

Suggested Activity Location

Outdoors in the park

Activity Time

Outdoors: 20-30 minutes

You will need

Information sheet
Recording sheet
Pencils
Clip boards

Instructions

Children can do this individually or in groups
Walk around a designated area of the park, looking for animal tracks
Once a track has been spotted, children can try to identify it, recording as many details as possible on the following sheet.

Curriculum links

Personal and Mutual understanding

Mutual Understanding in the local and wider community. Playing an active and meaningful part in the life of the community and being concerned about the wider environment.

Art and Design

Pupils should be enabled to:

- engage with observing, investigating, and responding to first hand experiences, memory and imagination;
- collect, examine and select resource material to use in the development of ideas;
- develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas.

The world around us

Interdependence

Pupils should be enabled to explore:

- How living things rely on each other within the natural world.

Place

Pupils should be enabled to explore:

- Ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment.

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Information Sheet

Whilst you are out and about in your park with the children, you may spot some natural track marks. The table below is useful for identifying the tracks based on the number of digits and claw marks each track has.

Animal	Front toes	Hind toes	Extra info
Dog, fox	4	4	Claw marks
Cat	4	4	No claw marks
Mice	4	5	
Badger	5	5	Claw marks
Squirrels	4	5	They hop along – their large hind legs land in front of their smaller front feet. Their front feet land side by side
Rabbits	5	4	Similar to squirrels though their front feet do not land side by side
Bird	3	1	Are they webbed? Look for hopping movements

What direction are the claws pointing?

This will help you work out the direction the animal was going in. If there are no claw marks, look to see what way the soil has been pushed – soil that has been pushed back shows where the animal came from.

You can record the tracks using a camera or sketches.

Children can compare and discuss their drawings using the following recording tracks sheet.

If you have time to place sand in an area of the park this is a great way to capture animal tracks. Speak to your Park Manager though before doing this. The Park staff may be able to assist you with this exercise. Contacts can be found on the following link:

<http://www.belfastcity.gov.uk/parksandopenspaces/A-Zparks.asp>

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Track	How many feet	How many toes on front foot?	How many toes on back foot?	Any claw marks	Direction animal walking	Possible animal	Draw the track you have found
1.							
2.							
3.							

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