

Learning Area: Biodiversity Success Criteria:		
Introduction	Activity	Summary
<p>Go for a walk around the school grounds or area of study. Students work in pairs to share observations as they walk.</p> <p>Back in class share observations made –</p> <p>Were there leaves on all the trees? What flowers if any were out? How many birds did we see or hear? Were insects noticeable?</p> <p>Can we make a general description of the area from our one walk? – Is this description complete – will it change on different days, in different weather, for different seasons?</p> <p>Was our single walk enough to fully describe our area of study?</p> <p>What more do we need to do? (We need to complete the same walk several times and spend time observing our area and noting changes)</p> <p>How can we record observations of a large area over a length of time?</p>	<p>Draw a map of the school grounds (or an area you are studying). On your map show the location of animals and plants, water sources and erosion etc. Your map will need some measurements of distance and area, grid lines – longitude and latitude and an indication of where North is.</p> <p>Identify some trees, bushes and plants that interest you. Keep a regular watch on these. Record the insects and birds that visit – do this every 15 mins throughout a day, on different days of the year.</p> <p>Use a light meter to record light levels in different places - in the open, under a bush, under a shade cloth etc.</p> <p>Draw or take pictures of a bush, or an individual tree, at regular times throughout the year. Discuss changes and things that do not change. Write a poem each time that includes things that change, including your feelings at different times of the year.</p>	<p>Present your map of the area studied.</p> <p>Use a large enough piece of paper that all your observations and information collected can be displayed.</p> <p>Consider a range of layouts – map in the centre with information blocks around the border – map on one side with information blocks on the other .</p> <p>Be sure you can justify your choice of layout.</p> <p>Publish and present.</p>

Mapping an Area

<p>Suggest the use of a map and spend some time viewing and discussing the different purposes of maps.</p> <p>If we were to map our area of study what features would we include? – features of interest – features that help with location – man-made features – natural features.</p>	<p>Explore the area on your map. Look for patches of bush, streams etc that need looking after.</p> <p>Why do they need looking after?</p> <p>What is the health of the habitat?</p> <p>Who is responsible for looking after it?</p> <p>Is there something you can do as a school?</p>	
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