



Learning through Landscapes

# S4 Trees, Leaves and Flowers Survey

## Accessible version



### About you

Name of your school

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How many participants are in your survey group?

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What ages are the participants?

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### Aims

- To notice the differences between flowers and leaves, particularly colour and shape
- To understand the link between having flowers and trees in your school, and attracting birds, pollinators and minibeasts

### What you will need

#### Essential

- This sheet and 'Practitioner Guidance' document
- Pen, Pencil, Eraser and Clipboards

#### Helpful

- Camera (if you want to take pictures of plants found or for identification)
- A phone with a plant identification app

### Funders and partner organisations

Green Recovery Challenge Fund



The National Lottery Heritage Fund



Leicester City Council



Wildlife Gardening Forum



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LUND UNIVERSITY



Naturskolan i Lund



LUNDS KOMMUN

## Key Information for Practitioners

- For this survey there are three elements which can be carried out-trees, leaves and flowers. Don't feel pressure to complete all of these, you can see which survey will be most engaging in your school grounds, depending on the plants you have. The aims of these surveys are for children to understand biodiversity and the concepts of surveying, so please complete as much of the surveys as you think will be beneficial for your children. There is also a lot of potential overlap between these surveys, so if you only complete one or two, children should still learn a lot about biodiversity in their school.
- If you are only completing one survey, try to do the one which will give children the most to survey e.g. if your school has a lot of trees, or a lot of flowers.
- You can complete this survey in a number of different ways:
  1. A simple tally of the number of trees or flowering plants you can find - this would not work so well for leaves as there are many more. (Table 1 for trees and table 6 for flowers)
  2. A tally of the number of different kinds of trees, leaves and flowering plants-not focusing on identifying them, just counting how many different types there are. You can focus on different leaf shapes, petal shapes, and flower colours. (Table 2 for trees, Table 4 for leaves, Table 7 for flowers).
  3. Recording the species of trees, leaves and flowering plants-you can use field guides or apps to differentiate-the app 'PictureThis' is helpful. (For trees complete Tables 2 and 3, for leaves complete Tables 4 and 5, for flowers Tables 7 and 8)



### Trees

1. Walk around the school grounds and count how many individual trees and shrubs and how many different types. Or, identify the species of the trees and shrubs you can find.
2. Get children to focus on different leaf shapes to distinguish different types of trees if they are doing the survey to that level.

The recording tables for all three levels of surveys are below - use whichever is most suitable.

**Table 1. Summary of Trees**

	Number of trees
Total number of trees	

**Table 2. Summary of Trees**

	Number of trees
Total number of trees	
Total number of different tree and shrub species/groups (based on shape and colour of leaves, flowers, fruits etc.)	

### Table 3. Species of Trees and Shrubs

Ex. 1: You were able to identify the tree or shrub species.

Ex. 2: You were able to identify the tree or shrub group.

Ex. 3: You did not know what the tree was but saw 9 that looked very similar and so you grouped them together (this is perfectly acceptable!).

Species/Group	How many?
Ex. 1: Common Oak Tree ( <i>Quercus robur</i> )	2 or
Ex. 2: Oak tree ( <i>Quercus</i> spp.)	3 or
Ex. 3: Unknown 1	9 or

### Leaves

1. Looking at the living vegetation on the ground, how many types of leaves can you find - ask children to focus on leaf shape to help tell them apart. You could start by asking children to find two different leaves, before looking for more.
2. You can include plants with flowers (there will be some overlap between this survey and the flowering plants one), but try to only look on the ground, and not include trees (or if you are not doing the tree survey, or to make it easier you could include trees).

The recording tables for all the two levels of surveys are below-use whichever is most suitable.

**Table 4. Summary of Leaves**

	Number of types of leaves
Total number of different types of leaves (based on shape and colour of leaves)	

## Table 5. Species of Plants with Leaves

Ex. 1: You were able to identify the tree to species.

Ex. 2: You were able to identify the tree to a group.

Ex. 3: You did not know what the tree was but saw 9 that looked very similar and so you grouped them together (this is perfectly acceptable!).

Species/Group	How many?
Ex. 1: Common Oak Tree ( <i>Quercus robur</i> )	2 or
Ex. 2: Oak tree ( <i>Quercus</i> spp.)	3 or
Ex. 3: Unknown 1	9 or

### Flowering plants

1. Walk around your school grounds and see what flowering plants you can find - this could include trees and plants found in the previous two surveys.
2. For this survey, children could do descriptions (colour, number of petals) and drawings of the flowers they find.

The recording tables for all the two levels of surveys are below-use whichever is most suitable.





**Table 6. Summary of Flowers**

	Number of flowers
Total number of flowers	

**Table 7. Summary of Trees**

	Number of flowers
Total number of flowers	
Total number of different flower species/groups (based on shape and colour of leaves, flowers etc.)	

**Table 8. Name of flowering plant species**

Species/Group	Describe/Sketch
Example 1 Buttercup	 Yellow flower, 5 petals, rounded petals  Toothed leaves, three offshoots
Example 2 Unknown (Actually a Daisy)	 Yellow and white flower, lots of petals  Small and rounded leaves



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