

Swift Street Lesson Plan: Activity One - Mapping

Green Jobs for Nature Careers Activity	Lesson #1 in a series of 5 lessons
<p>Brief Lesson Description: In this hands-on lesson, students become ecologists to explore and map the biodiversity of their school grounds. They will observe and document various plant and animal species, creating detailed maps of their findings. Through discussion, students will learn about the role of ecologists, habitat requirements, and real-world applications of ecological mapping. The lesson concludes with a Q&A session to reinforce their understanding and connect their activities to professional ecological practices.</p> <p>The students will be creating a map of your grounds, or a small part of your grounds. This should hold some natural features (i.e. grass, trees, flower beds etc) and some man-made features (i.e. buildings, hard surfaces etc). Students should be encouraged to look in detail at all areas. Elements like rubbish piles, or old buildings, can be important habitats for wildlife. They shouldn't be required to move anything, they are exploring the potential for wildlife.</p>	
<p>Performance Expectation(s): Students will accurately observe and record the features for wildlife within their school grounds, creating detailed and precise maps of their findings. Students will demonstrate a clear understanding of the role of an ecologist and the importance of mapping. Students will work effectively in groups to discuss their observations.</p>	
<p>Specific Learning Outcomes: Students will be able to describe the role of an ecologist and explain the importance of mapping in ecological studies. Students will accurately create a map of a designated area in Itchycoo Park, noting the locations and types of various species observed.</p>	
<p>Prior Student Knowledge: No prior knowledge needed for this</p>	
<p>Links to Industry Practices: Ecologists use mapping to document where species are (distribution), changes to biodiversity and to help plan management.</p>	<p>Minimum Core (literacy, language, numeracy, ICT, sustainability): Literacy Numeracy Language Sustainability</p>
<p>Possible Preconceptions/Misconceptions: Students may view mapping as a simple art activity as opposed to being a scientific tool used for data collection. Students might underestimate the impact of human activities on natural environments. Students might think that ecologists only study faraway places like rainforests.</p>	
<p>LESSON PLAN – 5-E Model</p>	
<p>ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions (Find a phenomenon to share with students that captures their interests and inspires questions):</p> <ul style="list-style-type: none"> • Welcome students and briefly introduce the day's activity. • Show the video "Ecologist" to the students • Pose a question to students: "Why do you think it's important for ecologists to map areas they study?". Are there any notable nature reserves near to the school, you could include these in your discussion. <p>15 mins</p>	
<p>EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions (Provide students with an opportunity to investigate their own ideas and develop conclusions based on observations & data):</p> <p>Field Observation and Data Collection</p> <ul style="list-style-type: none"> • Take students to an area of the school grounds or nearby park • Provide each student with a map template, clipboard, pencil, and instruction handout (Activity 1: Ecologist) • Instruct students to observe and note down different features and habitats within the area, using the colour code indicated <p>Materials needed:</p> <ul style="list-style-type: none"> • Blank paper or base map showing area • Clipboard • Coloured pens or pencils • Activity 1 sheet (from Student Pack) printed (ideally one per pair of students, or per group) • An area of sufficient size that students can record a mixture of features, but depending on how long you have set-aside for this, can be as large as you would like. <p>30 mins</p>	

EXPLAIN: Concepts Explained and Vocabulary Defined (Support students' exploration with guided learning. This could be notes, reading, discussion, etc.):

- Return to the classroom or a central meeting point.
- Ask students to share their findings and the locations of their observations.
- Discuss the different habitats found and any areas of similarity and differences between the results
- Remind them of the ecologist in the video who explained that they use this data to monitor biodiversity and environmental health.

5 mins

ELABORATE: Applications and Extensions (Students use their explorations and newly learned information to build deeper connections with the content.):

- Instruct each group to discuss their observations and consider why certain species are found in specific areas.
- Have groups predict what changes they might see in different seasons or if the environment changes (e.g., due to human activity or natural events).

5 mins

EVALUATE (Assess students' learning of the concept(s) using formative assessment strategies.):

- Ask students what they learnt from today
- Students final work from this week will be evaluated

5 mins

Elaborate Further / Reflect: Enrichment:

Students could be directed to the following websites for more information on wildlife and habitats:

Wildlife Trusts <https://www.wildlifetrusts.org/>

RSPB <https://www.rspb.org.uk/>

National Biodiversity Network (which can give them results for wildlife found within a certain postcode) <https://nbn.org.uk/>

Join the National Education Nature Park programme and record your school grounds. The webpages here also host resources that may help students to identify habitats within their school grounds: <https://www.educationnaturepark.org.uk/resource/mapping-your-site>

NB: This lesson could be extended to a two hour lesson by increasing the time carrying out the fieldwork in the **explore** stage and by asking them to present their maps in the **elaborate/evaluate** stages.

Swift Street Lesson Plan: Activity 2 - Species Research

Green Jobs for Nature Careers Activity	Lesson #2 in a series of 5 lessons
<p>Brief Lesson Description: In this lesson, students will explore the role of an environmental adviser by researching the habitat needs of specific species found in an urban redevelopment site. Working in groups, they will design habitat modifications to support biodiversity, present their proposals, and engage in a class debate to prioritise their ideas. The lesson encourages critical thinking, collaboration, and creative problem-solving as students balance ecological needs and human development, culminating in a final documented proposal that will contribute to a larger media project.</p>	
<p>Performance Expectation(s): Students will effectively research the habitat needs of assigned species and analyse how modifications to an urban site can support these species, demonstrating an understanding of ecological principles and biodiversity. Students will work collaboratively in groups to develop and present habitat modification proposals, clearly communicating their ideas and justifying their decisions during a class debate. Students will evaluate multiple perspectives on site modifications and revise their proposals based on feedback, demonstrating the ability to balance ecological, social, and economic considerations in environmental planning.</p>	
<p>Specific Learning Outcomes: Students will identify and explain the specific habitat needs of a given species, demonstrating an understanding of how environmental factors influence biodiversity. Students will design a habitat modification plan for an urban site that supports the needs of multiple species, using research and creativity to propose practical solutions. Students will evaluate and revise their proposals based on peer feedback, showing the ability to incorporate diverse perspectives and improve their environmental planning strategies.</p>	
<p>Prior Student Knowledge: Completion of Swift Street Activity 1</p>	
<p>Links to Industry Practices: The activity reflects real-world practices in sustainable urban planning, where environmental advisers collaborate with urban planners to design green spaces that balance ecological needs with human development, promoting urban biodiversity and environmental resilience.</p>	<p>Minimum Core (literacy, language, numeracy, ICT, sustainability): Literacy Numeracy Language Sustainability ICT (possibly)</p>
<p>Possible Preconceptions/Misconceptions: Students may believe that urban development and environmental protection are mutually exclusive, not realising that thoughtful planning can integrate green spaces and enhance urban biodiversity. Students might assume that all species require similar environments to thrive, without understanding the specific and sometimes unique habitat needs that different species have for food, shelter, and reproduction.</p>	
<p>LESSON PLAN – 5-E Model</p>	
<p>ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions (Find a phenomenon to share with students that captures their interests and inspires questions):</p> <ul style="list-style-type: none"> • Welcome students and briefly introduce the day's activity. • Show the video "Environmental Adviser" to the students • Ask students to share what they think makes a good habitat for wildlife. List their ideas on the board. Ask students to share what they think makes a good habitat for wildlife. List their ideas on the board. <p>10 mins</p>	
<p>EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions (Provide students with an opportunity to investigate their own ideas and develop conclusions based on observations & data.):</p> <p>Group Research</p> <ul style="list-style-type: none"> • Divide students into small groups and assign each group a specific species (or group of species) found in the Swift Street area. • Provide resources (books, websites, or handouts) for students to research their species' habitat needs, threats, and what can be done to enhance their survival in the area. You could use YouTube to show short videos providing information on the species. <p>15 mins</p>	

EXPLAIN: Concepts Explained and Vocabulary Defined (Support students' exploration with guided learning. This could be notes, reading, discussion, etc.):

Group Presentations

- Each group presents their research and initial ideas for modifying Swift Street to support their assigned species.
- Encourage students to use sketches or diagrams to illustrate their proposals.

10 mins

ELABORATE: Applications and Extensions (Students use their explorations and newly learned information to build deeper connections with the content.):

Class Debate & Discussion

- Facilitate a debate where each group argues why their proposed habitat changes should be prioritised.
- Discuss how these ideas could be integrated into a cohesive plan for the entire site - what would be the priorities for the whole site?

15 mins

EVALUATE (Assess students' learning of the concept(s) using formative assessment strategies.):

- Students finalise their habitat designs and document their proposals.
- Collect the proposals to be used later when they create the media pack in future activities.

Quick Wrap-Up Discussion (2 minutes):

- Briefly recap what students learned about the role of an environmental adviser and the process of creating sustainable habitats.

10 mins

Elaborate Further / Reflect: Enrichment:

Encourage students to apply what they've learned by developing a biodiversity action plan for their own school grounds. This could involve identifying species that live on the school grounds, proposing habitat improvements, and working with school staff to implement some of these ideas.

Encourage students to get involved in a citizen science project, such as the Big Butterfly Count or the Big Garden Birdwatch.

Have students research global efforts to protect biodiversity, such as the Convention on Biological Diversity or the UN's Sustainable Development Goals. They can present how these initiatives impact local communities and discuss how similar principles could be applied to the Swift Street project.

To extend this lesson to two hours, students could spend additional time conducting more in-depth research on multiple species, followed by a detailed design phase where they create more comprehensive habitat modification plans, including sketches or models. The extra time would also allow for a more thorough class debate and the opportunity for students to refine their proposals based on peer feedback and teacher guidance.



**Green Jobs
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Swift Street Lesson Plan: Activity 3 - Project Budget

Green Jobs for Nature Careers Activity	Lesson #3 in a series of 5 lessons
<p>Brief Lesson Description: Students will explore the role of a Conservation Ranger in ecological restoration by evaluating budgetary constraints and community concerns related to the transformation of Swift Street. Through this activity, they will assess the importance of various conservation tasks and make decisions on how to allocate resources effectively.</p>	
<p>Performance Expectation(s): Students will demonstrate the ability to make informed decisions on how to allocate limited resources (budget) in conservation projects, taking into account environmental priorities and community needs. Students will work effectively in groups to discuss, negotiate, and justify their choices in prioritising conservation activities, showing the ability to balance different factors like cost, environmental impact, and social concerns. Students will articulate their thought processes and decisions during group presentations, and provide a written reflection on the challenges faced by conservation rangers, demonstrating an understanding of the complexities of the role.</p>	
<p>Specific Learning Outcomes: Students will be able to identify and evaluate different conservation activities (e.g., tree planting, pond digging) based on their costs and the potential impact on the environment and community. Students will be able to prioritise conservation efforts within a fixed budget, taking into consideration the importance of each activity and the concerns of the local community. Students will understand the dual role of a conservation ranger in both implementing conservation projects and engaging with the community, recognising the need to balance ecological objectives with financial and social constraints.</p>	
<p>Prior Student Knowledge: Completion of Swift Street Activities 1 and 2</p>	
<p>Links to Industry Practices: In the conservation field, professionals often face limited budgets and must make tough decisions on where to allocate resources for the greatest impact. This lesson mirrors real-world situations where conservationists must prioritise projects based on funding, environmental needs, and community input.</p>	<p>Minimum Core (literacy, language, numeracy, ICT, sustainability): Literacy Numeracy Sustainability</p>
<p>Possible Preconceptions/Misconceptions: Students might think that a conservation ranger's role is limited to physical outdoor work (like planting trees and digging ponds) and may not be aware of the complexities involving community engagement and budgeting. Students may assume that conservation work has unlimited funding or that the most important projects always get done without financial limitations.</p>	
<p>LESSON PLAN – 5-E Model</p>	
<p>ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions (Find a phenomenon to share with students that captures their interests and inspires questions):</p> <ul style="list-style-type: none"> • Begin with a brief discussion: "What do you think a conservation ranger does?" Encourage students to share their thoughts. • Show Conservation Ranger video • Ask a few guiding questions to prompt thinking: "Why is it important for a ranger to work with the community?" and "What challenges might they face when trying to balance environmental goals with budget constraints?" <p>10 mins</p>	
<p>EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions (Provide students with an opportunity to investigate their own ideas and develop conclusions based on observations & data.):</p> <p>Analysing Residents Concerns Activity 3a and 3b:</p> <ul style="list-style-type: none"> • Distribute the worksheets for these activities, most values are given as percentages, but a couple have not been converted. Students are to use a simple formula (given on the page/powerpoint) to convert this so that all of the values are in percentages. The accompanying powerpoint contains bar charts that provide the correct numbers <p>Budgeting Activity 3c:</p> <ul style="list-style-type: none"> • Distribute the budget worksheet. • In small groups, students will review the costs of different conservation activities (e.g., tree planting, pond digging) and discuss which activities they would prioritise within a set budget. • Groups should consider the community's concerns and the importance of each activity when making their decisions. <p>20 mins</p>	

EXPLAIN: Concepts Explained and Vocabulary Defined (Support students' exploration with guided learning. This could be notes, reading, discussion, etc.):

- Each group will present their budget decisions and explain why they prioritised certain activities over others.
- As students present, the teacher will highlight the considerations that a conservation ranger must make, such as environmental impact, cost, and community feedback.

10 mins

ELABORATE: Applications and Extensions (Students use their explorations and newly learned information to build deeper connections with the content.):

- Introduce a new constraint: "What if the budget is cut by 20%? How would your group adjust its plan?"
- Have groups reassess their decisions and discuss how they would modify their conservation plans to fit the new budget while still addressing community concerns.

10 mins

EVALUATE (Assess students' learning of the concept(s) using formative assessment strategies.):

- Conclude with a class discussion on what they learned about the role of a conservation ranger and the challenges they face.

10 mins

Elaborate Further / Reflect: Enrichment:

Encourage students to design a small-scale conservation project in the school grounds or local community, such as planting a garden or organizing a cleanup day, where they apply the budgeting and planning skills learned in the lesson.

To extend this lesson to two hours, incorporate a deeper analysis and discussion of real-world case studies where conservation rangers had to balance environmental goals with budget constraints and community needs, followed by a more detailed group project where students design their own conservation plan.

Swift Street Lesson Plan: Activity 4 - Events Planning

Green Jobs for Nature Careers Activity	Lesson #4 in a series of 5 lessons
<p>Brief Lesson Description: In this lesson, students will explore the benefits of parks and nature reserves by creating an Ecosystem Service Wheel. They will then apply this understanding to design an activity plan for a proposed park, considering both the environmental and social impacts. Through group discussions and presentations, students will critically evaluate the potential benefits and drawbacks of park development, connecting theoretical knowledge with real-world applications.</p>	
<p>Performance Expectation(s): Students will create an Ecosystem Service Wheel that categorises at least four key benefits provided by parks and nature reserves. Students will collaboratively design an activity plan for a proposed park that incorporates and enhances the identified ecosystem services. Students will present and justify their activity plan, considering both the positive impacts and potential challenges.</p>	
<p>Specific Learning Outcomes: Identify and explain the ecosystem services provided by parks and nature reserves. Analyse the impact of proposed activities on the environment and local communities. Apply theoretical knowledge to create a practical, balanced park development plan.</p>	
<p>Prior Student Knowledge: Completion of Swift Street Activities 1, 2 and 3</p>	
<p>Links to Industry Practices: The lesson emphasises the importance of considering public opinion and the social impact of environmental projects.</p>	<p>Minimum Core (literacy, language, numeracy, ICT, sustainability): Literacy Numeracy ICT (possibly)</p>
<p>Possible Preconceptions/Misconceptions: Students might assume that any green space automatically provides all ecosystem services without considering the quality and management of the area. Some students may struggle to see the direct connection between parks and tangible benefits like air quality or mental health.</p>	
<p>LESSON PLAN – 5-E Model</p>	
<p>ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions (Find a phenomenon to share with students that captures their interests and inspires questions):</p> <ul style="list-style-type: none"> Begin with a brief discussion/Q&A on what environmental educators do and why their role is crucial in community-based projects. Show the Environmental Educator video. <p>10 mins</p>	
<p>EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions (Provide students with an opportunity to investigate their own ideas and develop conclusions based on observations & data.):</p> <ul style="list-style-type: none"> Distribute the sheet from Activity 4 (with the Ecosystem Service Wheel) to each student or group. The circle will be divided into segments Students will brainstorm and fill in each segment with specific benefits that parks and nature reserves provide. Examples might include clean air, health (mental and physical), biodiversity conservation, etc. Encourage discussion within groups to ensure a wide range of benefits is covered. <p>15 mins</p>	
<p>EXPLAIN: Concepts Explained and Vocabulary Defined (Support students’ exploration with guided learning. This could be notes, reading, discussion, etc.):</p> <ul style="list-style-type: none"> Have each group present their Ecosystem Service Wheel to the class. Ask questions as to how these benefits might link to current issues (i.e. increased air quality lowering asthma). Emphasise how these services contribute to both the environment and society. See the base of this plan for a list of possible ecosystem services <p>10 mins</p>	
<p>ELABORATE: Applications and Extensions (Students use their explorations and newly learned information to build deeper connections with the content.):</p> <ul style="list-style-type: none"> Groups will use their Ecosystem Service Wheel to design an activity plan for the proposed park. The plan should include 	

activities or features that enhance the services identified in their wheel. Each group should aim to include at least three specific activities or features, with a focus on maximising the ecosystem services.

- Students should also consider any potential downsides or challenges of implementing their plan.
- The plan should be made on A3 sized paper using large pens

15 mins

EVALUATE (Assess students' learning of the concept(s) using formative assessment strategies.):

- Groups will be able to circulate around the room looking at each others plans (with one member of the group remaining to be able to explain their decisions)
- After 5 minutes, students to return to their groups and a short Q&A to discuss what they might change now based on what other groups have done

10 mins

Elaborate Further / Reflect: Enrichment:

Have students research a specific case study of a park development close to their school, focusing on the long-term impacts on both the environment and the community.

To extend this lesson to two hours, students could engage in a deeper analysis of real-world case studies of park developments, comparing different approaches and their outcomes, before refining their activity plans based on these examples.

Possible Ecosystem Services of Urban Parks & Nature Reserves (linked to the Explore stage):

- Food supply (i.e. community orchards)
- Fresh water supply
- Soil formation
- Biodiversity
- Aesthetic (attractive)
- Spiritual & Religious (i.e. churchyards/burial grounds open to the public)
- Educational
- Recreation
- Ecotourism
- Inspirational
- Temperature regulation
- Noise reduction
- Air purification
- Waste management
- Pollination & seed dispersal
- Social
- Scientific research
- Heritage
- Physical & mental health benefits

Swift Street Lesson Plan: Activity 5 - Media Pack

Green Jobs for Nature Careers Activity	Lesson 5# in a series of 5 lessons
<p>Brief Lesson Description: In this lesson, students create a media pack to promote changes to Swift Street, focusing on crafting a persuasive social media post and compelling visual information. They will balance promoting the project with addressing community concerns, reflecting on the role of communication in civic engagement.</p>	
<p>Performance Expectation(s): Students will demonstrate effective communication skills in crafting a persuasive social media post. Students will create visually appealing materials that clearly convey key messages. Students will critically address community concerns within their media packs.</p>	
<p>Specific Learning Outcomes: Students will be able to write a clear and persuasive social media post. Students will design visual materials that effectively communicate with the target audience.</p>	
<p>Prior Student Knowledge: Completion of Swift Street Activities 1, 2, 3 and 4</p>	
<p>Links to Industry Practices: Aligns with public relations and marketing practices in managing community relations. Reflects the growing industry focus on transparency and community engagement.</p>	<p>Minimum Core (literacy, language, numeracy, ICT, sustainability): Literacy ICT (possibly)</p>
<p>Possible Preconceptions/Misconceptions:</p> <ul style="list-style-type: none"> • Students may believe that addressing concerns weakens the promotional message. • Some may assume visuals are less important than text. • Students might underestimate the complexity of balancing persuasion with transparency. 	
<p>LESSON PLAN – 5-E Model</p>	
<p>ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions (Find a phenomenon to share with students that captures their interests and inspires questions):</p> <ul style="list-style-type: none"> • Briefly recap what students have done in the previous four lessons. • Explain that today they will focus on creating a media pack to promote the changes to Swift Street.. • Present the objective: "Your task is to create a media pack that promotes the changes to Swift Street while addressing community concerns." <p>5 mins</p>	
<p>EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions (Provide students with an opportunity to investigate their own ideas and develop conclusions based on observations & data.):</p> <ul style="list-style-type: none"> • Play the video of the Local Authority lead summary and the media and comms demands - encourage students to take notes on key points that are required <p>10 mins</p>	
<p>EXPLAIN: Concepts Explained and Vocabulary Defined (Support students' exploration with guided learning. This could be notes, reading, discussion, etc.):</p> <ul style="list-style-type: none"> • Explain how they should balance promoting the project with addressing concerns. For example, if noise pollution is a concern, they might include information on sound barriers or green spaces that will reduce noise. <p>5 mins</p>	
<p>ELABORATE: Applications and Extensions (Students use their explorations and newly learned information to build deeper connections with the content.):</p> <p>Group Work: Divide students into small groups. Each group is tasked with creating a media pack.</p> <ul style="list-style-type: none"> • Social Media Post: Write a social media post that highlights the benefits of the project (minimum 250 words) • Visual information: Design an A4 poster or leaflet with key visuals that support the message. <p>60+ mins</p>	

EVALUATE (Assess students' learning of the concept(s) using formative assessment strategies.):

- A scoring framework is shown below for teachers to rapidly assess entries from groups

Giving tips to students on how to use the work they have created so far:

- Encourage students to use the provided map of Swift Street to highlight key areas they want to focus on in their media pack. They can annotate the map to show significant habitats, areas of conservation interest, or proposed environmental projects.
- Have students use the habitat modification proposals they developed to provide background information or case studies in their media packs. These insights can help justify the ecological significance of the proposed environmental interventions.
- Encourage students to explain the budgeting decisions they made during the Conservation Ranger activity. This can add a realistic dimension to their media packs by illustrating the challenges of managing environmental projects with limited resources.
- Suggest that students include an Ecosystem Service Wheel to illustrate the benefits of parks and nature reserves. This could be used as a central piece in their media pack to show how their plans will impact the community and the environment.
- Guide students to create connections between the activities. For example, link the species observed in Activity 1 with the habitat needs from Activity 2 and the conservation strategies from Activity 3. This integrated approach will make their media packs more cohesive.
- Remind students that their media pack should not only inform but also engage and persuade their audience. Encourage them to use the data and visuals they've collected to tell a compelling story about the importance of environmental conservation.



Useful Links:

Wildlife:

For more information on Beavers in the UK, including a video series: <https://beavertrust.org/>

A film (16:19) highlighting the reintroduction of the Beaver to the UK and providing multiple points of view: <https://www.youtube.com/watch?v=q4Mmjm22GiY>

For more information on Earthworms in the UK, including a resource area: <https://www.earthwormsoc.org.uk/>

For more information on Hedgehogs in the UK, including an Information area: <https://www.britishhedgehogs.org.uk/>

For more information on Water Voles in the UK, including 'Advice for Landowners': <https://ptes.org/campaigns/water-voles/>

The previous website contains good information on all of the endangered species in the UK: <https://ptes.org/>

The Benefits of Parks:

A short video (1:35) of a young person gaining mental health benefits from local park: <https://www.youtube.com/watch?v=CG6Z4-JAmr4>

A film (4:21) presented by Sir David Attenborough covering the value of Richmond Park, London, for wildlife & people: <https://www.youtube.com/watch?v=2W5FmVhzzLM>

A webpage from the Natural History Museum summarising the importance of urban green spaces: <https://www.nhm.ac.uk/discover/why-we-need-green-spaces-in-cities.html>

Designing; Media & Comms

All teachers can get a free Education Membership to Canva - which provides access to premium content. You can also add your students to a "class" and set work for them via this. Canva is a user-friendly, accessible platform, allowing students to create more attractive designs: <https://www.canva.com/>

Careers

Countryside Jobs Service contains job adverts, blogs and articles from those working in the sector, but also information regarding work experience opportunities, apprenticeships and traineeships: <https://www.countryside-jobs.com/>

Green Jobs for Nature hosts information on the roles and routes in the sector, please direct students to take a look and have a go at the careers quiz to help them identify using their interests, which role in the sector would be ideal for them: <https://greenjobsfornature.org/>



**Green Jobs
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Scoring Matrix for Swift Street Social Media Post

Category	Criteria	Score
Clarity of Message	Exceptionally clear & well organised; easy to understand	5
	Clear & well organised; minor areas could be improved)	4
	Understandable; some parts need more clarity	3
	Difficult to follow; lacks organisation	2
	Unclear & poorly organised	1
Addressing Community Concerns		
Addressing Community Concerns	Effectively addresses all major concerns, detailed responses	5
	Addresses most concerns effectively, some are overlooked	4
	Addresses some concerns	3
	Minimally addresses concerns	2
	Does not adequately address concerns	1
Persuasiveness		
Persuasiveness	Highly persuasive; strong arguments supporting change	5
	Persuasive; generally strong arguments	4
	Somewhat persuasive; room for stronger arguments	3
	Weakly persuasive; insufficient arguments	2
	Not persuasive; lacks convincing arguments	1
Total Score for Social Media Post		/15

Scoring Matrix for Swift Street Visual Information:

Category	Criteria	Score
Visual Appeal	Visually striking; excellent use of colours and layout	5
	Visually appealing; minor areas for improvement	4
	Acceptably designed; lacks strong visual appeal	3
	Poorly designed; significant issues in layout or use of visuals	2
	Unattractive and disorganised	1
Communication of Key Points		
Communication of Key Points	Clearly communicates key points effectively	5
	Communicates key points (some may be less clear)	4
	Communicates some key points; overall clarity is lacking	3
	Poorly communicates key points; significant omissions	2
	Fails to communicate key points	1
Consideration of audience		
Consideration of audience	Highly effective; appeals to target audience well	5
	Effectively considers audience; minor adjustments needed	4
	Some consideration; more attention to audience needed	3
	Minimal consideration for target audience	2
	Fails to consider target audience	1
Total Score for Visual Information		/15