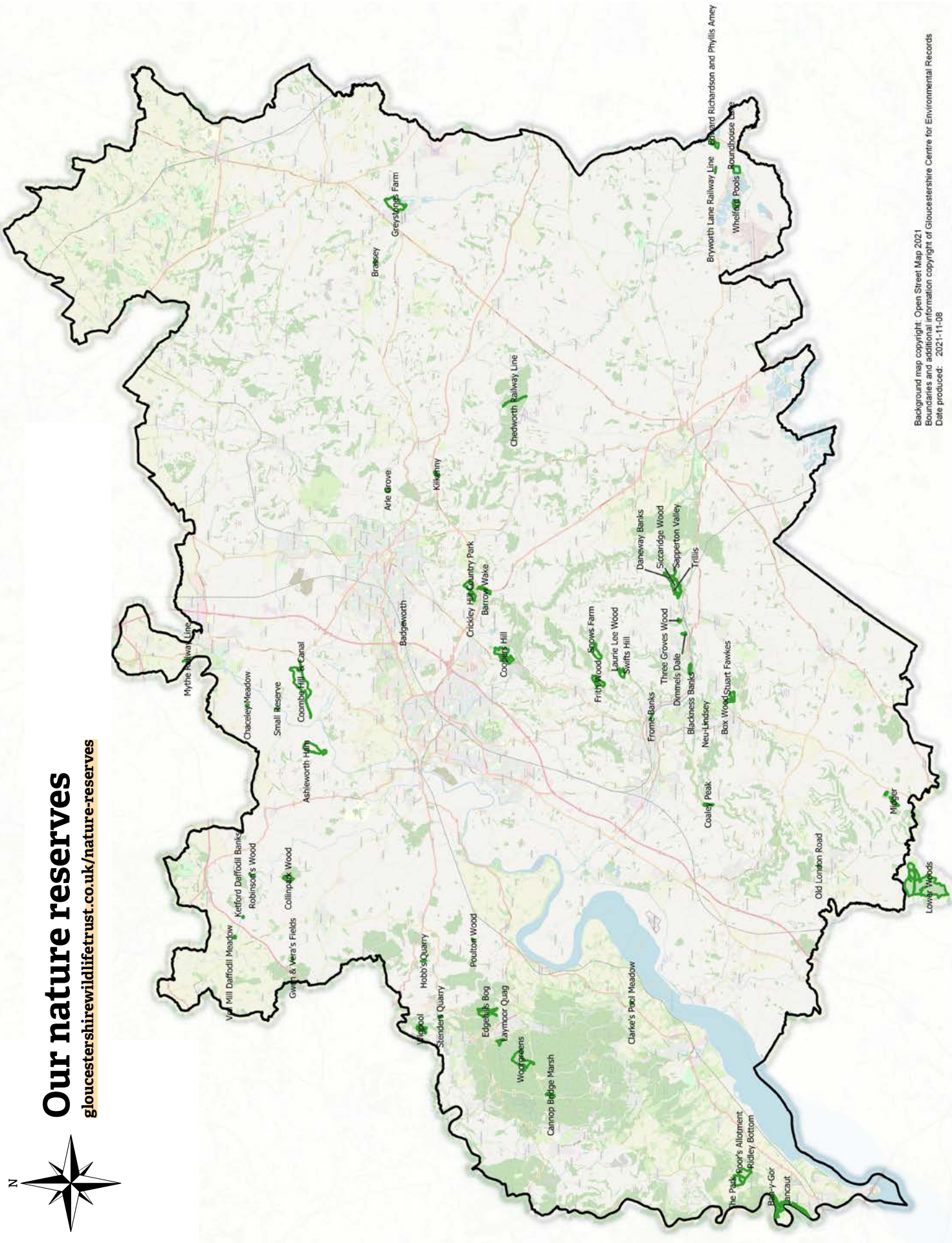
The natural history recording organisation for Gloucestershire, recording all of the flora and fauna in the county. The society publishes a quarterly newsletter, a journal and an annual bird report as well as organising lectures and field meetings.

[glosnats.org](http://glosnats.org)

## Stroud Valleys Project

Volunteer opportunities include growing fruit and vegetables, wildlife surveys, planting trees and learning traditional field skills.

[stroudvalleysproject.org](http://stroudvalleysproject.org)



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**Gloucestershire**  
Wildlife Trust



**Gloucestershire Wildlife Trust**

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