



ECOSOCS - Monitoring Activities Delivery Facilitator Notes and Guidance



Last updated February 2023

Contents:

These facilitator notes are intended as a guide, providing background information and highlighting the key steps and tasks to support face-to-face monitoring delivery. Please see site briefing document for site specific details, Science Day schedule and the agreed breakdown of tasks and assigned roles.

1. Contents

Aims for the day.....	4
Setting up your event.....	4
Group types.....	4
Communications and outreach.....	5
Engagement levels	6
Schedules	6
Packing List.....	6
Help and Support	7
3. Operational considerations.....	7
Delivery teams	7
Safeguarding	7
DBS Checks.....	7
First Aid	8
Risk Management	8
Health & Safety	8
4. Research Overview	9
Introduction to Tiny Forest and the research.....	9
Why we do citizen science	9
Topics of research	9
Research methods	10
5. Tiny Forest portal and surveys access.....	16
6. Delivery top tips and script ideas.....	17
General Guidance	17
Session Opening Script Ideas	17
Top Tips for Working with School Groups	22
Gathering Feedback	23
7. Other Activities	24
8. Troubleshooting and decision-making.....	25
9. Tiny Forest planning checklists	26

Event planning checklist 26

Event delivery checklist..... 27

2. Monitoring Activities Delivery Overview

Aims for the day

We aim to provide an insightful and interesting event while collecting key data for the understanding of the environmental benefits of Tiny Forests.

Our first priority is community engagement and enjoyment. We want participants to stay interested, to learn and enjoy, want to come back, or sign up to be a Tree Keeper themselves. Always prioritise people's citizen science experience first and above all, plan according to the weather and Tiny Forest conditions.

Whilst it is important to aim to acquire sufficient data for each of your monitoring activity(ies), data quality is preferred over data quantity. Nevertheless, these two factors are linked (happy participants correlate to good data 😊). We are flexible and look to adapt the delivery plan depending on participants and specific situations.

Setting up your event

Please refer to the ESCOSOC In-person Community event planning checklist to assist in your planning of your event, available at the end of this document.

The first steps in organising this event are to pick a date and location for your event. Consider who you wish to engage at your event and what times they might be available to attend in selecting your date and time- see group types below. Contact Earthwatch Europe via email at tinyforest@earthwatch.org.uk with the subject line ECOSOCs when you have a date in mind and ask to be introduced to the landowner for the Tiny Forest (this will most likely be the council) to seek permission to run your event. Earthwatch will then introduce you to their landowner contact. Once introduced, you can communicate with the landowner directly about your event and ask them for support in advertising to the local community.

Group types

ECOSOCs Tiny Forest Monitoring Activities cater to the local community. This will often be children and their parents/guardian but may also include local Tree Keepers, or adult members of the community. School groups should only attend if they have the staff available to manage all children. All surveys are made specifically to be accessible to all.

Please consider what ages and audiences you will be working with before an event and think about how delivery needs to be tailored, using this document for support, e.g. how to talk through each research topic in child-friendly language.

Participants should work in small groups of up to four people per group, surveys could be done alone if preferred (more details of group sizes in Table 3). For school groups the children will work in larger groups (ideally five or six maximum), under supervision (teacher).

School age and year groups are broken down as follows:

- England and Wales Key stage 1, Years 1-2
- Scottish Primary 1& 2
- Age 5-7
- England and Wales Key stage 2, Years 3-6
- Scottish Primary 3 –7
- Age 7-11 (12 in Scotland)

- England and Wales Key stage 3, Years 7-9
- Scottish Secondary 1 & 2
- Age 11-14 (12-14 in Scotland)
- England and Wales Key stage 4, Years 10-11
- Scottish Secondary 3 & 4
- Age 14-16

Typically, classes have an average of 30 students. Exact numbers for each class should be discussed with school lead prior to the science day, and appropriate activities selected for each age group. All young people can get involved with all monitoring activities, those aged 5-7 may need additional help with the hands-on activities and this should be considered in timing and staff resourcing by the school. If working with students with additional learning needs, please seek advice and direction from the school on how to run your session.

For each monitoring session we would accommodate a maximum of 20 volunteers or one school class (i.e. c.30 students).

Communications and outreach

Once your date, location and audience have been decided you will then need to consider how to advertise your event. Options to consider:

- **A partner comms toolkit** has been created for all our Tiny Forest partners. This can be found under the “Partner Resources” section of the portal. Please read through this for inspiration on how to advertise your event and communicate key messages about Tiny Forests.
- Create a flyer for the event and distribute to houses in the local area. Make these flyers fun and contain images of the activities, so people know what to expect. Examples of Earthwatch Event flyers can be found in our [partner comms toolkit google drive and on the resources section of the portal](#).
- Create an event website page where people can find information on your event – Eventbrite is the platform Earthwatch use to do this. Making an event page on Facebook can also be useful, as you can add these events to Facebook group calendars which stays visible to all group members.
- Post about the event on social media platforms. Keep your posts short, highlighting key information people need (date, time location).
- Ask Earthwatch for details on local community groups and Tree Keepers in the area. Earthwatch can provide a starting point for your outreach on social media by providing links to local group pages that we have contacted for previous events.
- Use your landowner contact – ask them for support in advertising the event through their channels. Councils often have their own communications team that can support in spreading the word. You can also ask them to post some flyers in the local area.
- Consider doing your outreach through a society email address so that you are not using your personal accounts for posting about the event.
- **Create an event on your Tiny Forest portal page** under the “Event Management” section. This will generate QR codes which you can then use on the day for feedback surveys and monitoring surveys.

During the and after the event, posting comments, photos and videos on **social media** is a great way to increase our impact and awareness of the programme and research (please ensure photo consent from participants before posting images of others). If you feel comfortable doing this through your own preferred channels please do and tag [#TinyForest](#), [#ECOSOCS](#) and [@Earthwatch_Eur](#).

You can also post on and encourage Tree Keepers to post photos on the dedicated Tree Keeper Facebook Group.

Engagement levels

Some volunteers may be part of engaged groups (Tree Keepers) and will already have a varied range of information about what Tiny Forests are. So, while we need to include basic information in the introduction, we need to also ask about the knowledge level of each group (e.g. openers like ‘have you been to this Tiny Forest before? / What do you already know about Tiny Forest?’).

We want people to enjoy and participate in the Tiny Forest movement. Make sure you talk to people about the options of being a **Tree Keeper and doing citizen science** in their own time. Please hand out the **Tree Keeper postcards** which can be found on the portal under the Tiny Forest Resources section, as well as a form to collect names and email addresses for people that want to volunteer / keep in touch with Earthwatch. Please keep this safe and send to Earthwatch Europe after the event. Please ensure the sign-up form gives permission for you to share your event attendee's personal information with us (we have provided a template you can use.)

Schedules

The exact schedule you follow will depend on how you decide to set up your monitoring event. You could focus on one, several or all of the monitoring activities.

An example schedule for a monitoring activities community day where you would aim to complete all of the monitoring activities is:

- 09:00 – 10:00 *set-up – try to set-up all activities*
- 10:00 – 11:00 session 1
- 11:00-11:15 *break and set-up for session 2*
- 11:15-12:15 session 2
- 12:15-13:00 *lunch and set-up for session 3*
- 13:00 – 14:00 session 3
- 14:00-14:15 *break and set-up for session 4*
- 14:15 – 15:15 session 4
- 15:30 *close and pack up*

If a school requests to visit they should have enough staff members for all children and given a session which community members are not invited to.

Packing List

You will need to take the following items to your event:

- Emergency Response Plan (read more about this on page 8 under “risk management” and a template under ECOSOC resources on the portal)
- Risk Assessment (read more about this on page 8 under “risk management”)
- Consent Forms (read more about this on page 8 under “risk management” and a template under ECOSOC resources on the portal)
- First Aid Kit
- Tree Keeper postcards (can be found under “Tiny Forest Resources on the portal)
- Monitoring Equipment (see Research Methods)
- Data collection sheets (all available on the portal under “monitoring resources)

- QR code for feedback (please see communications and outreach on page 5 above)

Help and Support

Your university union will have lots of experience in running events and have guidance available to you for running your own. Please read through this document carefully, as many frequently asked questions are answered within these pages and in our troubleshooting section at the end of this document. Earthwatch are also happy to answer any additional questions you may have and provide guidance and support, you can email tinyforest@earthwatch.org.uk and a member of the Tiny Forest team will respond to your queries.

3. Operational considerations

Delivery teams

Ensure there is always a minimum of two members of your university environmental society delivering monitoring activities.

If you have kit (i.e. jumpers) with your society logo, and/or university logo on it, or a high vis jacket, we recommend you wear those so that people can easily identify who is leading the event.

Facilitation is a group effort. When co-delivering, it's important to respect each other and to not speak over or interrupt one another. If you have something important to add, wait for your colleague to finish or establish a script/plan before delivery. Establish methods of checking in and time-keeping if needed.

Safeguarding

Safeguarding is the responsibility of everyone who works with children and vulnerable adults. You can find the Earthwatch safeguarding policy [here](#). Ensure you have read and understand the Earthwatch Europe's and the Students' Union safeguarding policies. It is your responsibility to source Students' Union resources and make them available to the delivery team.

If you see or hear something that is of concern, you must report it to the school staff immediately.

If a child discloses something to you, you must take the following action:

- Never say that you are able to keep the concern a secret or that you will not tell anybody. If young people disclose any personal information of safeguarding concern to you, you have a responsibility to make them aware that you have to tell school staff and inform a staff member immediately.
- Make mental notes on the issue.
- Don't ask leading questions.
- Inform a member of school staff immediately – they may ask you to write a written statement on what you were told.

DBS Checks

You do not need to get DBS checks to host these events. You must not be left alone with groups of children or vulnerable people. If school groups attend, they must have enough DBS checked members of staff in attendance. Whether you are DBS checked or not, you should not be alone in 1-to-1 situations with a child or vulnerable person.

First Aid

For each monitoring day we recommend you have a designated trained First Aider. If you do not have a trained First Aider on site you should not administer first aid. You can provide injured participants with the means to administer first aid themselves. Check with your university and Students' Union for additional guidance and training opportunities. Please take a first aid kit with you.

Risk Management

It is your responsibility to perform a risk assessment following the requirements of Students' Union and get all activities approved. There is a standard risk assessment that covers monitoring days in general, no matter the audience, in the ECOSOCS resources, and you can use this to help you complete your risk assessment. We recommend that you write an Emergency Response Plan (this is a document that details useful numbers and nearest hospitals in case of an emergency) for each of your sites – you can find an example of this in the ECOSOCS resources. However, your universities and Students' Union policies take precedence. Likewise, schools will have their own risk management plans which precede those of your university/Students' Union.

Health & Safety

It is the responsibility of all of the delivery team to ensure high levels of health and safety during monitoring days. A health and safety briefing must be given to all groups in attendance, highlighting the risks and how to mitigate them. Please cover the following:

- If there is a designated first aider tell the volunteers who they are. If you do not have a first aider tell the volunteers you have a first aid kit and where it is. Your risk assessment and insurance may require you to keep an incidents log. If so, volunteers should report any cuts, grazes, bites etc. Check with your university/Students' Union.
- Make people aware of where the nearest toilets are.
- Making people aware of trees and shrubs that are prickly or spiny, and to take care of their bare skin/clothing when walking around and handling them.
- Making people aware of their surroundings and advising them to take care not to trip on slippery or uneven ground or injure themselves or others with sharp objects (e.g. trees, equipment).
- Making people know the risks involved with using equipment like mallets and callipers.
- If hot, remind people to drink water.
- Making sure teachers encourage children to bring water and wear sunscreen during particularly hot weather.
- Making sure young people wash or disinfect their hands at the end of a session.
- People should keep valuables / personal belongings with them at all times
- Ask if anyone has any allergies that they should let us know. If yes, check they have EpiPen for example.

If volunteers have not already done so they will **need to read and sign consent forms** to participate in the event– ask them to read and sign the paper form – you can find this in the ECOSOCS resources.

4. Research Overview

Introduction to Tiny Forest and the research

Tiny Forests are small (usually 200m²), native-species-rich woodlands in urban areas. Tiny Forest follows a standardised approach based on the Miyawaki method, established in the 1970s by Japanese botanist Professor A. Miyawaki. The method considers careful species selection and soil preparation. It is based on ecological succession, planting species that make up the composition of an advanced forest right from the start by choosing well-adapted plant communities suitable to the site. Following the potential natural vegetation concept, the Miyawaki planting method enables rapid forest development using native species. See here for more background on the Miyawaki method:

- [Tiny Forest \(earthwatch.org.uk\)](https://earthwatch.org.uk)
- Dutch partner IVN: [About Tiny Forest | IVN](#)

Tiny Forest research supports implementation, enriches engagement and informs best practice for delivery of urban nature-based solutions. The standardised approach to Tiny Forest planting methodology combined with the research programme allows research into delivery of ecosystem services as well as success factors and trade-offs in implementation across a range of land uses, soil types, climatic conditions and in relation to surrounding habitat heterogeneity and connectivity.

Tiny Forest research engages a range of audiences through facilitated monitoring activities, independent monitoring opportunities and online training. Earthwatch will support you to deliver your own facilitated monitoring activities with local communities, and independent monitoring.

For more the most up-to-date Tiny Forest monitoring results please see the monitoring reports which can be found in the Tiny Forest portal resources.

Why we do citizen science

Citizen science is beneficial to science and society; it advances scientific knowledge and supports people through awareness raising, skill acquisition, capacity building, improving community cohesion, and providing the opportunity to contribute to scientific discovery.

Participation in scientific activities can inform the audience about environmental challenges and improve scientific understanding. By combining action and education, citizen science provides inspiration for people to take meaningful positive action for nature. Moreover, given that there is limited quantitative scientific research of the environmental and social benefits of Tiny Forest, our research tackles multiple aims.

Topics of research

The five topics of data collection and research for science days are:

- Carbon Storage
- Biodiversity
- Flood Management
- Thermal Comfort
- Social benefits of nature

Each of these topics were chosen as key ecosystem services. The research considers the potential interlinkages between the topics of research and which factors affect the environmental benefits:

age of forest, species composition, forest design, and geographic location across multiple scales (e.g. locally within a city, and nationally across the UK) during the data analysis.

Research methods

Our research topics are monitored through eight different surveys, plus our feedback form to collect data regarding social benefits of nature. **Table 1** summarises details of the data collection for each one of the environmental research topics. An adult group is expected to be able to complete any three surveys over the course of an hour. School groups usually complete one survey in this time. Emphasise with participants that each survey needs to be submitted at the end of data collection.

When possible, it is recommended that you focus the whole group on collecting one type of data at any one time (i.e. everyone available for data collection for one hour doing carbon storage survey). This simplifies delivery and makes it easier to answer questions and support, as well as overall management. There will be occasions when this is not possible (e.g. to maximise participant enjoyment of the day, or due to physical limitations) and therefore more than one survey can be collected at any one time (e.g. 5 groups of 2 people doing carbon storage data collection, while another group does flood management). The decision to do this depends on your capacity to manage the groups.

Each research method is clearly explained in individual survey guides in the ECOSOCS resources. These are written simply to take the participants through each of the surveys step-by-step. Copies of these guides will be in the Science Day kit boxes. Here below is a summary introduction to each methodology per topic:

Carbon storage

Required Equipment:

- 1. Tape measure***
- 2. Callipers or ruler***
- 3. Tree species ID guide***
- 4. Tree species list for Tiny Forest being monitored, preferably with tag numbers***

Assessed by collecting tree height and diameter. These data should be collected for all tagged trees (100 trees) within the tiny forest where possible. Unfortunately, over time, tree tags have been lost from the forest. Going through the forest systematically and identifying the numbers of all tree tags present is helpful to ensure that all tagged trees present in the forest are measured. Try to eliminate repeat measurements being taken of the same trees by spacing groups out/allocating areas to each group or allocating groups tree tag numbers to find – a kind of ‘treasure hunt’ or tree tag bingo!

Make sure when completing the carbon storage survey, you identify the tree species and check that the tag information on the portal matches. Data can be collected at any time of year/day.

Tags can slip down the tree stem and get buried in the mulch so check the base of each tree carefully pulling the mulch back. If you find a tag loose on the ground, please inform the SPI staff member / Project Manager and they will decide what to do.

This method will also be adapted as the forest grows overtime.

Biodiversity

Required Equipment:

- 1. Stopwatch/timer on phone.***

Assessed over four surveys, measuring biodiversity and species richness of butterflies, ground dwelling invertebrates and pollinators. Requires no additional equipment, and is an easy survey for participants to do with little supervision.

Butterfly timed count & Butterfly species list surveys look at butterflies, one is timed and the other can be done over the course of the day.

The **Butterfly species list** can be completed on any visit to the Tiny Forest between c.May and September. This survey runs for any duration and simply requires a start and end time to be recorded for the period where people are realistically keeping an eye out for butterflies (so this survey can be done over the whole day across multiple sessions as an option for volunteers to get involved in). If you don't see any butterflies during your time in the forest this is also useful information! **NB** It is for a delivery team member to record the start and end time of the period where people are realistically keeping an eye out for butterflies throughout the day.

The **Butterfly timed count** survey is ideally performed when its warm (May – September) and not rainy or windy. The middle of the day to afternoon is best and choose a time when the forest is quiet and not too disturbed. Participants can do this survey from anywhere in or outside of forest – must have a good view of whole forest and only count butterflies seen in or flying low over the Tiny Forest. Good survey for participants to get pictures!

Ground dwellers survey identify species groups and number of ground dwellers. The survey should be completed for all of the biodiversity tiles within the site (6) once (max) a day. It can be completed any time of day/year. Each tile should be clearly labelled with a number (if not, (i) check the number is not on the underside of the slab (ii) either paint the numbers on yourself if you have paint, or inform Earthwatch). You can have groups collecting data simultaneously at each tile. If the forest you are at does not have any biodiversity tiles this survey cannot be completed – please report this to Earthwatch.

Pollinators survey record species groups and their number. Survey is best performed May to September, generally best late spring and early summer, but can be performed any time of year. Ideal when its warm and not rainy and windy, and forest is not too disturbed. Participants can do this survey anywhere within the Tiny Forest area, it is usually a good idea to find an area of flowering plants (with pollen).

Flood management

Required Equipment:

- | | |
|--|------------------------------------|
| 1. Infiltrometer | 6. Stopwatch |
| 2. Wooden block | 7. Ruler |
| 3. Mallet | 8. Penetrometer |
| 4. Water jug | 9. Soil colour chart |
| 5. 3 water bottles <u>filled with water</u> | 10. Soil texture flow chart |

Assessed by collecting soil infiltration rates (how water is absorbed by the soil), compaction levels and identifying the soil type. These surveys are highly engaging for participants.

Soil moisture and infiltration survey should be collected in each location of the Tiny Forest - Edge, Middle and Outside - to get a representation of the whole forest and the surrounding area.

- Please set up the infiltrimeters (pipe sections) in chosen locations before groups arrive.
- For locations inside the Tiny Forest remove the mulch before inserting the infiltrimeter.
- We do this by hammering the pipe into the soil at each chosen sample point using a mallet and length of wood.
- The pipe will be marked at 85mm - hammer the pipe in to this line.

- The soil is sometimes very compacted outside the Tiny Forest so try a few places to get the pipe into the ground.

This survey can be completed any time of year/day (preferably avoid snow/heavy rain). You can have groups collecting data simultaneously at different locations (middle/edge/outside) around the Tiny Forest.

Soil compaction, colour and texture survey should be collected in each location of the Tiny Forest, - Edge, Middle and Outside. You should complete the soil characteristics survey along with the infiltration survey, in a similar area (not the exact soil used for infiltration!). This can be done any time of year/day (avoid snow/heavy rain). You can have groups collecting data simultaneously at different locations (middle/edge/outside) around the Tiny Forest.

Thermal comfort

Required Equipment:

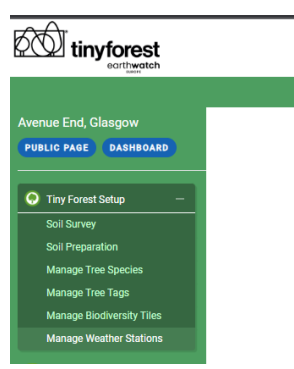
1. Weather station and tripod

Assessed by collecting personal observation data and recording temperature, windspeed and humidity measurements from the weather stations. These readings should be taken at each of the locations around the Tiny Forest, Edge, Middle and Outside as well as near any grey infrastructure if there is any nearby.

Where possible weather data should be collected at 2 different times in the day (e.g. morning, midday). The weather station locations should be marked before groups arrive (see below for instructions re weather station locations). Then each group will bring the weather station to the measurement point for the reading.

NB: Please note that there is a lid on the weather station that needs removing first.

If this is the second season of monitoring at a Tiny Forest then the weather station locations (lat/long) can be found on the portal:



- Tiny Forest dashboard → Tiny Forest set up → Manage weather stations
- Scroll down and a list of the weather stations can be viewed

WEATHER STATION NO.	LATITUDE	LONGITUDE	LOCATION	DIRECTION	EDIT
1	55.8752979	-4.1600800	Edge	North	EDIT
2	55.8752155	-4.1601471	Middle	N/A	EDIT
3	55.8751286	-4.1601525	Outside	South	EDIT
4	55.8750594	-4.1599647	Near grey infrastructure	South	EDIT

- Place the weather stations (1-4) as close as possible to these locations / coordinates using your phone GPS.

If this is the first monitoring day at a Tiny Forest then the weather station locations will need to be set up for the first time. Choose 4 locations, typically on a transect from middle - edge – outside the Tiny Forest and give each one a number.

Record the lat/long from your phone GPS (SPI team member usually to complete this) directly into the portal under Tiny Forest dashboard → Add weather stations

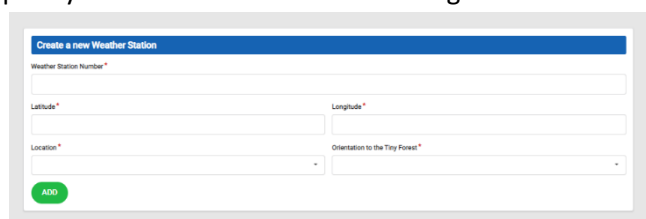


Table 1. Summary table for data collection. What data collect/surveys to use and when.

Topic Survey # surveys	Time of day	Ideal weather	Time needed for each survey/sample	Ideal for (audience type)	Number and group/team size	Equipment needed per participant or group
Carbon storage One survey	All day	Any weather	2-5mins per tree	Adults do this best Kids if closely supervised by adults	Five groups at any one time 1-4 participants per group	<ul style="list-style-type: none"> • 1 x Tape measure • 1 x Digital callipers / ruler • 1 x Tree species ID guide • 1 x Tiny Forest tree species list • 1 x Tablet/phone/printed field sheet
Biodiversity Four surveys: 1. Butterfly 2. Time count 3. Butterfly Species list 4. Pollinators 5. Ground dwellers	Warm weather, when TF is undisturbed	When sunny or not raining or strong wind	Butterfly Time count: 15 mins Butterfly Species list: 10 mins to full day Pollinators: 10mins per count Ground dwellers: 2-5mins (per tile)	Quiet moments Small groups Lunch time ad end of the day specially	Any number of teams at any one time Butterfly Time count: 1-5 participants per group Butterfly Species list: any group size Pollinators: 1-5 participants per group Ground dwellers: 1-5 participants per group	<u>Butterfly timed count & Species list:</u> 1 x Timer (only needed for the timed species count) 1 x Butterfly ID guide 1 x Tablet /phone /printed field sheet <u>Pollinators:</u> 1 x Timer 1 x Pollinator ID guide 1 x Tablet/phone/printed field sheet <u>Ground dwellers:</u> 1 x Ground dwellers ID guide 1 x Camera (optional) 1 x Tablet/phone/field sheet

Topic Survey # surveys	Time of day	Ideal weather	Time needed for each survey/sample	Ideal for (audience type)	Number and group/team size	Equipment
Flood Management Two surveys: 1. Moisture and infiltration 2. Soil compaction, texture, colour	All day	Any weather, but avoid heavy rain	FM moisture and infiltration: 5-10mins FM soil compaction, texture, colour: 5mins	Great for anyone, kids love this	FM moisture and infiltration: Six groups at any one time 1-4 participants per group FM soil compaction, texture, colour: Unlimited number of groups at any one time (spread across the TF) 1-4 participants per group	Soil moisture & infiltration equipment per group: <ul style="list-style-type: none"> • 1 x Infiltrometer • 1 x Water bottle (1-2 litres) • 1 x Measuring jug (500ml) • 1 x Stop watch (must measure seconds) • 1 x Ruler • 1 x Tablet/phone/printed field sheet Soil characteristics equipment per group: <ul style="list-style-type: none"> • 1 x Penetrometer • 1 x Soil texture flow diagram • 1 x Soil colour charts • 1 x Water bottle • 1 x Tablet/phone/printed field sheet
Thermal comfort One survey	All day-repeat at different times	Not when raining or snowing	2 mins per sample (ideally people do 4 of them)	Anyone but small kids (below class year 6, or 10 years old), good for insightful conversations	One group at any one time 1-4 people per group	<ul style="list-style-type: none"> • 1 x Weather station • 1 x Tablet/phone/printed field sheet

5. Tiny Forest portal and surveys access

Access surveys via the Tiny Forest Portal. You can access the Tiny Forest portal if your conservation society has a Tiny Forest profile. If your conservation society does not have a profile please contact Earthwatch to set one up.

Each Tiny Forest has a unique QR code / URL for the surveys associated with that forest. This can be accessed via the 'Take a Survey' page on the left-hand menu. QR codes for each forest are also in your forest briefing documents in the ECOSOCS resources. Ahead of the monitoring day, a member of the delivery team should identify the correct QR code and print it for use at the monitoring day.

Avenue End, Glasgow

PUBLIC PAGE DASHBOARD

- Tiny Forest Setup +
- Event Management +
- Take a Survey -
- Survey Results +
- Feedback Survey +
- Resources +

Open Access Survey

Tiny Forest monitoring surveys are your opportunity to take part in citizen science and collect data to monitor your Tiny Forest as it grows.

This platform provides you with all the tools you need to take part in monitoring independently – find out more about the types of surveys you can do [here](#).

You can share and access your surveys through the link or QR code below. The surveys can be shared and are open access and can be used at any time.

Click the Tiny URL below or scan the QR code to access the surveys.

<https://eweu.uk/u/CV7on>

QR code with DOWNLOAD button

Participants will access the surveys by scanning the QR code from either the printed poster or you can show it from your own phone. They will use their own device (tablet or phone) and need a 4G network. The QR code can be scanned on a device camera or by using a QR scanner app.

Encourage all to use the online surveys (saves you data entry work, reduces paper usage). If elderly/children are unable to use a device please use the same surveys printed. Schools will primarily use paper copies. Make sure these are collected in. Ahead of the monitoring day, a member of the delivery team should print the data sheets and methods. These can be found in the ECOSOCS resources.

The data inputted on the portal is live and therefore you are able to see what data has been collected and by whom throughout the day. This will be useful to check during the day to keep an eye on data quality. You are able to edit any of the data inputted by others. For example; if someone realises they recorded tree height in m not cm they can let you know and you can change it for them. Here is where you can see the data collected from the day (“Survey results” -left hand side column, and select the survey to see the data). For example:

Select event survey date from the list below. Alternatively, to see the independent survey data click the button below.

6th Jul 2021 INDEPENDENT SURVEY DATA

Survey response count : 24

FULL NAME	SPECIES NAME/TAG ID	DEAD TREE?	RECOMMENDED SPECIES	TREE HEIGHT IN CM	STEMS (DBH, CD) IN MM	EVENT/SURVEY DATE	SUBMITTED ON	EDIT
Charlotte Simpson	Hornbeam - Carpinus betulus : 34			56	[4,]	6th Jul 2021	9th Sep 2021	EDIT
Charlotte Simpson	Lime, small-leaved - Tilia cordata : 13			64	[19,]	6th Jul 2021	9th Sep 2021	EDIT
Charlotte Simpson	Hornbeam - Carpinus betulus : 33			42	[4,]	6th Jul 2021	9th Sep 2021	EDIT
Charlotte Simpson	Spindle - Euonymus europaea : 88			64	[7.4,]	6th Jul 2021	9th Sep 2021	EDIT
Charlotte Simpson	Lime, small-leaved - Tilia cordata : 23			60.3	[7.73,]	6th Jul 2021	9th Sep 2021	EDIT
Charlotte Simpson	Lime, small-leaved - Tilia cordata : 9			60.5	[6.17,]	6th Jul 2021	9th Sep 2021	EDIT

6. Delivery top tips and script ideas

This section is not meant as a script, but a helpful guide. Please adapt to suit your own style ensuring key messages are shared.

General Guidance

- Use visual aids and demonstrate activities and key points.
- Check for understanding throughout, asking questions like ‘does that make sense?’ and ‘would you like me to run through that again?’
- Work to make the session interactive –ask questions throughout and get volunteers engaged wherever possible.
- For school groups, tap into the students’ learning to set context for the session – check with the teacher for relevant topics they may have covered, or ask questions to understand what students already know. Expand on the topic of their activity to offer context and how it fits into their curriculum based on the teacher’s answer.
- For school groups, ask for hands up or for students to shout out answers and give a range of student’s opportunities to speak.

Session Opening Script Ideas

Community Opening

Begin with hello and introductions to each delivery team member. E.g.

*Welcome to your Tiny Forest - we're really excited to have you here today to collect data from this forest to support our national Tiny Forest research. My name is **XXX**. I am a Tree Keeper for Tiny Forest and a member of **XXX student society at XXX university**.*

Tiny Forest is powered by Earthwatch, an environmental charity with science at its heart. They are passionate about greening our towns and cities and Tiny Forest is one of their flagship projects. They are also leaders in citizen science as a powerful way to engage people with nature and collect valuable data – and have supported us in setting up what you’ll be doing today.

Introduce Tiny Forest. Gauge existing level of engagement by asking questions like ‘Have you ever been to this Tiny Forest before?’ Do you know what a Tiny Forest is?

*For those who have not been here before this forest was planted in **XXX month XXX year by XXX (community / schools)**.*

As you can see a Tiny Forest is a dense miniature woodland that is perfectly suited for urban areas as an opportunity to create nature spaces on people's doorsteps and provide benefits for the environment and wildlife.

*600 saplings have been planted here, all of which are native species including **XXX (add some examples)**. The Tiny Forest uses an innovative planting method developed in the 1970s by a Japanese botanist called Prof. Miyawaki which includes dense planting and lots of soil preparation to encourage fast forest development. This Tiny Forest is one of over 200 that have been planted across the UK, all the way from Glasgow down to Jersey.*

Introduce the research and the role volunteers will play.

*Over the course of today we will be collecting data on **XXX** research topics (biodiversity, carbon storage, flood management and thermal comfort i.e. the cooling effect of trees). This monitoring is really important to help us assess the benefits these forests can provide and build evidence to inform best practice and implementation of Tiny Forests and the benefits of urban trees.*

Cover housekeeping and H&S messages.

Before we get started with the monitoring there are a few housekeeping and health and safety items to highlight.

- *The designated first aider is **XXX delivery member** and we have a first aid kit with us.*
- *Please be aware of trees and shrubs that are prickly or spiny when walking around and handling them.*
- *Please take care on uneven ground and trip hazards as you are walking in the forest.*
- *Mention any risks specific to equipment they will be using for the particular session.*
- *If hot, remind people to drink water.*
- *The nearest toilets are **XXX***
- *The nearest café / shop is **XXX** (if you know this)*
- *Bags and coats can be left **XXX** (advise where personal belongings can be left – but be mindful of theft if it is a public space)*
- *If anyone has any allergies to particular plants or animals please let us know.*

If volunteers have not already signed the consent form (e.g. through an Eventbrite link), they will need to read and sign consent forms – ask them to read and sign the paper form.

Introduce the research topic(s) that will be covered in the session. *For this session we will be focusing on collecting data on **XXXX** (selected research topic) – see notes on each research topic below. Highlight that the data is collected using an online survey (needs internet connection) and that each one has to be submitted (‘click submit button’) at the end of the data collection.*

School Group Opening

Begin with hello and introductions to delivery staff. It is helpful to contextualise the role that you do for the audience, for example

*‘I am a student at **XXX** university studying **XXX**. I got involved with Tiny Forest and environmental charity Earthwatch because **XXX**’.*

You can then also say a bit about Earthwatch e.g. *run projects with schools and communities across the UK about climate change, wildlife and the environment.*

Ask some context-setting questions – depending on the monitoring activity that you are running and age group.

Common topics covered in KS1 (primary school) include animal groups and the life cycle of plants and trees, including the difference between deciduous and evergreen trees, as well as weather patterns. Common topics covered in KS3 (secondary school) include climate change, life cycles of trees and wildlife and ecosystems. Use the questions above to help guide your opening.

Use some of the questions above to help guide your opening.

The questions you ask can help students to understand the context of the session, why trees are important, and can help to introduce the project and why we are monitoring the forest with them.

After asking these questions, you can begin to introduce the project. It's important to draw out the key points, so as not to overwhelm the students with information. Key points we try to include are:

- *We are trying to help the climate, environment and wildlife by planting lots of Tiny Forests across the UK.*
- *This forest is one of **XXX** forests planted across the UK, all the way from Glasgow up in Scotland down to London and Jersey Island.*
- *Tiny Forests are a little bit different from normal forests because they are just that – tiny! How many trees do you think are planted in this small space?*
- *Even though our forests are small, they bring many of the same benefits as regular forests – they create homes for wildlife and they take in lots of carbon dioxide to help in the fight against climate change.*

After this short introduction, you can then move on to the role that the students will play. Explain that they will be helping us to monitor the Tiny Forest. You can briefly introduce the concept of citizen science – *it's a way to include lots of people in our science work and help us collect information from across the country.* You can ask if they've learned to measure, write down information, fill in a table or a graph, and all of these skills make them a citizen scientist. At this time, it's important to run through the health and safety and the monitoring protocol. Cover the health and safety messages as listed above, and some example tailoring for school groups / young people below:

- *Take care when walking on the Tiny Forest, as the ground is often uneven and we don't want anyone to fall.*
- *Take care when using equipment – things like the bamboo sticks and callipers can be pointy, so they need to be carried sensibly. The mallet can also be heavy so if in use, it should not be swung around.*
- *Show them some of the spikier trees and plants like holly and explain that they could prickle themselves or poke themselves in the eye, so to take care when handling them, particularly if doing the carbon capture activity.*

Research topic script ideas

Please see the Field Guides for clear instructions on each research topic.

Here are some example questions that could be used with school groups related to each topic.

Questions for the carbon capture session opening:

- Can anybody tell me any facts about trees or things a tree needs to survive?
- Show of hands, has anybody heard of climate change before? Can anybody tell me what climate change is?
- Does anybody know how trees can help with climate change?
- Does anybody know the name of the gas that causes climate change?
- Who knows what gas trees take in and what gas they release? Knowing this information, how would we describe carbon capture?

Questions for the flood management session opening:

- Who can tell me something about the benefits of having trees around when it's raining?
- Does anybody know where rain would soak up faster – in a plain field of just grass, or where there are trees around? Why do you think that is?

- Why is it important that rain gets soaked up? What happens when it doesn't? Where can this particularly be an issue?
- Why do cities get flooded more often recently?

Questions for the biodiversity survey session opening:

- What animal groups do you know? Which ones do you expect to find in the forest?
- What are some of the common animals you might find in a forest?
- What animals are needed for a forest to function? Why?
- How might you observe the animals if you wanted to count them? What would you use? How would you behave?

Questions for the thermal comfort session opening:

- What senses do we engage when we experience different weather? How do our senses help us describe it?
- Does anybody know what weather patterns are changing with climate change? Why is it bad?
- What benefits do trees provide for us in the summer when it is hot? How would this be different for people living in cities?

Session Closing Script Ideas

- Thank all of the volunteers for attending
- Explain how they can get involved with the project moving forward
- For school groups, encourage students to do their own research and learn more about the project and topics covered

Community Closing

Gather everyone around and direct them to where they should leave their equipment.

Thank the volunteers for attending and for their hard work. It can be nice to ask volunteers to give themselves a round of applause.

Highlight that this is part of a national research program and that we are touring around the country running science days and collecting data from across the Tiny Forest network, which will provide vital information on the benefits a Tiny Forest can provide. We will be presenting the results on our Tiny Forest portal <https://tinyforest.earthwatch.org.uk/> in the coming months.

Highlight how volunteers can get involved:

- Becoming a Tree Keeper, give out the Tree Keeper postcard.
- Continue visiting the Tiny Forest and report back to us how it is growing.
- They can join in for Biodiversity Week (late May) or Carbon Storage Week (mid-September) to continue monitoring the forest – advertised on the Tiny Forest website and newsletter.
- You can mention, if applicable/known, that you will return on **XXX** day to monitor **XXX**.

Make sure volunteers have completed the feedback form before leaving (see notes below).

Reorganise equipment ready for the next session.

School Group Closing

Give students timing prompts to wind down the session – warn them with 10 minutes and then 5 minutes and then ask them to return to the circle and collect any equipment they used. When they are done, direct them to where they should leave their equipment and where they can wash or wipe their hands.

Speak to the students about what they have done during the session. Tell them to think about what the forest looks like now and imagine how it will change in a year's time. Follow this with asking students about what they have learnt during the session, prompting them to contribute a fact they have learnt today. If nobody volunteers, some questions you could ask are:

Primary:

- *What are the golden rules for learning outside and around wildlife?*
- *How many tree species did you identify today?*
- *What kinds of creatures did you spot in the forest?*
- *How does it feel to be inside/outside of the forest? What is different?*
- *How did it make you feel to be in the Tiny Forest today?*

Secondary:

- *What are the golden rules for learning outside and around wildlife?*
- *What types of trees have they been able to identify?*
- *How might the forest look in the future –how will it change, what life might it support?*
- *How does it feel to be inside/outside of the forest? What is different?*
- *How did it make you feel to be in the Tiny Forest today?*
- *What other actions for the environment could you take?*

Thank the students for attending and for their hard work. It can be nice to ask students to give themselves a round of applause or a pat on the back. Mention again that the Tiny Forest is one of many across the UK and that the project is really important for the environment and wildlife. At this time, you can mention, if applicable, that you will return on **XXX** day to monitor **XXX** or that they can come there for biodiversity/carbon capture week to monitor the forest.

Briefly mention what we will be looking at, for example the types of animals that may live in the forest, how the forest might have changed and how quickly the forest is growing (it can be nice to contextualise this by saying that this time next year, some of the trees may be taller than the children!). Note to the children that they can get involved with the project in lots of ways, such as thinking about the Tiny Forest in their lessons when they learn about climate change, trees or wildlife, or visiting the Tiny Forest with their guardians, family or friends, maybe taking pictures as the forest continues to grow. Hand the session over to their class teacher, who will wrap up and initiate their return to school.

Behaviour management in school groups

Behaviour management can be difficult with some groups. The role of behaviour management sits with the school staff, but is aided by the way we run our sessions. Speak with the teacher to identify any considerations or needs prior to or during the session. Some tips for behaviour management are:

- The language you use should be clear and concise, particularly when giving instructions to children. It can be helpful to pair your language with demonstrations of actions, particularly when introducing the monitoring protocols.
- Use attention grabbers when looking for quiet e.g. clapping in a rhythm and waiting for the class to clap back, or asking those who are listening to put their hands in the air. Classes may use a specific strategy for this, so you could ask the teacher for their guidance.
- Agree on the golden rules for the day with the group e.g. be kind, be respectful, listen to each other and learn together.
- When splitting the class in to pairs or groups, ask the teacher to do it for you. They know the class well and will split them in to groups that are likely to work well together.
- Encourage all students to have a go and switch roles wherever possible, to ensure an equal experience.
- Language can be useful when dealing with difficult participants. It is important to remain positive, but be firm with children who are misbehaving. A good strategy is to say “thank you” instead of “please” - for example, if a pupil is shouting out you could say “make sure you raise your hand if you have a question, thank you!”. Saying “please” can make it sound like a request which is optional, but using “thank you” removes the optional element.
- If you notice a child is ‘misbehaving’, support them with the activity - they likely don’t understand or feel confident in taking part. If it escalates, ask for support from the teacher.
- If you observe behaviour that you feel is inappropriate, inform the teacher or support staff.

Top Tips for Working with School Groups

Children can ask some difficult and complicated questions – don’t be afraid to say that you aren’t sure or will go away and check. You could even set them the challenge to go home and research their question.

It is important to speak clearly and at a good pace – not too fast or slow and ensure your tone remains professional but light. Tone of voice used influences the way that our message is perceived. It is important to use a positive tone when talking about difficult issues, and try to focus on solutions-based information.

The language used during a session will need to be tailored to the age range. Ensure concepts and terms are explained or replaced with more accessible phrases, but don’t feel you have to shy away from using terminology, particularly with Key Stages 2 and 3 (age 7-14). The best way to ensure children understand the terms you are using is to explain them directly after use e.g. climate change is as a result of ‘anthropogenic’ - or human produced - emissions.

Use open lines of questioning, avoiding questions with yes or no answers and ask questions beginning with who, what, when, where and how. Try to frame incorrect answers positively, to avoid disengagement. For example, you could say ‘I can understand where you got your ideas from and that’s a good suggestion, but there is a slightly different answer’ or ‘you’re getting close with your answer’ rather than just stating that the answer is wrong.

Wherever possible, establish additional requirements or adaptations before the session. This can be done by setting up calls or emailing the teacher to establish accommodations that need to be made during the session. This could include support for students with additional needs or SEND, adapting the session, talks, language or activities to support students or additional preparation required for specific groups or activities. Check-in on the day with teachers to specify changes or accommodations to be made. Ensure all delivery staff are aware of adaptations to the session.

Ensure you are confident to run all aspects of the session. If not, speak to a member of the delivery team or wider Tiny Forest team for advice and guidance.

With quiet groups, you can ask questions that encourage non-verbal participation e.g. hands up who has heard of X before? There may be instances where nobody in the group answers the question or time is short, in which case asking for non-verbal answers can be of benefit and allow you to keep going with the topic.

Ensure to link the activity back to the project. Link the science day to learning that the students have already done around life and water cycles, trees and biodiversity, weather patterns and climate change, and provide students and teachers with a call to action. Encourage future engagement with the forest, asking pupils to visit in their own time, with their guardians, family or friends. Where relevant, tell the students about the next science days or biodiversity/carbon capture week and what they will learn next time.

Gathering Feedback

An important part of events is to gather feedback from participants (community members, students and teachers). There are 2 types of feedback forms:

1. Feedback form for the community/adults. Accessed online through portal and a printed QR code poster should be provided. Take printed copies with you too.
2. Feedback form for children. Take printed copies with you – you can find them in the ECOSOCs resources. For school groups feedback is primarily collected by paper.

For the general community / adult feedback form this can be accessed on the portal – the same page as the monitoring surveys.

Top tips for gathering feedback are:

- Allocate time for feedback to be gathered in your session plan and make sure all delivery staff know when feedback will be gathered to ensure this part of the session is remembered.
- For school groups, it takes 5-10 minutes, depending on whether children are writing down the answers or if adults are scripting for them. You do not need to collect feedback from all students, a selection throughout the day to give an overview is sufficient. We would recommend collecting feedback from the morning groups, so the students have time in the afternoon to complete their forms and they can be returned before the end of the day.
- Wherever possible, gather feedback during the session.
- For school groups, you could choose to encourage younger students to provide feedback in groups. This means the teachers and delivery staff are able to help more students at once and ensure we gather a good range of feedback. You can use clipboards for this.
- Using alternative methods can also be useful e.g. ask for verbal feedback, you could also have boxes that students can place an item in to rate their day.
- Talk volunteers through the feedback forms, ensuring they are clear about what the forms are for and what they need to answer.

After an event:

Delivery team members need to remember to:

- Enter field sheet data into the portal.
- Scan/photograph field sheets with data and send them to Earthwatch.

- Scan/ photograph and send any paper feedback forms to Earthwatch with the location clearly labelled on the forms
- Scan/ photograph and send sign-up / consent sheet to Earthwatch with location clearly labelled
- General debrief on how the day went to Earthwatch (what went well, what went badly), report any site issues or faulty/broken equipment, mention any issues/ challenges. If you have ideas for future events you could also mention these to Earthwatch and discuss with your university student group.
- Send any photos you took of Earthwatch that you have photo permissions for. If you do not have photo permissions please delete the photos.
- Clean equipment and restock paperwork if necessary.

DO NOT leave site specific paperwork in the kit bag, especially any with personal data on. Once paperwork has been sent (by email) to Earthwatch please shred it.

7. Other Activities

You may find that you have collected all the data you planned to and still have time to spare, or that participants want to do something other than monitoring for a while. In this situation there are a variety of generic maintenance tasks that can be performed at most Tiny Forests, particularly in their first few years of the forest's growth.

What	Why	Action
Weeding	'Weeds' are simply plants in a place people don't want them. In Tiny Forest they can compete with saplings for nutrients and water.	Remove competitive weeds. Chop or tear into pieces and leave as part of mulch layer.
Litter picking	Litter is a form of pollution, being a danger to wildlife as well as unsightly. Removing litter will help to discourage future occurrences.	Pick litter up in a safe manner (i.e. wear gloves if possible). Recycle what you can and dispose of the rest appropriately.
Check for signs of drought	Saplings are sensitive to extreme conditions, especially after a period of severe drought.	Check plants for signs of water stress (yellowed, wilting, or scorched leaves). Also, check beneath the mulch layer to see if the soil is moist. Only water when absolutely necessary. If you think watering is required, contact Earthwatch and we can help organise watering with the landowner.
Check tree tags	As the tree grows the tag can become restrictive and the tree might start growing around it, weakening the tree in that place.	Loosen tags to give the tree more room to grow. You can also place the tag on a branch so that if the tag becomes too tight in the future it will only damage a branch of the tree rather than the main trunk.
Check non-green parts	This includes the fence, gate, benches and information sign as these can be affected by adverse weather and vandalism.	Report any damages to Earthwatch.

Check the condition of the mulch layer	The mulch layer keeps weeds at bay, protects the soil from UV until the canopy closes, and helps retain soil moisture	Redistribution of the mulch layer can help maintain even coverage. However, a restock might be needed to ensure an even thick layer of mulch is maintained across the site for the first 2 years. If you think this is required please contact Earthwatch.
Check for sapling mortality	Low level sapling mortality is expected. But in high quantities an adjustment in maintenance activity might be needed.	Look for trees with no new growth. Scratch the bark of the sapling with a fingernail, if it is green beneath, the sapling is still alive. If there is a large amount of mortality, report this to Earthwatch.

8. Troubleshooting and decision-making

There are a few potential challenges you may face for the engagement and data collection. Some examples are in Table 2.

Table 2. A list of challenges and what to do in each case.

Challenge	What to do
It is raining	Make sure that all non-waterproof material and equipment is covered from the rain. The bags are water resistant so keep as much equipment in there as possible. If the rain is a drizzle, then continue collecting data if participants feel comfortable to do so. If it is a shower, stop data collection until the shower is gone. If it is heavy rain, stop data collection.
No participants turned up	Collect as much data as possible yourselves.
An instrument is broken/doesn't work	Check battery. You have more than one of most instruments so ask participants to share. If there isn't enough equipment to share, allocate another task to the participants that are not doing things Report any broken equipment to Earthwatch
I do not have access to internet	Use the QR code in the box that is printed out so people can continue to collect data.
A participant does not have internet, or does not want to use the online survey	Provide a printed sheet, and make sure all data (volunteer name, TF name etc) is recorded and collected back so the data can be inputted. Leave the printed sheet in the marked folder inside the kit box.
I have far too many participants and not much to do	Allocate more savvy participants to support others. Select another monitoring activity Suggest to do some weeding, litter picking or other maintenance tasks

Someone has done a mistake in entering data	<p>Edit the data entered manually by going to the TF portal profile and go to the option “Survey results” in the left-hand side column as explained before in this document. Select the appropriate survey and edit it. Make sure you are editing the appropriate data for that participant.</p> <p>Alternatively, inform Earthwatch with enough information to identify the piece of data that needs editing. E.g. at XXX Tiny Forest, on XXX date, tree tag number XXX was measured as XXX but is actually XXX</p>
There are tree tags missing or tags are on the wrong trees	<p>Ask volunteers to find as many tags as possible</p> <p>For tags on the wrong trees, this will be picked up as part of the carbon storage survey.</p>

9. Tiny Forest planning checklists

Event planning checklist

<u>Task</u>	<u>Details</u>	<u>Initial when complete</u>
Decide on event activity, date, and location	<p>Consider your audience for the event when selecting the date and time.</p> <p>Agree on a delivery team (minimum 2 people)</p>	
Contact landowner approximately 6 weeks (not less than 3 weeks) in advance of the date	<p>For first contact please go through Earthwatch Europe as we already have relationships with the landowners and exact requirements of notification/approval will vary.</p>	
Ensure appropriate paperwork is completed	<ul style="list-style-type: none"> - Paperwork requirements will primarily depend on the requirements of the Student Union. Ensure that you do everything to meet the requirements of their insurance and have appropriate liability cover for participants as well as yourselves. - Landowners may also have documentation requirements, and could request a copy of the risk assessment and additions to it. - Check Student Union Risk Assessment regarding food and drink provision – often acceptable as long as you don’t make your own food. - Earthwatch recommends: Risk Assessment, Emergency Response Plan. See section “operational considerations” for more details. 	
Advertise the event (start around 3 weeks in advance of the event)	<p>See “communications and outreach section” for guidance.</p> <p><i>N.B. if a school wants to come along let them know that you are not DBS checked; if they come try to have a separate school slot; inform the school they need to do</i></p>	

	<i>their own risk assessment to come along (you don't need to see it); be aware of safeguarding.</i>	
Arrange travel plans	Check your travel plans to the site. Check train times/parking availability on the site. Make a note of the nearest toilets and shop/cafe to the site.	
Prepare equipment and print forms	Print: Any forms that the Student Union say that you need e.g. Risk Assessment and Emergency Response Plan.	
	Photo Consent Form – which includes health and safety and data policy <i>which can be found in the resources section of the portal</i>	
	Data protocols and data collection sheets, which can be found on the Tiny Forest portal.	
	Feedback forms or the Feedback QR code, which can also be found on the portal. Separate forms can be found for children in your ECOSOC resources.	
	If you have asked people to register in advance, print your attendee list so you can check off names.	

Event delivery checklist

Activity	Staff
BEFORE THE MONITORING ACTIVITY DAY	
Print resources	
Organise and check equipment, fill water bottles for flood management surveys	
Documents	
Check/Prepare/print documents needed. Make sure that you will have all the needed documents and QR codes required for each event with your delivery team	
Collect equipment/ resources from your storage space	
Check you have selected the tree species relevant for the specific site from the Tree ID guide	
Check pre-registered participant numbers	
Check that TF profile (Portal) is complete	
Make sure phone is charged so you can access the portal on the day	
ALL ACTIVITIES EXAMPLE	
Set-up (1 hour prior to volunteer arrival - typically 09:00):	
Set up weather stations (add to TF profile in Portal if this is the first event at this site)	
Set up equipment for each module (group in sets for pairs or groups to use)	
Set up ready-made clipboards with protocols and field sheets and ID guides (and field sheets if needed, i.e. for schools)	
Put piping for flood management into ground before the session starts	
Locate biodiversity tiles, make sure they are numbered as defined in the TF map	
Start looking for Tree tags if there is time, if not assign to participants before Carbon Storage	
Set up signs, QR codes, flag and table (if available)	
Tasks for each session /group (every hour/hour and a half):	

Be 'Welcome person': if volunteers haven't signed up online they need to sign the liability/ photo consent form. Give out red lanyards for anyone who hasn't given photo consent	
Count numbers/manage social distancing	
Be time keeper	
Take photos	
Session <u>TF introduction</u> for each new group / volunteer. To cover: - Welcome to your Tiny Forest! - Introduce delivery team members - House keeping - Health and Safety	
Session <u>Science/methods introduction</u> for each new group/volunteer. To cover: - What is a Tiny Forest, why are we monitoring them? - Method/ demo on research topic (4 topics)	
Ensure all equipment is wiped as people hand it back	
Session <u>close</u> . To cover: How to get involved further – give out Tree Keeper postcards what happens next where to find out more info feedback forms	
Track what data has already been collected and where - data checklists	
After each session:	
Reorganise equipment sets and prepare for next group	
Collect and sort completed field sheets and reorganise protocols on clipboards	
Check all equipment is present when packing down	
AFTER MONITORING ACTIVITY DAY	
Enter data collected on field sheets into the Tiny Forest portal.	
Scan/photograph field sheets with data and send to Earthwatch	
Scan/ photograph and send any paper feedback forms to Earthwatch with the location clearly labelled on the forms	
Scan/ photograph and send sign-up sheet to Earthwatch with location clearly labelled	
General debrief on how the day went to Earthwatch (what went well, what went badly), report any site issues or faulty/broken equipment, mention any issues/challenges, and ideas for future events.	
Tidy kit and restock if needed. DO NOT leave site specific paperwork in the box especially any with personal data on.	
Send any photos you took of Earthwatch that you have photo permissions for. If you do not have photo permissions please delete the photos.	
Shred paperwork once digital copies have been sent to Earthwatch	