

# A good place for a pond?

Use this form to help you decide on the best site for a wildlife pond.

Show on these scales what the area is like.

Name of area: \_\_\_\_\_



Add any other comments about this area:

I think this is a good / bad place for a pond because:

## School grounds focus:

- Where are we now?
- Where do we want to be?
- How can we get there?
- Making the changes
- Using your grounds

## Curriculum focus:

- Geography / Environmental studies
- Science

## Purpose of this activity:

- To consider what factors influence the successful location of a wildlife pond.
- To analyse the suitability either of the current location of your pond or of possible future locations.

## Equipment / materials needed:

- Pupils will need a plan of the school site – this could be an enlargement from an Ordnance Survey map or an A4 copy of the school site plan. Most local education authorities can supply up-to-date digital maps for your school area free of charge.
- Produce a copy of this survey for each location / group of pupils.

## Preparation:

- This activity can be done as part of the initial survey of the grounds.
- If this activity is done as part of planning changes, the school should already have surveyed opinion to decide that a pond is needed or that an existing pond needs moving.
- Discuss the elements of the scale overleaf, e.g.:
  - what access is required for wildlife;
  - how to decide how rich the existing habitat is;
  - why each measure is good for a pond.
- In some cases there may be conflicting factors, e.g.:
  - far from a busy place (good for wildlife) but close to get to (good for people);
  - is an area already rich with wildlife good for a new pond (a ready-made population) or bad (danger of destroying existing habitat).

## What to do:

- Pupils should go into the grounds to map the location of the current pond (if any) and locate potential sites and then mark these on the site plan.
- Divide the pupils into groups, each group to consider the characteristics of one of the locations and to mark the findings on the form. They could also take photographs, or make video or audio recordings.
- For each of the locations, pupils should explain why it is or is not a suitable site for a pond. Collate these on a master plan.

## Extension:

- Pupils could make a study of who the pond will be used by and / or what it will be used for, particularly related to age ranges and curriculum topics. They can then look at what specific facilities will be needed e.g. dipping platforms, fencing.

## Follow-up:

- This activity could lead onto pupils designing and building the pond using recommendations based on this activity, and participating in fundraising for the area.

© This resource was originally created as part of the Schoolgrounds-UK membership scheme from the national school grounds charity

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