

Habitats around our school

Date _____ Time of survey _____ to _____

Group name _____

Aims

- To become familiar with habitats in your school and how habitats support wildlife.
- To understand the difference between trees and shrubs.
- To learn basic identification of different species of trees and shrubs.

You will need

- school plan
- clipboard
- survey sheet
- writing tools
- tape measure
- camera
- Internet connection

1. The habitat survey

- A. In small groups, walk slowly around the school grounds. As you walk, keep record of the different habitats and features in the table on page 2. Use the tape measure to measure the length of some of the features, e.g. rubble walls, grassy verges.
- B. The habitats or features on page 2 have been coded A to R. Use this code to mark on the school plan the places where you find these habitats or features.

2. Areas and footprints

- A. Back in class, use Google Earth to locate your school. Use its measuring tools to find the area of your school. This is known as its **footprint**.










School footprint m²

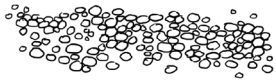






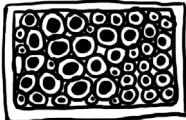

- B. In the same way, find the area of the **built** part of your school m²
- the **unbuilt (hard landscape)** part of your school m²
- the **soft-landscape** parts of your school m²

- C. Which is the dominant landscape in your school?

- D. Are you planning improvements for nature in your school grounds? Yes
 No

- Are you doing this survey before or after the improvements? Before
 After

habitats + features	qty / length / area
<input type="checkbox"/>  A wildflower patch	total area
<input type="checkbox"/>  B grassy verge	total length
<input type="checkbox"/>  C lawn	total area
<input type="checkbox"/>  D trees + shrubs	total number
<input type="checkbox"/>  E wall + climber	total number
<input type="checkbox"/>  F pots + planters	total number
<input type="checkbox"/>  G bare soil	total area
<input type="checkbox"/>  H rubble wall	total length
<input type="checkbox"/>  I low ashlar wall çint tal-franka	total length

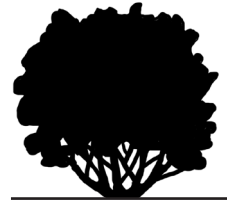
habitats + features	qty / length / area
<input type="checkbox"/>  J gravel bed	total area
<input type="checkbox"/>  K fish pond	total number
<input type="checkbox"/>  L wildlife pond	total number
<input type="checkbox"/>  M dead log	total number
<input type="checkbox"/>  N twig pile	total number
<input type="checkbox"/>  O stone pile	total number
<input type="checkbox"/>  P bird table	total number
<input type="checkbox"/>  Q bug hotel	total number
<input type="checkbox"/>  R nest box	total number

3. The tree and shrub survey

In small groups, walk around the school grounds and count all the trees and shrubs you find. Use the ID Sheet to help you identify the species. Keep count in the table below. Write **T** or **S** to indicate if it is a tree or a shrub, and tick whether the plant is in fruit/seed or in flower. Take pictures of any mystery species so you can look them up later.



A **tree** grows from one or two main trunks, holding up a canopy of foliage that usually doesn't reach the ground



A **shrub** grows from several branches from the base, often has a hemispherical shape, with foliage often touching the ground

species	T / S	fruit	flower	counting box	total
EXAMPLE <i>holm oak</i>	T	<input checked="" type="checkbox"/>	<input type="checkbox"/>		12
		<input type="checkbox"/>	<input type="checkbox"/>		
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