

Trees and Shrubs Activity Sheet

Be a Tree Detective:

Find three different trees, draw a leaf from each one and try to identify at least two of them, using information sheet 3.1.

This leaf is from a	This leaf is from a	This leaf is from a
<hr/>	<hr/>	<hr/>

Find Your Tree:

Materials required: One blindfold per 2 or 3 pupils [elastic hair bands make cheap and effective blindfolds].

Method:

1. Divide students into teams of 2 or 3.
2. One student in each team volunteers to be blindfolded while the other team members carefully lead their blindfolded member to a tree.
3. The blindfolded member is then encouraged to get to know the selected tree by touch alone - by feeling the bark texture, finding the location of branches and any other distinguishing features of their tree.
4. Still blindfolded the student is carefully led back to where he/she started and they are invited to remove their blindfold and try to find "their" tree, using their sense of touch to confirm it.

Parkland Plants Activity Sheet

Equipment: 1 sheet of paper (ideally on a clipboard) and a pencil per student. Packs of coloured pencils (or crayons for junior students)

Method

Look carefully into the grassy areas of the park and you will find some of the plants shown on Sheet 4.1. You might see their flowers in spring and summer or only find their leafy parts in the park during the autumn and winter months. Choose three plants to draw but only draw what you actually see and not just a copy of the pictures on the sheet.

Junior classes can simply do leaf rubbings using the side of crayons with the selected leaves under their pages.

<p>This is my drawing of a leaf or a flower from the</p> <hr/> <p>plant</p>	<p>This is my drawing of a leaf or a flower from the</p> <hr/> <p>plant</p>	<p>This is my drawing of a leaf or a flower from the</p> <hr/> <p>plant</p>
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Sorting Out the Park Plants

(This activity is particularly suitable for senior classes)

Equipment: 1 sheet of graph or ruled paper (ideally on a clipboard) and a pencil per student. Pack of coloured pencils.

Method:

Stage 1:

- ❑ Students are divided into groups of three.
- ❑ Each group is allocated a small area (4 -5 meters in diameter approx.) to explore.
- ❑ Each group is instructed to examine the plants that they can see growing among the grass plants and to observe the various shapes, colours, markings, sizes, of their leaves and / or flowers / petals. Remind students not to pick the plants, but to draw them where they are growing.

Stage 2:

- ❑ The students are then instructed to try and group the plants that they have seen according to their own criteria (e.g. they might decide to group the plants by their leaf shape - so that they are grouped according to whether they have elongated leaves or round leaves or they may decide to use flower colour as a sorting criteria). The students can then draw up a grid with the aid of the grid or ruled paper (or an empty grid could be printed out and photocopied prior to the visit) and write headings for the sorting criteria into the top line of the grid, and drawings of a small number of the plants (2 - 4 examples from each of their criteria) are sketched into the relevant boxes. Sketches can be coloured in, particularly if the plants are being sorted by colour.

This is an example of a simple grid that students could fill in for this activity:

We have sorted our plants according to: (e.g. colour of flowers or shape of leaf)	
Flower colour	
Yellow Flowers	Pink Flowers

Pond Life Activity Sheet

Safety Note: As with all water-based activities, stringent supervision is required for this activity. Collection of fauna from the pond with nets can be carried out by accompanying teachers /leaders so that students can safely observe the pond life in containers, away from the edge of the pond.

Materials and Equipment:

- ✓ Plastic containers (ideally white to make it easier to see the captured mini beasts),
- ✓ Fine fishing net (The long handled type found in toy shops are ideal),
- ✓ Plastic spoons,
- ✓ The pond Life identification sheets from this pack (these sheets could be held in clear, zip lock plastic bags to protect them from splashes),
- ✓ Clip Boards and Pencils.

Method:

- Collect a small quantity of water using any suitable container and a selection of mini beasts from the pond using the long handled nets (it maybe safest if the accompanying teacher performs this task and then encourages students to take some specimens from the net to put into their own trays using the plastic spoons, while at a safe distance from the pond edge).
- Empty the mini beasts into the containers along with enough pond water for them to swim about in.
- Use the key sheet to identify the mini beasts that you have collected from the pond in your container.
- Draw a **circle** around each of the questions on the key to which you **answered YES**. Draw a square around whichever mini beast or beasts that you think that you have successfully identified in your container.
- Carefully release the mini beasts back into the pond once you are finished this activity.

Mini Beast Hunt Activity Sheet

Equipment and Materials Required:

1 pooter + 1 Magnifying Glass per pair or group of students,
1 blank page + 1 copy of the Minibeast Identification Key + sheet + 1 Pencil attached to a clipboard per student (or pair or group of students) covered with a clear plastic bag for wet weather days.

Method:

1. Look for mini beasts in likely locations such as under leaves, stones or other objects.
2. Use the pooter to collect the mini beasts that you find as follows:
3. For mini beasts with legs (such as woodlouse, spiders and millipedes) - point the end of the clear tube of the pooter over the mini beast. Suck through the green tube until the mini beast lands in the plastic cup of the pooter.
4. For mini beasts with no legs (such as slugs, snails and worms) - remove the lid of the pooter and lift the mini beast into the plastic cup of the pooter with the aid of a leaf or stick taking care not to injure the mini beast as you do so. Carefully replace the lid onto the pooter.

6.2.1. Activity A: (This activity is particularly suitable for junior infants - 2nd class, but is also a useful activity for senior classes before they carry out activity B)

Use the magnifying glass to examine one of the mini beasts in your pooter.
Carefully draw a large diagram of the mini beast, showing its general shape, any marks on its body and any other features that you have noticed such as body sections, legs or antennae on its head.

6.2.2. Activity B:

Use the Identification key sheets to identify the mini beasts that you have collected in your pooter.

Look at one mini beast at a time and decide whether you should use the Identification Sheets for mini beasts WITH LEGS or with NO LEGS.

Draw a **circle** around each of the questions on the key to which you **answered YES**.

Draw a square around whichever mini beast or beasts that you think that you have in your pooter.

- Carefully release the mini beasts once you are finished this activity.

Bird Life Activity Sheet

Materials: Binoculars, A4 Sheets on a clipboard [Covered by a large zip lock clear plastic bag if conditions are wet], pencils [including colouring pencils], warm waterproof clothing [as students may need to wait for a while to see the birds]. The Bird Identification Chart [laminated or covered with a clear plastic bag] from this pack or simply use the Park Information Board located near the decked Turlough viewing area.

Method:

1. Stand quietly along the decked area where the willow trees act as a "hide" for spying at the bird life.
2. Put the strap of the binoculars over your head and remove the protective covers from the lenses.
3. Adjust the focus of the binoculars using the small wheel in the centre. It is a good idea to practice focusing on other objects for a while, like trees and their leaves, before you try to look birds, particularly if they are flying or swimming about.
4. Try and see a duck and one other bird. Then draw the birds on your A4 page (make your drawing as large as possible and use your colour pencils if you can)
5. [4th - 6th class] Now try and name the birds that you have drawn by using the Park Information Board.

Bird Life of Town Park Turlough Record sheet:

Bird Name:	Date:
Description:	
My Drawing:	