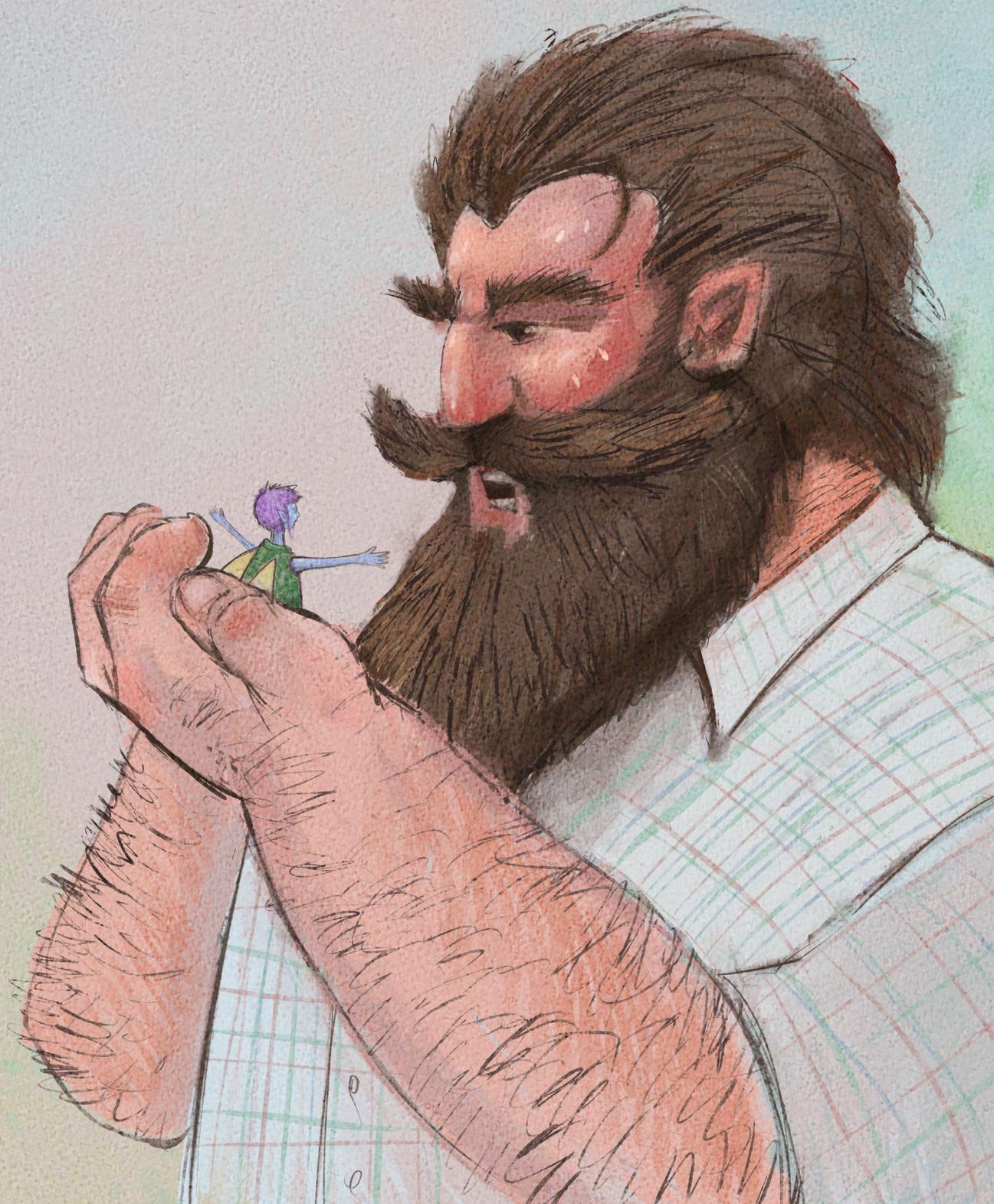


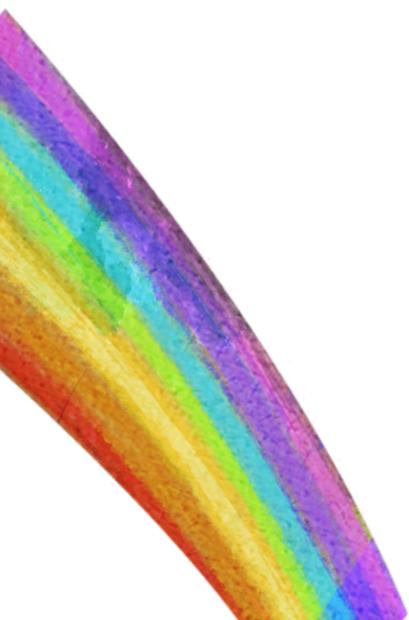
The Library of Life

Resource pack



Contents

3	Introduction
4	Outline
5	Section 1: Things to do right away
8	Section 2: Planning areas of learning
9	Hook them in
10	Literacy
11	Science & IT
12	Numeracy
13	Humanities
14	Expressive Arts
15	Health and Wellbeing
16	Section 3: Changing the world
18	Conclusion
19	Appendix 1: The World in Balance
20	Appendix 2: The World Out of Balance
21	Appendix 3: The Man's Realisation
22	Appendix 4: Working Together
23	Useful websites

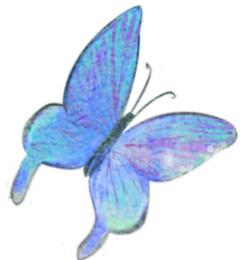


Introduction



'Never before have we had such an awareness of what we are doing to the planet, and never before have we had the power to do something about that... The future of humanity and, indeed, all life on earth, now depends on us.'

Sir David Attenborough



Our world is failing. The amazing systems and wildlife that keep our planet in balance are collapsing. Every day, 100+ species become extinct. We find ourselves living in what scientists have called the Earth's 6th mass extinction event. In the past, these mass extinction events were caused by natural phenomena such as asteroids and volcanic activity. This time, it is very different. This time, it's because of us.

There is still hope. Human beings are part of the world's wonderful biodiversity, and we need to remember our responsibility towards keeping the world in balance. If we can look at what's going on, understand the amazing way that life on earth works, and act to address it, then there is good reason to hope for a better future. We still have time to make a difference, and each and every one of us can make a significant contribution towards redressing the balance.

This beautifully illustrated book sets out to inspire your children to do exactly that. It will take your children on an emotional and imaginative adventure, engaging them, asking questions of them and eventually empowering them. It's a springboard to understanding and action.

This teachers' pack makes it easy to deliver lessons that connect to and deliver the New Curriculum for Wales in a dynamic way. You'll cover humanities, expressive arts, science & interdependency, sustainable development and global citizenship, emotional health and wellbeing. You'll also find hands-on fun activities that will engage children while embedding a deeper understanding, a love for the natural world, and a desire to act.

Yes, there is hope!

Outline

This resource pack will help you and your class go on a journey to explore The Library of Life, discovering more about biodiversity and nature both near and far, making connections to and building enjoyment of the natural world, and finally finding out what you can do to help change the world. The ideas laid out in the following pack are designed as suggestions and starting points: you can pick the ones that work for you and your class, or adapt and change them to make them something new. Finally, we challenge you and your class to make a change in the way your school connects with the natural world and take a big step towards combating biodiversity loss and climate breakdown.



SECTION 1: THINGS TO DO RIGHT AWAY lays out suggestions for activities that you can do in one or two classroom sessions immediately after reading the book, to help you and your class begin the journey of exploring its themes and questions.

SECTION 2: PLANNING AREAS OF LEARNING gives suggestions for activities that you and your class can do across a whole term of work, organised into key areas of learning for Key Stage 2.

SECTION 3: CHANGING THE WORLD offers some starting points and ideas for you and your class to enact real, impactful change in your lives that will have long-lasting effects for the natural world. As the book tells us, we are all the Keepers of the Library of Life, and we must all keep it safe together.

Section 1

Things to do right away

You and your class have read *The Library of Life*.
What can you do right away to kick off exploring
the book's themes?



Discuss the book

Your class might have a lot of mixed emotions after finishing the book. Questions that you might want to discuss with them could include:

How does the book make you feel?

Who or what does the Man represent?

How do the habitats in the book change over time and why do they change?

What does the Library of Life represent?

How can we change any feelings of worry into feelings of hope?

Can we make an action plan for our class's activities over the next few weeks?

Link to four key images

Resources: The Library of Life book or images in appendices 1-4.

Return to the book and study the four key images: "The World in Balance", "The World Out of Balance", "The Man's Realisation", and "Working Together".

Discuss how these link to the images drawn by your class. Did anybody choose to depict one of these moments? Why are these such powerful parts of the story? What has changed across the images? How does this make us feel?

Some later work in this resource pack will return to these images, and you can continue to use them as starting points for discussions as you continue your journey through the book.

Focus on image

Resources: paper, coloured pencils, timer

What's the most powerful image in the story?

- Give each member of your class a sheet of paper and access to coloured pencils and set the timer for ten minutes.
- Ask each of them to draw the strongest image from the story that has stayed in their minds, without looking at the illustrations in the book, or each other's work.
- Use these images as starting points for discussion.
- Why are these the most powerful parts of the story? Why have some people made different choices to others?

Classroom mind-mapping

Resources: large sheets of paper, markers, timer

Staying in small groups, ask your class to mind-map the following questions (and others that they may come up with themselves). Give them a clear time-frame to come up with answers, and feed them back to the whole group.

What subjects connected to The Library of Life do we want to find out more about?

What can each of us do to help change the world? Try mapping this along the following lines:

What can we do as a class? As a school? As a family? As a nation? Across the world?

Word-fountain: quick-fire information-gathering activity

Resources: large sheets of paper, felt-tips or markers, timer

Clear a space in the classroom and row your class up in teams of 5-6 each facing a large sheet of paper.

Each team will need to write as many words down on their sheet of paper as possible in an allotted time-frame related to a specific theme.

One person will run forwards, write a word, and then run back and pass the pen to the next person and join the back of the group.

See how many words they can write in the space of a minute on various themes. You can choose themes depending on your class's level of understanding, and return to this game as an evaluation tool at the end of the term's work.

Suggested themes:

Climate change	How humans can help
Biodiversity	Endangered species
The natural world	What affects our world
Global warming	

What happens next?: Story-writing

Resources: paper, pens, timer

Ask small groups to collaborate to mind-map part two of the story of *The Library of Life*, beginning with the Man and the Girl setting off to spread their message across the world.

Give them a short time-frame to come up with a beginning, middle and end to the story, and then present it to the rest of the class.

You can then use these new stories to form the building blocks of individual or group creative writing tasks.

Keep it local

To give yourselves lots of starting points for the work suggested in Section 2, research the local area around the school and find out about any key biodiversity issues affecting where you live.

These might be lack of untrimmed hedges for wildlife to use as safe pathways, lack of wild grasslands for minibeasts, bare areas of scrubland that could be used for wildflower meadows attracting butterflies and bees, areas of dropped litter, lack of recycling facilities.

There may also be much larger issues such as water quality in streams and rivers or proposed building works impacting local wildlife.

We suggest looking at what can be done locally and nationally during the course of your classwork to improve local knowledge of biodiversity loss and develop personal connections to the work.

Section 2

Planning areas of learning

In this section, we will offer you suggestions for potential classroom activities to build into your term's planning, making The Library of Life the heart of your learning across the course of a term.

The most important message to explore with your class is that all of these ideas and points of enquiry are interconnected. Biodiversity, the energy sources we use, the food we eat, the habitats we protect and the conservation projects we explore are all linked to this idea of restoring balance in the world. We encourage you to talk about these ideas on both a local and global scale with your class and discuss the idea that healing the planet in an effective way can only happen if we consider lots of different factors. The best way to do this is to encourage collaboration: for us as human beings to work together, use our different skills, and think about making a better planet for the people who come after us.



1. Hook them in

What hooks can you give your class to get them interested in this theme? Some suggestions:

- An animal dress-up day
- A visit to a woodland or nature reserve
- A scavenger hunt around the school grounds finding objects that relate to the book's themes
- A letter from the Girl asking for their help

2. Literacy

- Write a letter to the local authority or the Senedd on a key biodiversity issue, linking to work done in Section 1.
- Write a description of The Man Who Hated Insects.
- Write a description of The Girl Who Spoke to Animals.
- Create a poster to raise awareness of a local biodiversity issue.
- Hotseat the main characters in the story and write a dialogue between them.
- Use the “realisation” illustration to inspire creative writing about what is going through the Man’s head (Why is he crying? What is he feeling? What sort of questions is he asking himself?) This could be linked to the hotseating exercise.

- Stage a Conscience Alley for each of the characters. For how to do this, go to:

<https://dramaresource.com/conscience-alley/>

You can use findings from the conscience alley to inspire creative writing, dialogue, and other literacy work.

- Create a new character for them to meet and continue their adventures with in part 2.
- Design a webpage to give information about a local biodiversity issue and offering suggestions for actions that local people can do. Explore persuasive language: how can you get people to feel inspired and hopeful, and to change their behaviour?
- Find out about endangered species in Wales and create a fact-file about them.

3. Science & IT

- Create a habitat map of your school grounds and colour-code all the habitats.
- Use these maps as a starting-point to do a survey of your school grounds looking at different habitats. You could count minibeasts in areas of the school field or hedges and then keep these areas untrimmed and return in a few months to see if numbers have increased. Look at different control factors e.g. light/shade on area, how much footfall is in the area, what kinds of minibeasts you find in each habitat. This could be an ongoing survey that you work on across a long period of time and could feed into a number of areas of learning.
- Explore the life-cycles of plants and animals: perhaps ones mentioned in the book. Explore their food chains and habitats.
- Make a smoothie or fruit kebab and then explore the importance of insects in the pollination and production of these fruits.
- Consider how the school grounds can be improved for wildlife. Can you plant a wildflower area? Can you create a small pond for insects and birds? Can you hang up bird-feeders?
- Research plants that are good pollinators and include these in planning changes to the school grounds.
- Make bee-bombs and give each child one to “plant” on their way home from school.
- Designate an area of the school grounds as insect-friendly and do a survey of other classes in the school to ask them what flowers they’d like to see planted there. See if there are other ways of making these areas insect-friendly e.g. making logpiles or leaving out bowls of water.
- Design and build bird-tables, bird-feeders, bird-boxes, bug-hotels and/or a wormery to be placed in the school grounds.
- In The Library of Life, a lot of animal populations are endangered. Explore your local animal populations and see which are endangered or struggling e.g. hedgehogs, bats, amphibians. What can be done to improve their habitats, access to food, or safety? Refer back to the image of the Man burning the books, and see if you can spot the names of endangered animals in the flames. Why are they endangered?
- In the book, when the names of animals are forgotten, the animal goes extinct. What do we mean by “extinction”? Choose a recently extinct animal e.g. Quagga, Tasmanian Tiger, Great Auk, Passenger Pigeon and see what you can find out about them in five minutes. When did they become extinct? Why did this happen?
- Create a list of some of the creatures we have lost in the past five years using a search engine.
- Use a variety of softwares to present your findings.
- Make a video explaining your discoveries for an audience.
- Research different forms of energy: renewable versus fossil fuels.

4. Numeracy

- Create a graph relating to the survey work of your school grounds or insect loss over the past twenty years.
- Record information from your class surveys on tables or graphs.
- Explore the symmetry of insects such as butterflies or ladybirds.
- Explore map coordinates of specific habitats or nature reserves in your local area. Perhaps you could create a wildlife trail around the school for other children in the school to follow?

5. Humanities

- Explore stories that relate to animals and nature from around the world such as African/Caribbean Anansi stories and First Nations tales about the creation of different animals or landscapes (How the Bear Lost His Tail/Rainbow Crow). Why are these stories still important for us to hear?
- Explore Welsh stories that speak of landscape and animals such as the story of Ceridwen/Gwion & the Witch and the drowning of Cantre'r Gwaelod. Do these stories still have important messages for us today?
- What is deforestation and how does it impact on wildlife in Wales and globally? What is global warming and how does it impact on human beings? How can every individual person help to reduce it? Link this work to the two key images of the world: the "in balance" and "out of balance" moments. What is going on in these two pictures? How have things changed?
- Explore the different habitats mentioned in the book e.g. desert, forests, tundras using maps, Google Earth etc. What do these different parts of the world look like? What kinds of creatures live there? What are the different challenges that they face?
- Create a story with one of these creatures as the main character, focusing on the voice of the non-human in the fight against climate change.
- Explore "good news" stories about conservation, such as the reintroduction of red kites to Wales, using a search engine.
- Explore rewilding projects and their impact on rebalancing the ecology of a landscape e.g. The Cornwall Beaver Project.
- Research stories of inspirational young wildlife and climate change campaigners across the UK and around the world and their specific messages e.g. Greta Thunberg, Dara McAnulty, Mya-Rose Craig (Birdgirl UK), Artemisa Xakriabá and Leah Namugerwa

6. Expressive Arts

- Create a 3D rainbow out of coloured paper and recycled materials.
- Explore the movements of different animals around your classroom, school field, or school hall. How does it feel to walk like a giraffe, slither like a snake, fly like a bee? Create a dance based on the movements of animals.
- Stand outside and listen to the different sounds you can hear. Create a visual soundmap of your school area. Later, recreate that soundmap in your classroom using voices, bodies and instruments if you have them.
- Create a similar soundmap for an imagined habitat such as a tundra, rainforest, mountain top, ocean floor.
- Look at patterns in animal skins, feathers, and fur and see if you can recreate, or even create a whole new animal.
- Use this work to create a new character in the story that, like the Girl, has different animal body parts. How do they move? How do they speak? What powers do they have?
- Make a local endangered species e.g. hedgehog/butterfly from recycled materials or found objects (mud, sticks, leaves).
- Go on a story walk around your school grounds or local area, sharing animal facts or stories as you go, and encouraging your class to collect found objects as they walk. When they return to school, create “journey sticks” of their walks: one long stick with other found items such as leaves, acorns, conkers hung off it with cotton.
- Build a model of the Library in a shoebox.
- Make observational drawings of plants and animals, ideally ones that are native to Wales.

7. Health and Wellbeing

Build in time for regular reflections with your class. How do our actions as individuals and as a collective impact the world around us? What emotions are we experiencing while doing this work?

We challenge you to change the way your class thinks about the natural world around them – to grow to love it and feel a sense of responsibility towards it. Can you do this by slowly building in more time outdoors every day, also increasing your class's wellbeing? These are some ideas for building outdoor activities into your daily school life.

How can you share your findings from this project with the rest of the school? Could you do a school assembly, create a video to be shared around each class in the school, make a webpage calling the school to action? This will feed into the final section of this resource pack.

10 minutes in the outdoors

- A quick breathing exercise on the school yard
- A listening meditation
- A game of stuck-in-the-mud played as different animals
- Bark rubbings
- Outdoor dance-break (bring your phone for music)

30 minutes in the outdoors

- Observational drawing of a landscape feature (on or off the school site)
- Surveys relating to the class project
- Finding objects for sculpture-making or artwork
- Hearing a class story and then unstructured play or exploration around that story

20 minutes in the outdoors

- A scavenger hunt relating to a project's themes
- Practise a song for assembly outside instead of in the classroom
- Do your group reading outdoors
- Class yoga

1 hour+ outdoors

- Do a whole lesson outdoors. Your class can sit on their coats and work on their laps
- Story walks & explorations off the school site

Section 3

Changing the world

The final message of The Library of Life is that every human being on the planet has a part to play in combating biodiversity loss and climate breakdown. We want to leave your class with a feeling of hopeful, positive ambition to take responsibility for their local wildlife and make little changes in their daily lives that will eventually lead to larger and more impactful societal changes.



How can your class lead the way to change the world now that you have come to the end of your learning around this project? Can you be the innovators that make small changes in the daily life of your school that eventually lead to big changes?

Return to the four key images in the book, finishing with the “working together” image. What is going on in this picture? What are they saying to each other? What are the benefits of working together? What skills can different people bring to solve a problem?

Now, return to the mind-maps you made at the beginning of the project? Can you add more to them now?

What can you do to change the world as a class?

As a school?

As a family?

As a nation?

Across the world?

Working together and collaborating as a community will make all the difference.

With your class, create an action plan for the weeks, months, and years following their work on this project. The ideas in the plan can exist on a scale of small daily changes such as walking to school instead of driving and being the “lights monitor” at home to large changes such as designating a wildlife charity the school’s fundraising partner for a year or making long-term climate pledges.

These are just some ideas that you could talk about with your class. They will definitely have many of their own.

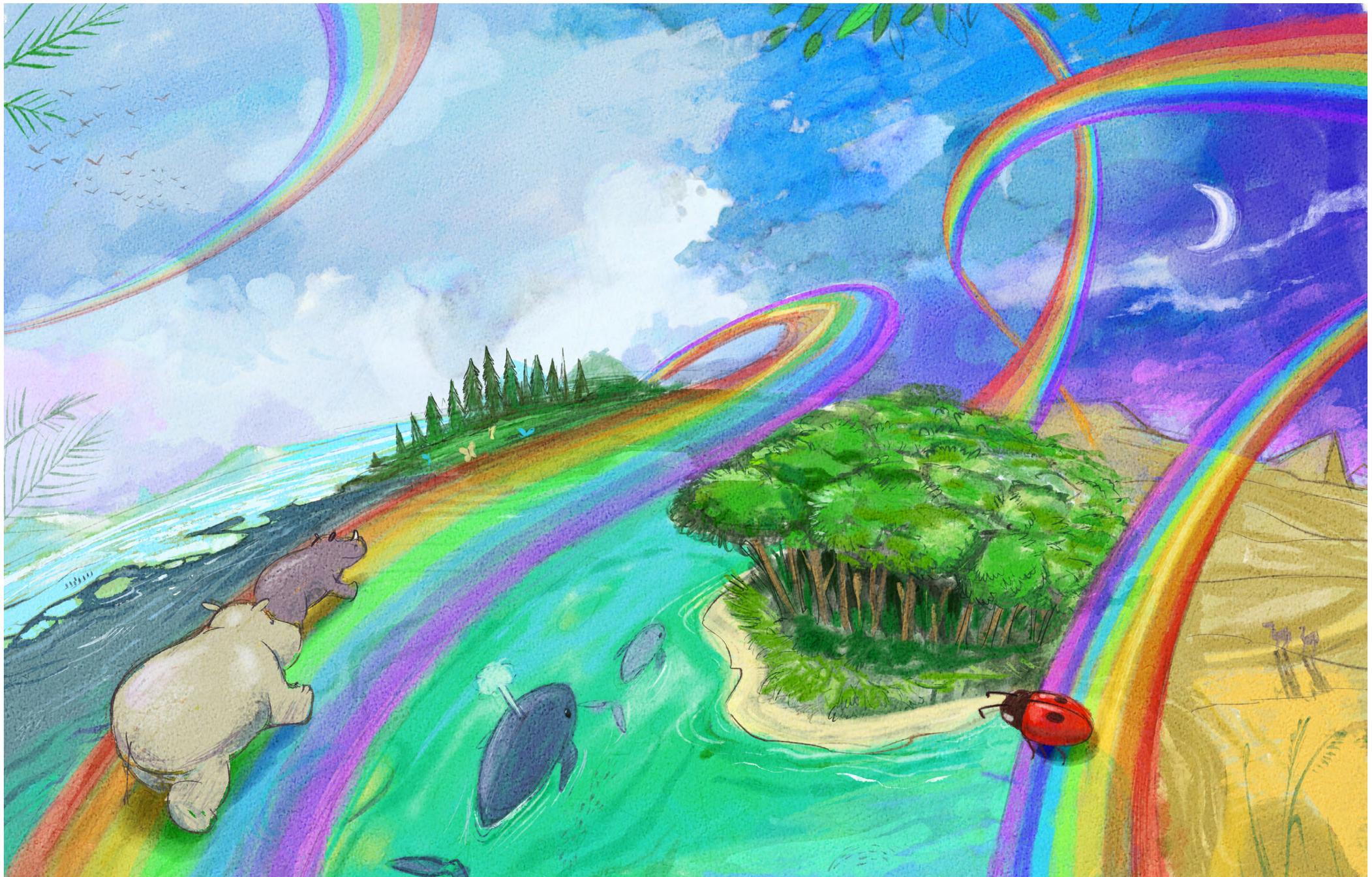
- Plan a fundraiser for a local nature project or wildlife charity in your school.
- Make your school a food-growing school with Sustain. For more info go to: https://www.sustainweb.org/publications/every_school_a_food_growing_school/
- Pitch a long-term plan for making a home for wildlife to the school’s eco-club or caretaker.
- Join a citizen science project.
- Encourage each individual child to make a climate pledge with their family. This could be to not fly for a year, switch energy providers to green energy, campaign for a political party with green policies, or switch banks to one who doesn’t invest in fossil fuels.
- Pitch a long-term, structural change to the school’s daily life such as a Meatless Monday, Paper-Free Tuesday, or a lights-out/no-tech hour every day, particularly on days when there is plenty of natural light.



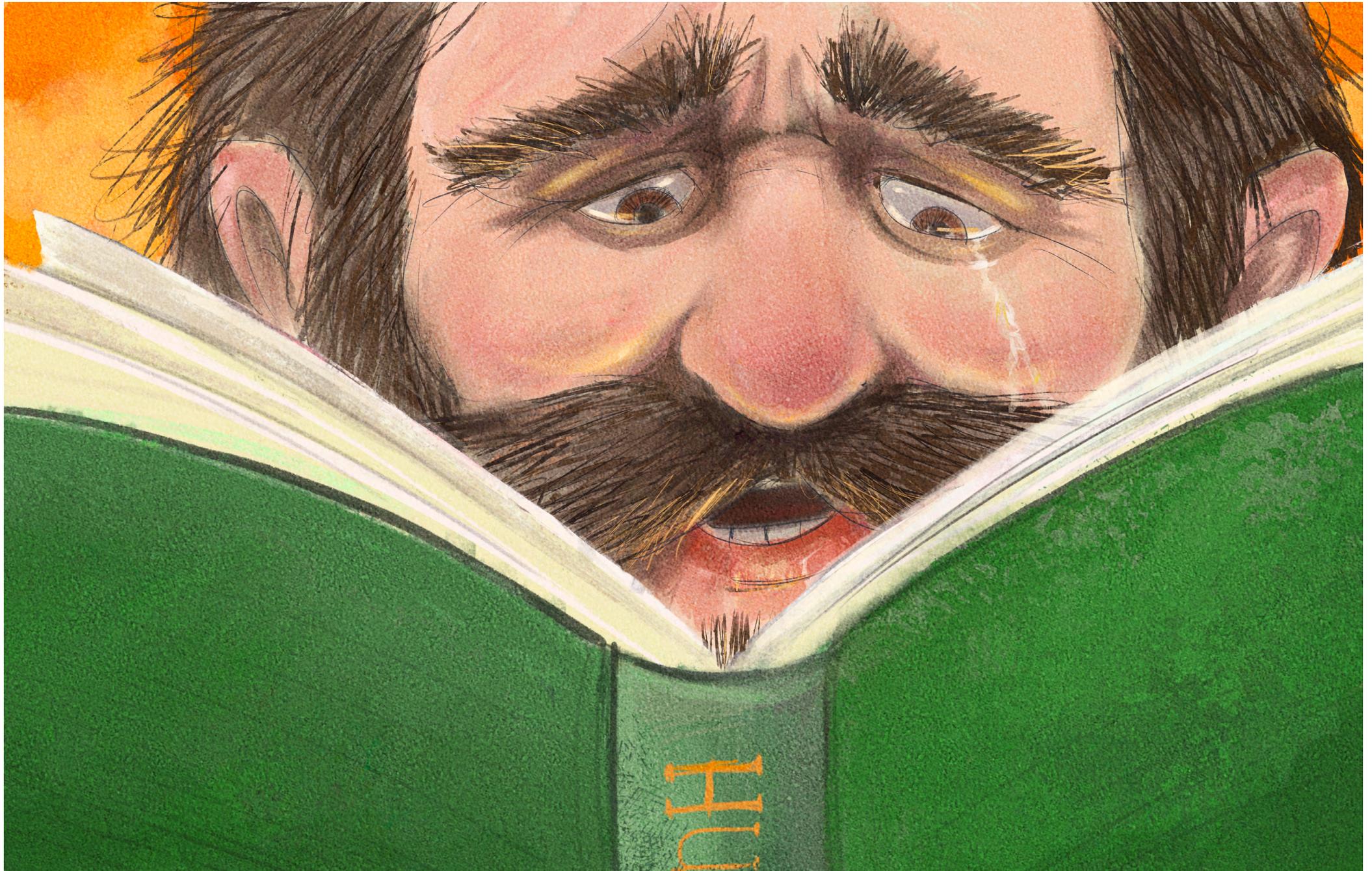
Conclusion

Let your adventure begin! We hope that this teacher's pack will help you and your class to learn a lot, build hope and action, and empower your children to know that they are the future of this planet. If we can teach children to work together, find solutions as a community, and imagine a peaceful and balanced world, we know that they will make a difference!











Useful webpages

Most of the organisations listed have schools & children's activities on their web pages, as well as ideas on how to improve grounds for wildlife.

Wildlife Organisations

Plantlife	www.plantlife.org.uk/wales
Woodland Trust	www.woodlandtrust.org.uk
Bugslife	www.buglife.org.uk
RSPB	www.rspb.org.uk
Hedgehog Street	www.hedgehogstreet.org
Mammal Society	www.mammal.org.uk
Butterfly conservation	www.butterfly-conservation.org/
Bumblebee Trust	www.bumblebeeconservation.org
Frog Life	www.froglife.org
Amphibian & Reptile Conservation	www.arc-trust.org
Wildlife Trust Wales	www.welshwildlife.org

Teaching Resources

Wildlife Watch	www.wildlifewatch.org.uk
Forest schools Wales	www.forestschoolwales.org.uk
Eco schools	www.keepwalestidy.cymru/pages/category/eco-schools
Outdoor Learning Wales	www.outdoorlearningwales.org/home
National Resources Wales	www.naturalresources.wales/guidance-and-advice/business-sectors/education-learning-and-skills/?lang=en

Caring for the planet

Worldwide Fund for Nature	www.wwf.org.uk
Friends of the Earth	www.friendsoftheearth.uk
Greenpeace	www.greenpeace.org.uk

Improving school grounds

Learning through landscapes	www.ltl.org.uk
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