



Citizen Science – School Biodiversity Trail Lesson 3 – Years 7 & 8

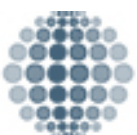
Thought starter: Do you think your trail site has a good or poor environmental quality? How do you know?

What species might be at your trail site?

Working in groups, you now need to conduct research to find out which groups or agencies are already working in or around your trail site. Some of these agencies will be working with the plants and animals that can be found at your site and may have information that will be useful to the identification of species and creation of field guides.

Some agencies or organisations that might have information about the species along at your trail site include:

- Local council – they may also have information about community groups
- State government – department of environment or parks
- Local catchment agencies
- The Atlas of Living Australia (<https://biocache.ala.org.au/explore/your-area>)
- Research online, remembering the Search Strategies for Googling





Use the following questions to guide your research (you can work in your groups to discuss the answers to these questions, however all students need to write their own answers to these questions on their own Student Worksheet):

1. What plants and animals are common to our area (including indigenous and introduced)?

2. Are any of these plants or animals rare or endangered?



3. Is any work being done to improve the biodiversity in the area where our trail is? How might this affect our trail?

Creating Field Guides - Plants

The information you provide in your field guides for plants should include:

- Name – Common and scientific (to Genus)
- A picture showing colour, leaf shape and flower shape and colour (these could be drawings or photos of species along the trail)
- What types of habitats this species prefers (e.g. grassland, woodland, wetland, coastal, etc.)
- Flowering times
- Fruit, nuts or seeds
- Distribution

Creating Field Guides - Animals

The information you provide in your field guides for animals should include:

- Name – Common and scientific (to Genus)
- A picture showing the animal with labels to help describe identifying features (these could be drawings by students or photos)
- What types of habitats this species prefers (e.g. grassland, woodland, wetland, coastal, etc.)
- Behaviour and call (if relevant)
- Breeding times
- Distribution





Reflection

Work independently to answer the following questions:

I used to think...	
Now I think...	

