



Junior Landcare Enhancing Student Resilience Through Creating Butterfly Gardens

JUNIOR LANDCARE FACILITATOR AND
PRIMARY EDUCATOR GUIDE



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What is the Junior Landcare Enhancing student resilience through creating butterfly gardens workshop program?

The program consists of three workshops designed to engage primary students in landcare activity. The workshop program uses a holistic approach with an aim to improve wellbeing and resilience as a response to disasters by creating a butterfly garden within their school setting. This guide focuses on workshops that take students through developing and designing a butterfly garden.

Whilst this is the essence of the program, the principles for the workshop of BEING, DOING and CREATING can be applied to other environmental activities that can involve a landcare group.

Who is the program for?

The program is designed to support landcare groups and primary educators to collaborate and engage in landcare activity with primary students in Years 3 to 6. This would be delivered over three consecutive weeks in 90 minute workshops.

Implementing the Program

Outcomes

- Build student’s recovery and resilience to disaster by promoting student-led activities.
- Improving community resilience to natural disasters such as drought, flood and fire.
- Engage students with Junior Landcare and to value the importance of the natural environment.
- Enhance learning, appreciation and understanding of the environment to create a stronger connection to place and improve mental health and wellbeing.

The BEING - DOING - CREATING Principles

The guiding principles for the workshops are BEING, DOING and CREATING.



Learn more about the Butterfly Garden project and the incorporation of BEING, DOING and CREATING aspects of the individual workshops by watching the video [here](#).

Impermanence as a theme

Impermanence is used as a theme throughout each workshop. Becoming comfortable with the idea of impermanence is key to developing the resilience in relation to natural disasters. The idea that we as a community and natural ecosystems will face challenges and hardships. Natural systems have built-in adaptability and look to return to a new state of equilibrium after a disaster. Communities also respond in the same way – finding a new equilibrium, a new way of being.

BEING

Each workshop begins with a BEING activity to enable students to learn strategies to re-centre and find calm by looking inwards.

Mindfulness practice is used along with yoga therapy techniques to create specific outcomes of developing presence and a mindfulness focus. Relaxation exercises using breath to calm the nervous system along with encouraging teamwork to help build connectedness, and physical movement to promote physical resilience and embodiment.

Learn more about BEING and the leaf breath technique by watching the video [here](#).

DOING

The DOING activities in the program relates to physical on the ground actions and creates a link to the natural world and offers a chance to see, experience and learn about the adaptability and resilience of all nature including humans.

On ground Junior Landcare environmental education activity facilitates teamwork, helps to ground students, to allow them to have respite from ruminating thoughts and to experience the satisfaction of a collective job well done.

CREATING

The CREATING activities enable students to make and to let go – much like people have to do in times of disaster. It is knowing that it is possible to rebuild, to recreate, and to find a new equilibrium that gives hope and strength to people.

Watch the creating seed shapes [video](#) to learn more.

WORKSHOP PROGRAM

The suggestions provided below will help guide how to structure each 90 minute workshop. You can adapt what is provided to suit your circumstances as long as you aim to meet the workshop outcomes.

Workshop Program 90 minutes	Workshop One Plan your butterfly garden (BEING)	Workshop Two Plant your butterfly garden (DOING)	Workshop Three Creativity in the butterfly garden (CREATING)
Focus	Design a butterfly garden	Plant a butterfly garden	Create seed paper shapes to decorate a butterfly garden
Activities	<p>BEING – Yoga and mindfulness type activities</p> <p>DOING - Understanding butterfly life cycles and living requirements</p> <p>DOING - Design and identify the location of the butterfly garden</p>	<p>BEING – Yoga and mindfulness type activities</p> <p>DOING - Undertake a planting activity</p> <p>DOING - Consolidate the knowledge learnt in the Workshop One</p>	<p>BEING – Yoga and mindfulness type activities</p> <p>CREATING - Create seed paper shapes using locally collected seed</p> <p>DOING - Encourage further plant life cycles and continue attracting butterflies to the garden</p>

Resilience

Conversation **prompts** are provided in each workshop as a learning tool to help build a collective understanding of resilience. The prompts use language that gives a context by linking resilience and survival to the activities through environment, plants and animals of the butterfly garden rather than overtly discussing disasters and recovery. This provides a learning experience that will assist students in their final reflection. Here is an example conversation.

Plants have structural features that enable them to survive and cope with different seasons and extreme weather.

In a butterfly garden there are variety of different plants. A vine has the ability to climb up on other plants to reach up to the light when there is not much light available lower in the canopy. Large leaves with drip tips help to drain water away when there is a lot of water about. Plants with deeper root systems are able to survive for longer periods without water.

Butterflies have a life cycle that matches the life cycles of plants. Butterflies emerge from their chrysalides during the season when their available nectar plants flower. This helps give both plants and animals the best chance to survive and reproduce.

Begin the Workshop

Acknowledgement of Country

Begin each workshop with an Acknowledgement of Country. Refer to this [guide](#) from Narragunnawali for more information.

We would like to say thank you to the Aboriginal and Torres Strait Islander people (use the local Aboriginal or Torres Strait Islander language group(s) if you know them) who have cared for this land for thousands of years. We promise that we are going to care for the land and all of the plants and animals that live in it.

BEING

Landcare facilitator/educator/yoga therapist

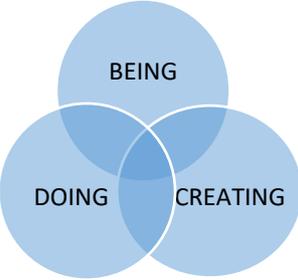
Each workshop begins with a BEING activity as an essential aspect to connect, calm and focus students before undertaking the other workshop activities. Use an introductory discussion to frame this is a BEING activity using mindful practices and yoga to encourage awareness, relaxation and mindfulness. Ensure you include a combination of some of the practices suggested below to help focus on being present at the beginning of each workshop. The table below gives some examples that you can use in this session or with a specialist yoga therapist.

ACTIVITY	LANGUAGE	RESOURCES	OUTCOMES
Relaxation 	What can we do to help us slow down? Take a breath before talking. Take a breath whilst listening. Lie on the ground to look at the sky and observe the clouds.	Mental health information for students from Smiling Mind.	Sensory awareness.
Leaf breath 	Blow onto the leaf to see what happens. How does that feel?	Refer to video for guidance.	Slowing of breath and increase in focus.
Loose parts mandala 	Share ideas and work as a team. Notice what patterns and shapes you see. Place your objects gently and thoughtfully. When finished return items to nature to represent impermanence.	Art in nature resource from Nature Play Queensland. Leaf, flowers, stems, sticks, shells and stones.	Ephemeral environmental art piece to return back to nature. Reverence and respect for nature Pattern and symmetry.

End the Workshop

Reflection

Reflection is an opportunity for students to reflect on their participation and for facilitators and educators to learn from the workshop. At the end of each workshop, students are invited to complete the Venn diagram (either individually or collaboratively) so as to identify how the activities align with BEING, DOING and CREATING practices and how they feel about each of these experiences.

REFLECTION OPTIONS	RESOURCES	LANGUAGE
<p>As a large group</p>  <p>Facilitators/educators lead the group to reflect on each activity of the workshop and record responses.</p>	<p>Whiteboard and markers/chalk and hard surface/large sheet of paper and felt pens.</p> <p>Mark out Venn diagram using felt pen or chalk.</p>	<p>How did the BEING part of the workshop make you feel?</p> <p>How did the DOING part of the workshop make you feel?</p> <p>How did any CREATING in the workshop make you feel?</p>
<p>In small groups</p> <p>Divide into small groups to complete this task. (BEING, DOING, CREATING)</p> <p>Rotate through group using leaders to ask questions and scribe.</p>	<p>A3 paper with Venn diagram marked and felt pens</p>	<p>Venn diagram</p> 
<p>Individually</p> <p>Using your card or note paper for each student to write down a word or words to describe each part of the workshop and place the matching circle or between the circles.</p>	<p>Card, notepaper, sticky tape, large sheet of paper with Venn diagram marked.</p> 	

Extending the Workshop Program

- Incorporate reflection time. What have children learnt? What makes them wonder? What would they like to know next? Ask children what they enjoyed about their experience. This helps to build your confidence and create an even better experience for next time.
- Continue engaging in Junior Landcare activity using the BEING, DOING and CREATING principles along with some learning activities in the [Junior Landcare Learning Centre](#) which offers a range of curriculum linked activities and resources.
- Explore the Educator hub and join the specialist online [Landcarer group for Junior Landcare](#) to connect, collaborate and learn from others.
- Collaborate and plan for a [Junior Landcare grant program](#) at your local school.

CURRICULUM AND FRAMEWORK LINKS

SCIENCE

Workshops One, Two and Three

Year 3: [ACSSU044](#), [ACSIS054](#), [ACSSU072](#), [ACSSU073](#)

Year 4: [ACSHE062](#), [ACSIS064](#)

Year 5: [ACSHE083](#)

Workshops One and Two

Year 6: [ACSSU094](#), [ACSHE100](#)

HUMANITIES AND SOCIAL SCIENCES

Workshops One, Two and Three

Year 3: [ACHASSI052](#), [ACHASSI059](#), [ACHASSI060](#)

Year 4: [ACHASSK088](#), [ACHASSK090](#)

Year 5: [ACHASSI102](#), [ACHASSK118](#)

Year 6: [ACHASSI130](#)

DESIGN AND TECHNOLOGIES

Year 3 & 4: [ACTDEP017](#)

Year 5 & 6: [ACTDEP019](#)

HEALTH AND PHYSICAL EDUCATION

Year 3&4: [ACPPS036](#), [ACPPS038](#), [ACPPS040](#), [ACPPS041](#)

Year 5 & 6: [ACPPS054](#), [ACPPS059](#)

Year 7 & 8: [ACPPS073](#), [ACPPS078](#)

Workshop Three

VISUAL ARTS

Years 3&4 [ACAVAM111](#)

Years 5&6: [ACAVAM115](#)

Workshops One, Two and Three

ETHICAL UNDERSTANDING

[Exploring values, rights and responsibilities](#)

PERSONAL AND SOCIAL CAPABILITY

[Self-awareness, Self- management, Social awareness, Social management](#)

CURRICULUM CONNECTIONS

[Outdoor Learning](#)

CROSS CURRICULUM PRIORITY

[Sustainability](#)

My Time, Our Place: Framework for School Age Care

[Outcome 2 and 4](#)

WORKSHOP ONE – PLAN YOUR BUTTERFLY GARDEN (BEING)

Workshop Overview

This workshop is the first of three and focuses on the planning of a butterfly garden and incorporates BEING and DOING activities.

BEING - yoga therapy, breathing and mindfulness

DOING - on-the ground planning

In this 90 minute workshop children will:

- explore their local space and feel grounded and connected
- discuss ideas for a butterfly garden
- practice teamwork skills and develop trust
- discuss the structural characteristics of plants to cope with extremes of weather conditions.

Preparation

Landcare facilitator and educator

- Refer to the [Junior Landcare butterfly gardens for student resilience](#) video for an overview of this workshop program.
- The [Yoga and mindfulness for student resilience](#) video highlights the benefits of yoga and instruction on the leaf breath technique.
- Collect all resources needed as listed in the resource list below.
- Check the site for accessibility and hazards before commencing the activity.
- Read the code of conduct included in the Appendix and the workshop risk assessment on the Junior Landcare Enhancing Student Resilience Through Creating Butterfly Gardens [page](#).

Workshop Outline

TIMING	ACTIVITY	LOCATION	RESOURCES
5 minutes	Acknowledgment of Country Introduction		Educator hats, water bottles, sunscreen, allergy plans, appropriate footwear device for taking photos activity sheet - butterfly garden design pencils clipboards butterfly fact sheets on life cycles whiteboard and markers for joint garden design/ site map and activity sheets for students chrysalis set (research online for commercial suppliers appropriate for your state) yoga mats (optional)
20 minutes	Mindfulness/yoga - BEING		

		natural plant materials for loose parts from within the local grounds (e.g. sticks, leaves, flowers, etc.)
45 minutes	Designing a butterfly garden DOING	Landcare facilitator Read code of conduct and workshop risk assessment first aid kit plants for the garden and any associated information – plant labels or fact sheets sanitising equipment - hand sanitiser and disinfectant spray
10 minutes	Conclusion, wrap up and reflection	Educator or Landcare facilitator whiteboard/butchers paper/sticky notes, pens

Acknowledgement of Country

Landcare facilitator/educator

Begin with an Acknowledgement of Country. Please refer to the suggested wording included in Begin the Workshop section (see page 6) or use a version from your school.

Introduction

Landcare facilitator/educator

Set expectations and introduce the workshop outline:

Over the next three weeks we will create an amazing butterfly garden full of wonderful plants, butterflies and artworks. We will learn lots and have some fun along the way.

Today we are going to practice some mindfulness activities (BEING), explore our school grounds and begin our mission to design an amazing butterfly garden. (DOING)

BEING

Landcare facilitator/educator/yoga therapist

Introductory discussion to frame this is a BEING activity using mindful practices and yoga to encourage awareness, relaxation and mindfulness. Include a combination of some of the practices suggested in the Begin the Workshop section (see page 6) to help focus on being present at the beginning of each workshop.

DOING

Landcare facilitator

Tuning in

Begin with your group near the garden location.

This is the DOING part of the workshop, where we will plan a design for our butterfly garden. What are your goals and your creative ideas in creating your butterfly habitat garden?

All animals need food, water and shelter to survive. This habitat provides a safe place to live. What do butterflies need to survive? Discuss butterflies, their habitats and their life cycles.

Resilience discussion prompt: Butterflies are adapted in their life cycle to be able to survive through different seasons and be around when there are flowers for the nectar they need.

Refer to the [butterfly fact sheet](#) from Backyard Buddies.

There are four main requirements for a successful butterfly garden. These are:

- Warmth - location of the garden and access to sun
- Shelter - using shrubs and variety of plant forms, trees, vines and grasses
- Food:
 - Larvae host plant – for butterflies to lay eggs
 - nectar for butterflies from flowers
 - flowering times and plant forms for variety
- Water – mud pools for salt and minerals, rock to sit amidst water

You could use a commercially-available chrysalis (butterfly pupa) kit and enclosure as part of this workshop to engage students in deeper understanding of butterfly life cycles.

Delving deeper

Now that you have found out more about the food and shelter requirements for your butterflies, what else might they need?

Your local environment may not always be able to provide some of the shelter needed for butterflies. How can you design your garden so that butterflies and other animals can shelter?

Honing in

Use a garden location, ideally with native plants, to start the discussion.

Now you understand more about the needs of a butterfly, let's think about how plants can create habitats. To ensure biodiversity when creating your habitat, it is important to use a variety of native plant forms (trees, shrubs, grasses). This helps create a multi-layered environment with lots of different foods and safe places for small birds and other animals.

There are lots of people in the community that can help you learn more about the plants that thrive in your local area. Talk to your Landcare group and local Traditional Owners about their work with plants. Refer to plant lists/ plant factsheets to learn more about the plants. A suggested plant list is provided in the Appendix, but use a local species guide if it is available.

Processing and applying learning

Reflect on the information you have collected and discussed.

Students can draw their butterfly habitat design in the activity sheet, including existing features, new plants and any existing plants. Or the discussion can be jointly mapped on a whiteboard or large piece of paper.

Remember to:

- create a multi-layered habitat
- provide access to water
- have access for maintenance
- plant spiky plants (providing safe hiding places) away from pathways.
- use plants that will provide year-round food and shelter locations for many different species.

Reflection

Landcare facilitator/educator/yoga therapist

Now it is time to reflect on today's activity. Remember we did the BEING part of the workshop with our nature mindfulness. Then when we looked at designing the butterfly garden that was DOING. Now we are going to reflect on that activity by undertaking the following activity.

Enact the reflection using information in the table given in the Begin the Workshop section (see page 6 - 7).

WORKSHOP TWO – PLANT YOUR BUTTERFLY GARDEN (DOING)

Workshop overview

This workshop is the second of three and focuses on the planting of a butterfly garden and incorporates both BEING and DOING activities.

BEING - yoga therapy, breathing and mindfulness

DOING – planting out the butterfly garden design

In this 60 to 90 minute workshop, children will:

- explore their local space and feel grounded and connected
- discuss ideas for a butterfly garden
- practice teamwork skills and develop trust
- discuss the structural characteristics of plants to cope with extremes of weather conditions.

Preparation

Landcare facilitator and educator

- Refer to the [Junior Landcare butterfly gardens for student resilience](#) video for an overview of this workshop program
- The [Yoga and mindfulness for student resilience](#) video highlights the benefits of yoga and instruction on the leaf breath technique
- Collect all resources needed as listed in the resource list below
- Check the space for accessibility and hazards before commencing the activity
- Read the code of conduct included in the Appendix and the workshop risk assessment on the Junior Landcare Enhancing Student Resilience Through Creating Butterfly Gardens [page](#).

Workshop Outline

TIMING	ACTIVITY	LOCATION	RESOURCES
5 minutes	Acknowledgment of Country Introduction		Educators hats, water bottles, sunscreen, allergy plans, appropriate footwear device for taking photos activity sheet – planting a butterfly garden pencils clipboards
20 minutes	Mindfulness/yoga - BEING		yoga mats (optional) natural plant materials for loose parts from within the local grounds (e.g. sticks, leaves, flowers, etc.)
25 minutes	Planting a butterfly garden DOING		Educator/ Landcare facilitator first aid kit plants for the garden and any associated information – plant labels or fact sheets Trowels or spades

		Access to water Watering cans or buckets Water storing crystals (optional) Site map from activity 1 – designing a butterfly garden Sanitising equipment - hand sanitiser and disinfectant spray
10 minutes	Conclusion, wrap up and reflection	whiteboard/butchers paper/sticky notes, pens

Acknowledgement of Country

Landcare facilitator/educator

Begin with an Acknowledgement of Country. Please refer to the suggested wording included in Begin the Workshop section (see page 6) or use a version from your school.

Introduction

Landcare facilitator/educator

Set expectations and introduce the workshop outline:

Today we are going to practice some mindfulness activities (BEING), explore our school grounds (DOING) and begin our mission to plant an amazing butterfly garden. (CREATING).

BEING

Landcare facilitator/educator/yoga therapist

Introductory discussion to frame this is a BEING activity using mindful practices and yoga to encourage awareness, relaxation and mindfulness. Include a combination of some of the practices suggested in the Begin the Workshop section (see page 6) to help focus on being present at the start of each workshop.

DOING

Landcare facilitator/ educator

Begin this planting activity with all the resources listed in the Workshop Outline.

Plan

Resilience discussion prompt: Plants have structural features that enable them to survive and cope with different seasons and extremes of weather.

In a butterfly garden there are a variety of different plants. A vine has the ability to climb up on other plants to reach up to the light when there is not much light available lower in the canopy.

Butterflies have a life cycle that matches the life cycles of plants. Butterflies emerge from their chrysalides during the season when their available nectar plants flower. This helps give them the best chance to survive and reproduce in environmental extremes.

Following a plan is an important process when setting up your butterfly garden. A plan will assist to make an assessment on where to plant certain plants to achieve the best results.

Go through your checklist to ensure you have all the materials needed.

Review the plan with the children before starting and outline the safety steps by asking them what would make this activity safe. Outline safe tool use.

Space out the pots onto the bare ground/garden bed, discussing where they may go. Use your final design from the design learning activity to help guide this. Refer to any planting information and plant labels to help guide the discussion.

Remember to consider how much space the plants need when fully grown. Will they shade other plants? Where do you think these plants should go?

Prepare

Once the plants are in their correct positions, dig a hole that is slightly deeper and wider than the pot. Water the hole in preparation for planting.

Once the water has drained, remove the plants from their pots ready for planting. It is best to have the least amount of disturbance to the roots as possible. Keep the soil and plant intact by gently squeezing each side of the pot, then placing your hand flat over the soil with the stem between your fingers. This will provide the least amount of stress and disturbance to the plant during the process.

Planting

It is finally time to plant! (Some hints and steps in this [video](#) from Hunter Region Landcare Network).

If the plant is going into new soil in a garden bed, you will need to dig a hole big enough to fit the plant and totally cover the roots. Press the soil around the plant gently without packing the soil too hard or too tight. Packing the soil hard will push the air out of the soil which is needed by the roots.

If the plant is going in the ground, do not backfill the soil all the way to ground level, creating a well around the plant. This will help catch rain water, avoiding water running off and not reaching the roots.

Maintenance and upkeep

Now that you have completed your planting, use the planting a butterfly garden activity sheet to draw a map and list your plants and their numbers.

Create rosters and tasks to share caring for your garden plants with your garden team, especially over summer. This can include watering, measuring growth and plant changes, checking mulch and looking for pests. The more involvement and ongoing maintenance you put into the garden the better the results you will have. It is important to respect this area and the significant plants that it holds.

Reflection

10 minutes

Remember we did the BEING part of the workshop with our nature mindfulness. Then when we looked at planting the butterfly garden that was DOING.

Enact the reflection using information in the table given in the Begin the Workshop section (see page 6 - 7).

WORKSHOP THREE – CREATIVITY IN THE BUTTERFLY GARDEN (CREATING)

Workshop overview

This workshop is the third of three and focuses on creating paper seed shapes for the butterfly garden and incorporates BEING, DOING and CREATING activities.

BEING - yoga therapy, breathing and mindfulness

DOING – making butterfly seed shapes to install in the butterfly garden

CREATING – using recycled paper to create paper seed shapes.

In this 60 to 90 minute workshop children will:

- explore their local space and feel grounded and connected
- practice teamwork skills and develop trust
- discuss the structural characteristics of plants and seeds to cope with extremes of weather conditions
- engage in an art activity that helps facilitates respite from thinking and adds a layer of beauty and decoration to their project that also has an aspect of function included.

Preparation

Landcare facilitator and educator

- Refer to the [Junior Landcare butterfly gardens for student resilience](#) video for an overview of this workshop program
- The [Yoga and mindfulness for student resilience](#) video highlights the benefits of yoga and instruction on the leaf breath technique
- The [Creating seed paper shapes](#) video provides instruction on how to make paper seed shapes
- Collect all resources needed as listed in the resource list below
- Check the site for accessibility and hazards before commencing the activity
- Read the code of conduct included in the Appendix and the workshop risk assessment on the Junior Landcare Enhancing Student Resilience Through Creating Butterfly Gardens [page](#).

Workshop outline

TIMING	ACTIVITY	LOCATION	RESOURCES
5 minutes	Acknowledgment of Country Introduction		Educator hats, water bottles, sunscreen, allergy plans, appropriate footwear device for taking photos
20 minutes	Mindfulness BEING		yoga mats (optional) natural plant materials for loose parts from within the local grounds (e.g. sticks, leaves, flowers, etc.)
55 minutes	Creating in the Butterfly Garden CREATING		Educator/Landcare facilitator native seeds for butterfly attracting plants e.g. grasses (from nursery) Biscuit cutters - butterfly shape or flower shapes turmeric/juice from tinned beetroot shredded paper blender and access to power plastic milk bottle bases cut to a height of 3cm – one for each child teaspoons lace curtain fabric offcuts and rags to help dry off seed paper
10 minutes	Conclusion, wrap up and reflection		Educator/Landcare facilitator whiteboard/butchers paper/ sticky notes, pens

Acknowledgement of Country

Landcare facilitator/educator

Begin with an Acknowledgement of Country. Please refer to the suggested wording included in Begin the Workshop section (see page 6) or use a version from your school.

Introduction

Landcare facilitator/educator

Set expectations and introduce the workshop outline:

Today we are going to practice some mindfulness activities (BEING), explore our school grounds (DOING) and create some seed shapes to help decorate and keep our butterfly garden growing (CREATING).

BEING

Landcare facilitator/educator/yoga therapist

Introductory discussion to frame this is a BEING activity using mindful practices and yoga to encourage awareness, relaxation and mindfulness. Include a combination of some of the practices suggested in the Begin the Workshop section (see page 6) to help focus on being present at the beginning of each workshop.

CREATING

Landcare facilitator/educator/artist

Focus

Begin the activity, and explain that you will be making seed paper shapes to help decorate the butterfly garden and allow it keep growing.

You will make seed paper formed into butterfly, flower or other shapes to be hung in the butterfly garden once dry. The shapes will take a few days to dry.

Resilience discussion prompt: The (as an example you can say the papery winged seeds of the Butterfly Vine plant) we are using today allow for aerodynamic lift to fly through the air and help the plants to spread, survive and reproduce and land in suitable area to cope and wait to germinate in the best conditions during the wet season. They have resilient features that help them reproduce and survive in their environment.

Source some locally sourced endemic seed into the paper to work in harmony with the planting.

Mix

Soak the pieces of shredded paper in a bowl overnight or for a couple of hours before the workshop.

Place the soaked shredded paper into the blender. Add some water to this mix to create a paper pulp mix.

Add colour to the paper pulp mix using turmeric powder or beetroot juice. Demonstrate blending paper into a pulp. Supervise use of the blender with the children.

Pour some of the mix into each milk bottle base to a height of about 50mm. Sprinkle some endemic seed into the mix and use a spoon or stick to mix gently. You want to be careful that the seeds don't germinate from the moisture and are not crowded together.

Make

Use a flat surface and place your lace curtain material with a rag or towel piece underneath. Place the biscuit cutter on top. Spoon in the mix to a depth of about 3-5mm. This will be deep enough for the seed paper to hold shape, as it will shrink as it dries out.

Children to hold the butterfly biscuit cutter shape tight against the lace cloth surface and place a spoonful of mix into the shape and carefully use a finger or spoon to push it around and even out the surface.

When children are happy with the paper shape, they remove the biscuit cutter and turn the shape onto a cloth piece. Soak up the extra water by using a towel or rag and press firmly onto the shape.

Decorate

Leave the shapes to dry on a fabric square in a warm place, but not too hot. After a few days when completely dry, use a hole punch to create a hole near the top of the shape and tie on some string. String the shapes together and hang them over the garden. Over time these shapes will disintegrate and release their seed to encourage more of these plants to establish in the garden

Reflection

Now it is time for reflection on today's activity.

Remember we did the BEING part of the workshop with our nature mindfulness.

We explored the school grounds that was DOING.

Then when we created the butterfly garden seed shapes that was CREATING.

Enact the reflection using information in the table given in the Begin the Workshop section (see page 6 - 7).

Thank everyone for their help today we have made a beautiful Butterfly garden and learnt so much.

Keep looking after your garden and you will see many butterflies and caterpillars visit the garden over the months to come. You will be able to install your butterfly seed paper shapes in the garden once they dry.

APPENDIX

Working with schools and educational settings for landcare and community educators

Roles and responsibilities

When approaching a school to work with, it is good to be clear on what your role will be and clarify expectations.

As a Landcare facilitator you will be guiding children through the experience, and the duty of care will ultimately fall to the supporting educator/s.

- Running a safe activity will ultimately fall to the supporting educator. However, it is your role to make them aware of any risks you might encounter during the activity.
- You will ask your supporting educator to provide the duty of care, and they will need to refer to the participating school's behaviour guidelines for behaviour management throughout the learning activity.
- You will refer to the school guidelines for incident management.
- The school may need your insurance details before engaging with you, so have these details ready.
- Be upfront about any equipment you might need and advise if there are any costs to be incurred in providing or participating in the program.

Child safe requirements

It is important to note that when working with the school community there will be requirements regarding program delivery to meet child safe requirements.

Being child safe

- All children in Australia have the right to be safe.
- The national principles from the Human Rights Commission aim to provide a nationally consistent approach to creating organisational cultures that foster child safety and wellbeing.
- Read this [Example Code of Conduct](#) from the Human Rights Commission to familiarise yourself with expected child safe behaviours and behaviours that are unacceptable, when interacting with children and young people.
- Some child safe behaviours include using respectful language, encouraging inclusivity, and behaving respectfully, and courteously towards children.
- To work in a school you will need an appropriate Working with Children Check for the state or territory you are working in. Refer to your [local state or territory organisation](#) for more information
- Behaviour management and safety remains the responsibility of the supervising teacher/s at all times. Ask the school to provide you with their guidelines for behaviour management to familiarise with its practice. Read this before delivering your learning activity and ask questions of the school if you have them.

Benefits and challenges of risk

Your duty of care is to inform educators of the physical safety risks of the workshops and let the educators make their own risk assessment for the children and implement safety procedures.

As a Landcare facilitator you are familiar with risk and know how to run a safe activity using your risk assessment documentation. (E.g. Job Safety Analysis or Safe Work Method Statements). Refer to your documentation when preparing and implementing the workshops. Let the school know of any specific requirements before the day, and get feedback on the safety plan.

When working with children it is good to be aware that there are some benefits to risk.

These can include:

- Social and emotional benefits.
- Building persistence and resilience.
- Physical benefits of balance and coordination.
- Being able to assess and make judgement about risk.

Safety procedures

- Refer to risk assessment for this workshop program.
- Be well equipped as a role model, and wear appropriate clothing and footwear for the activities. Carry first aid equipment and a mobile phone.
- Duty of care to implement first aid will fall to the educator assigned to the program.
- Refer to the school for their safety procedures and ask your accompanying educator for their support.
- Outline safe behaviour expectations before beginning your activity and refer to your supporting educator to help reinforce behaviour guidelines.
- Maintain a calm and respectful attitude to provide a safe environment for your activity.

Reference list

Organisations

Butterflies

[Butterfly and Other Invertebrates Club Inc.](#) (BOIC)

[Butterflies Australia](#) with a Citizen Science App for recording butterfly sightings.

Contact your local butterfly or invertebrate organisation to source a suitable organisation to source a chrysalis kit within your state or territory.

Disaster Education

The Australian Institute of Disaster Resilience has an [Education for Young People website](#) with school resources.

Your Local Landcare Group

Contact your local landcare group by searching the [National Landcare Directory with your postcode](#).

Grief and Loss

Information on grief and loss support for children from Good Grief with these fact sheets: [Children grief and loss support](#); [Young people grief and loss support](#).

Yoga

Contact the [Australasian Association of Yoga Therapists](#) for a yoga therapist in your location.

Books

A Field Guide to Butterflies of Australia - Their life histories and larval food plants (Garry Sankowsky: New Holland Publishers 2020), lists hundreds of butterfly species together with their host plants, maps and notes.

Case studies

Read more about the [pilot project](#) and the associated [tree planting day](#) case studies.

Be inspired by this [Junior Landcare case study](#) where Western Australian schools work in a district-wide Butterfly Garden project to establish a habitat corridor for native butterfly species.

Species list with host plants for butterflies

Courtesy of Dave St Henry for publication by the Butterfly and Other Invertebrates Club Inc. (BOIC) for butterflies species found in Queensland NSW and parts of Victoria.

Refer to local plant guides and indigenous plant nurseries for locally-specific information.

Scientific name	Common name	Butterflies attracted
<i>Citrus</i> species	Citrus species (incl. Lemon, Lime, Australian Finger Lime, Orange and mandarin)	Orchard Swallowtail Dainty Swallowtail
<i>Cullen tenax</i>	Emu-foot	Chequered Swallowtail
<i>Aristolochia</i> species		Clearwing Swallowtail
<i>Cryptocarya</i> species		Blue Triangle
<i>Melodorum leichhardtii</i>	Zig-Zag Vine	Pale Triangle
<i>Parsonsia</i> species	Silkpod	Common Crow
<i>Trophis scandens</i>	Burny Vine	Purple Crow
<i>Secamone elliptica</i>	Corky Milk Vine	Blue Tiger
<i>Cassia brewsteri</i>	Cassia pea	Lemon Migrant
<i>Senna gaudichaudii</i>	Climbing Cassia	Yellow Migrant
<i>Senna barclayana</i>	Smooth Senna	White Migrant
<i>Breynia oblongifolia</i> <i>Sesbania cannabina</i>	Coffee Bush Sesbania Pea	Grass Yellow
<i>Capparis</i> species		Caper White
<i>Pipturus argenteus</i>	Native Mulberry	Jezebel Nymph
	Verbenas	Meadow Argus
<i>Junonia orithya</i>		Blue Argus
	Paper Daisies	Painted Lady
<i>Scolopia braunii</i>	Flintwood, Mountain Cherry, Brown Birch	Bordered Rustic
<i>Alternanthera denticulata</i>	Lesser Joyweed	Varied Eggfly
<i>Polyura sempronius</i>	Ferny-leaved Acacia	Tailed Emperor
<i>Passiflora</i> species		Glasswing

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