

# Nature Safari

## Lower and Upper Primary

### 'My Outdoor Classroom' Lesson Plan

#### Learning Outcomes

- Survey animals or plants in the school grounds using the Nature Passport App
- Observe animal or plant behaviour and write observations in note form
- Collate survey data and make presumptions from the results
- Brainstorm different approaches to researching and identifying local species

*Elaborate on, extend and integrate this activity with other learning where possible.*

#### Resources:

- The Nature Passport App to take photos and complete the activity.

Class : .....

Date : .....

Weather : .....

#### Introduction

Do you know what lives at your school? The Safari function of the Nature Passport App assists students to record sightings and observations in the school grounds.

Record sightings from informal spontaneous discoveries like an interesting creature spotted at lunch time, class field journal investigations, wilderness excursions or even a whole school BioBlitz event.

This lesson introduces the Safari function and assists classes to develop a research focus for future Science investigations.

#### Before You Head Out

- Set a timer for one minute and ask students to quickly write a list of animals they have seen on the school grounds.
- Compare lists and ask how many students could have kept listing more animals if they were given more time.
- Set the timer for one minute again and repeat the exercise - this time have students write a list of plants they have seen on the school grounds.
- Using a SMART board or projector connected to a device, introduce the Safari function, including taking photos and writing observations. Note that the date and time is important so that journal entries can be compared in later lessons. You may also like to instruct students to record where the species was located.



Please note that the field guide function, iNaturalist, sends queries to scientists or citizen science organisations and is only available for vertebrate animals. Due to the large quantity of data anticipated to be received, answers may take some time to be returned. We suggest that you use a field guide app, online resource or books to identify species first. Ask students not to use the field guide or iNaturalist without first asking for teacher permission.

### Nature Safari Activity Steps

- 1 Divide the class into small groups with one category per group: birds, reptiles, invertebrates, mammals (depending on area), trees, shrubs, groundcover, fungus.
- 2 Give each group a device with the Nature Passport App loaded. Introduce the challenge of surveying and recording as many different species as they are able, in their designated category, during the allotted time (ie. half an hour). Remind students they are to make one entry for each different animal or plant they find. Instruct students to write the common name of the species if they know it or make up a name if they don't.
- 3 Send groups outside in a designated area to search for species, take photos and write notes.
- 4 Call the groups back into class at the end of the allotted time.
- 5 Ask students to count the number of different species their group found and note these on a whiteboard. You may choose to have students display this in column graph form.
- 6 Connect a device to a SMART board or projector and share a couple of journal entries from each group with the class.



You can download the free **Nature Passport** app on both the **App Store** and **Google Play Store** to complete this activity and many more!

Visit the website at [www.naturepassport.org](http://www.naturepassport.org), where you'll find lots of useful information for families and teachers on how best to use Nature Passport.

### Reflection/Discussion

- Ask students how they went about finding species in the school grounds to survey.
- Discuss which category had the most and least species and why that may be so.

