



## Photo Journals

### SITE ACTIVITY

#### What Can Be Learned?

The aim of this activity is to identify various Tasmanian habitats. The children can use the knowledge they have gained so far, as well as their observational and classification skills.

#### Materials Required

Tasmanian plant and animal identification books  
Binoculars, magnifying glasses  
Pens, paper, clipboards  
Plastic bags  
Digital cameras  
Journal lists



#### The Activity

The activity takes around half an hour. It can be carried out either at school or at the site visited.

The class is divided into groups of approximately 4 children accompanied by an adult with a digital camera.

Provide each group with a list of animals, habitats or 'evidence' of animal presence (see lists below).

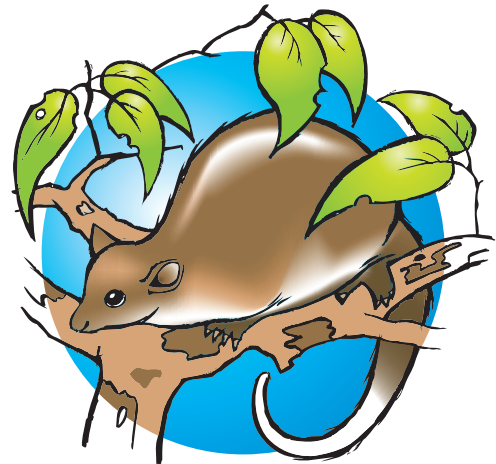
When the activity is complete students should return any natural material collected to the environment.



Upon returning to school the photos can be viewed on a computer and used to compare differences between animals and habitats discovered in the backyard and school grounds.

The photos can also be printed out and used by the students to form part of their individual journal.

Each group is given a page of journal tasks. Students can focus on two animal groups and one habitat exploration.



Urban Wildlife E-Set suited to lower primary students.

Urban Wildlife E-Set - Site Activity

E-Sets are an Electronic Environmental and Educational set of notes for teachers

#### FURTHER INFORMATION

Head Office; 134 Macquarie Street Hobart Tasmania 7000  
Internet: [www.parks.tas.gov.au](http://www.parks.tas.gov.au) August 2007 © State of Tasmania

**SAMPLE TASKS:**

Look for and collect evidence of urban native animals. Ensure you use protective rubber gloves for collecting evidence.

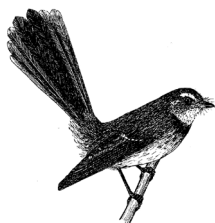
**Urban Mammals:**

Collect photos of any tracks, scratch marks, holes and diggings by mammals.  
 Collect any scats, fur, food sources, or bones.  
 Draw pictures of any seen burrows or nests.

**Urban Amphibians and Reptiles:**

Collect photos of any reptiles or amphibians, their tracks, food sources, plants to live in, holes and diggings, muddy banks.  
 Collect any food sources.  
 Draw pictures of any plants used to hide in (on banks and below surface), logs and rocks to hide under and bask on, bushes/trees to live in.

Grey Fantail



**Urban Birds:**

Collect photos of water birds and birds that live in trees or bushes.  
 Look for evidence of birds – bird poo, muddied water and banks, nests, footprints.  
 Collect different feathers.  
 Collect photos of birds feeding - can you collect what they are eating?

**Urban Invertebrates:**

Collect photos of different invertebrates.  
 Collect photos of nests, egg sacs/cocoons, webs, marks on trees.  
 Try and find out what some invertebrates eat.  
 Collect any leaves on the ground with invertebrate evidence (homes, eating).



**Habitat explorations:**

Draw or take photos of a habitat which could support several different animals:

- Tree – different levels
- Pond – water levels, banks, bushes, aquatic plants
- Bushes/small trees – different levels
- Ground – levels of ‘leaf litter’, logs, tunnels/burrows, rocks

Point out different ways in which the habitat could be used – who uses it and why?

**Notes**
