



Learning through Landscapes

S1 School Grounds and Habitat Survey

Accessible version



About you

Name of your school

How many participants are in your survey group?

What ages are the participants?

Aims

- To understand what a survey is and why we might complete one
- To understand that plants and animals need water, food, shelter and space from their habitat or 'home'

What you will need

Essential

- This sheet and 'Practitioner Guidance' document
- Pen, Pencil and Eraser
- Clipboard/suitable alternative

Helpful

- Print-out of your school map
- Ruler
- Identification aids (see guidance)

Funders and partner organisations

Green Recovery Challenge Fund



The National Lottery Heritage Fund



Leicester City Council



Wildlife Gardening Forum



Co-funded by the European Union



LUND UNIVERSITY



Naturskolan i Lund



LUNDS KOMMUN

Key Information for Practitioners




- You may wish to start by explaining what a survey is to children - it is a way of scientifically describing the world around us. They may have done other surveys, for example a questionnaire.
- With some children you may not want to use the term 'survey' and instead present it as an activity to look for different places that animals might use in your school grounds. Later surveys will look at different animals and plants living in your school grounds.
- You could introduce the word habitat - the home of an animal or plant. Animals and plants need places in their habitats where they can eat (food resources), drink (water resources), and rest or lay eggs (nesting habitats). Some parts of your school will be good habitats for animals, and some won't be used - what habitats can you find?
- This survey can be done in small groups, individually or as a class - please complete however works best for children at your school.



Survey method

Step 1. Habitat Survey

Use the habitat guide (next page) and note what habitats you can find in your school grounds.

Table 1. Type of habitat		Number of m ²
Food resource (flowers for birds, berries for birds, grass for grasshoppers) 	Plant beds or flowerpots	
	Tall grass, wildflowers	
	Trees and bushes	
Nesting places and places for animals to shelter from the wind and rain, Think like a minibeast or bird - where could you hide? 	Bare ground (soil, sand, gravel, etc.)	
	Bird boxes	
	Bee hotels (a structure with lots of holes for bees to lay eggs in, until the eggs are ready to hatch)	
	Bee hives (where honey bees live)	
	Bug hotels (piles of dry leaves and sticks etc. which someone has made for bugs to live in)	
	Damp places like ponds (only include areas which are damp all the time - not just after it has rained)	
Other 	Short grass (e.g. mown as lawn)	
	Bare walls or fences	
	Concrete or tarmac	

Which habitat type above is there the most of in your school grounds?

Feeding Habitats

Flower beds or pots



Includes flowers in planters or pots, raised beds and borders

Tall grass and wildflowers



Includes wildflower meadows and grassy verges

Trees and bushes



Includes trees, orchards, shrubs, bushes and hedgerows

Nesting Places and Shelter

Bare ground



Includes exposed flat or raised ground with low vegetation cover

Nesting places



Includes bee hives, solitary bee hotels, bug hotels, bird boxes etc.

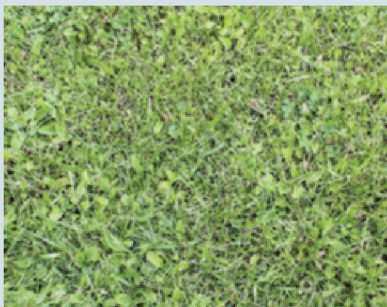
Damp places



Includes ponds, ditches, compost heaps and log piles

Other:

Short grass



Includes flowers in planters or pots, raised beds and borders

Bare walls and fences



Includes wildflower meadows and grassy verges

Concrete or tarmac



Includes trees, orchards, shrubs, bushes and hedgerows