

Habitats in the school environment

Follow-up activities

To make maps and plans

To identify and describe what places are like.

Resources

Digital camera photos, video clips, puppets, computers with internet access

Introductory activity

Use Google Earth or similar, to look at an aerial photo of the school. Talk about the route taken on the walk. Get the children to draw the route on the image. Ask children if they can identify where the stopping points are and number them in the correct order. Annotate the picture with captions, using IWB.

Look at the photos taken of the different habitats found around the school grounds. Using the correct vocabulary, discuss the pictures and talk about the animals which might live there. Recap the learning from the walk.

Activity 1 Use a map of the school grounds, ask the children to annotate with drawings of what we found around the school grounds. Encourage the children to get the drawings in the correct place on the map. Get the children to write sentences to support their drawings.

A group of children can annotate these maps on the computer by putting photos and information into text boxes next to the appropriate parts of the map. Children to use photographs they have taken and insert them into a word document. Create text boxes to add to the map explaining what they have seen. More able/older children could do this in PowerPoint with links to other pages to show photographs and other information.



Activity 2 Using the video clips taken outside on the walk, make a commentary to go with short video of school environment. Show the video clips on the IWB thus making it easy for all children to see. Give the children a target audience for their commentary i.e. – children in another class, a presentation in assembly or to the Head teacher. Encourage the children to use appropriate geographical vocabulary. Alternatively, try using a programme such as 'Photo Story' to make a record of the walk to share with others.

Activity 3 Use wildlife animal puppets to talk about their environments. Use puppets of the animals which live in the school environment, 'Hotseat' the puppet and ask it questions. Children to take it in turns to 'be' the animals use the puppet to answer the questions. Write questions for the animals to answer; squirrel, mouse, pigeon, robin, hedgehog. Write the animals' response in the speech bubble next to the picture of the animal. Alternatively, take photos of the animals, display on the IWB and record the animal's response in the speech bubbles.



Activity 4 Children to make a picture glossary of habitats using habitats vocabulary. Draw a picture of the habitat and label it. Write a short description of the habitat underneath. Make into a class book of habitats. (Literacy link to glossaries) Some children made pictures of the wildlife using 'Dazzle'. (See figure 7)

Activity 5 Using photographs taken around the school grounds, write about what we saw underneath photos whilst out in the school grounds. Encourage the children to write about the nature of the habitats, which animals we think live there and what evidence there is for this.

Objectives

To recognise how the environment may be improved and sustained.

To express their own views about people, places and environments.

Summary. Look at the school environment and the habitats it affords. Discuss what we have found out about the habitats in the school environment and how these habitats are affected by human activity. Make a list of all the things we can do to ensure that the environment is maintained.

Where next?

Design a wildlife friendly habitat taking into account the needs of the animals in the school environment. This should include providing a habitat for all animals we know are in our school grounds.

Consider doing the same walk at a different time of the year. Make a visual/audio record of what you see. Make comparisons with the first walk.

The idea could be extended to be incorporated into a week of wildlife watching and recording the wildlife seen in the school grounds. Repeat this at intervals throughout the year in order to provide adequate data to look at variations and trends.

Look at the distribution of the same animals throughout the world – thus giving an opportunity to highlight the uniqueness of some of Britain's wildlife. Look at the decline in the numbers of the same species in the local area and across Britain. This will provide a way in to introducing the issues surrounding conservation, loss of habitats and countryside management.