

*- Biodiversity in My Backyard*



*The Journal of*



# Day 1

Date/Time	Study Location	Weather	Observation units (Total 17 min)	Behaviour (Observation of animal activity) e.g. searching for food, feeding their young
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Drawing of animal in its environment (you can also label body parts):	
			<p>7. Did the animal notice your presence? <input type="checkbox"/>Yes <input type="checkbox"/>No</p> <p><b>To do list</b> (tick the box when it's done) :</p> <p><input type="checkbox"/> Take a picture of the environment</p> <p><input type="checkbox"/> Take a picture of the animal (if possible)/draw the animal</p> <p><input type="checkbox"/> Imitate/record the sound of the animal (if possible)</p> <p><input type="checkbox"/> Imitate the movement of the animal (if possible)</p>	

# Day 2

Date/Time	Study Location	Weather	Observation units (Total 17 min)	Behaviour (Observation of animal activity) e.g. searching for food, feeding their young
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Drawing of animal in its environment (you can also label body parts):	

1. Type of animal (mammal/bird/reptile/insect/others):  
If you want to follow Jane's foot path you can give the animal a name ☺
  2. Describe the animal (e.g. fur? feathers? colour?)
  3. Where is it at the moment? (e.g. sitting under a tree/on a leaf)
  4. Can you hear the animal?    Yes        No  
If yes, describe the sound (e.g. chirping, purring)
  5. How would you describe the movement of the animal? (e.g. crawling, jumping)
  6. Is it alone or interacting with other animals (describe)?
  7. Did the animal notice your presence? Yes        No
- To do list** (tick the box when it's done) :
- Take a picture of the environment
  - Take a picture of the animal (if possible)/draw the animal
  - Imitate/record the sound of the animal (if possible)
  - Imitate the movement of the animal (if possible)

# Day 3

Date/Time	Study Location	Weather	Observation units (Total 17 min)	Behaviour (Observation of animal activity) e.g. searching for food, feeding their young
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Drawing of animal in its environment (you can also label body parts):	
			<p>7. Did the animal notice your presence? <input type="checkbox"/>Yes <input type="checkbox"/>No</p> <p><b>To do list</b> (tick the box when it's done) :</p> <p><input type="checkbox"/> Take a picture of the environment</p> <p><input type="checkbox"/> Take a picture of the animal (if possible)/draw the animal</p> <p><input type="checkbox"/> Imitate/record the sound of the animal (if possible)</p> <p><input type="checkbox"/> Imitate the movement of the animal (if possible)</p>	

# Day 4

Date/Time	Study Location	Weather	Observation units (Total 17 min)	Behaviour (Observation of animal activity) e.g. searching for food, feeding their young
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Drawing of animal in its environment (you can also label body parts):	
			<p>7. Did the animal notice your presence? <input type="checkbox"/>Yes <input type="checkbox"/>No</p> <p><b>To do list</b> (tick the box when it's done) :</p> <p><input type="checkbox"/> Take a picture of the environment</p> <p><input type="checkbox"/> Take a picture of the animal (if possible)/draw the animal</p> <p><input type="checkbox"/> Imitate/record the sound of the animal (if possible)</p> <p><input type="checkbox"/> Imitate the movement of the animal (if possible)</p>	

# Day 5

Date/Time	Study Location	Weather	Observation units (Total 17 min)	Behaviour (Observation of animal activity) e.g. searching for food, feeding their young
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Break (1min)	
			Observation (2min)	
			Drawing of animal in its environment (you can also label body parts):	
			<p>1. Type of animal (mammal/bird/reptile/insect/others): If you want to follow Jane's foot path you can give the animal a name ☺</p> <p>2. Describe the animal (e.g. fur? feathers? colour?)</p> <p>3. Where is it at the moment? (e.g. sitting under a tree/on a leaf)</p> <p>4. Can you hear the animal?    <input type="checkbox"/>Yes        <input type="checkbox"/>No If yes, describe the sound (e.g. chirping, purring)</p> <p>5. How would you describe the movement of the animal? (e.g. crawling, jumping)</p> <p>6. Is it alone or interacting with other animals (describe)?</p> <p>7. Did the animal notice your presence? <input type="checkbox"/>Yes        <input type="checkbox"/>No</p> <p><b>To do list</b> (tick the box when it's done) :</p> <p><input type="checkbox"/> Take a picture of the environment</p> <p><input type="checkbox"/> Take a picture of the animal (if possible)/draw the animal</p> <p><input type="checkbox"/> Imitate/record the sound of the animal (if possible)</p> <p><input type="checkbox"/> Imitate the movement of the animal (if possible)</p>	

## Well done!

You have now finished the first part of the project – the behaviour study. For the second part, you need to **choose one of the animals** that you observed (you may have observed just one animal anyway – but if you have different animals, please choose just one).

For the second part, **use the internet and your school library** to read more about this animal and **fill in the ID card** provided by your teacher. Get to know your animal: what does it eat? Where does it live? Is it endangered? Is it dangerous for us? Why is this animal important in the cycle of life?, etc..