



# WILDLIFE AND HABITAT MANAGEMENT ON A GOLF COURSE

 9-11 years  20-30 minutes per station

## Introduction

A typical 18-hole golf course is situated on 150 acres of land (75 football pitches). These open green spaces provide significant opportunities to enhance and protect wildlife and native habitats. Many habitats can be found on a golf course such as woodland, sand dunes or wetland. These diverse habitats provide food and shelter for a wide range of plants and animals.

**In this session pupils will identify different habitats on the golf course and name some of the animals that are found there. They will also learn how greenkeepers help to conserve wildlife on the golf course.**

## Pupil Learning Objectives

**By the end of the session pupils will be able to**

- » identify different habitats on a golf course such as meadow, hedgerow, stream bank, woodland, sand dunes, moorland and wetland
- » list what is required for a successful wildlife area — food, water, shelter and open-space
- » list different types of food sources and structural components, required for a wildlife area on a golf course
- » explain how greenkeepers create wildlife areas
- » identify and describe at least three different bird or animal species seen on a golf course
- » design a suitable wildlife area for animals such as insects or small mammals

## What is needed for the session

Item	Who will provide it
Safe location on the golf course to take a class of pupils, preferably near a lake, pond, hedgerow, woodland etc.	Golf course to identify
Binoculars (if available)	Golf course or school
Bird identification field guides	Golf course or school
Animal identification field guides	Golf course or school
Small sticks and logs to create bug hotel (optional)	Golf course
Hi-visibility jackets for all pupils (not essential)	School
Pencil and clipboard for every pupil (not essential)	School
Printed worksheet for each pupil (only if using worksheets as agreed with school)	Golf course

## What the greenkeeper needs to do

Prior to the visit plan a walking tour of the golf course that will show different habitats. Also, highlight different examples of wildlife conservation such as wildlife areas, uncut grass if present on the course. Try and identify any tracks or markings that you could point out to the pupils.

Activity	Equipment	Questions to ask
1. Explain to the pupils that a wide range of wildlife is often found on golf courses because it is a large open space which contains several different habitats. These habitats provide food, water and shelter for different types of plants and animals. Highlight that golf courses often create wildlife areas to encourage wildlife.		<p>What animals do you think can be found on a golf course?</p> <p>What habitats do you think might be found on a golf course?</p> <p>Why is it important to attract wildlife to a golf course?</p> <p>Why do you think wildlife is often found on a golf course?</p>
2. Explain to the pupils that a good wildlife area requires 4 elements — food, water, shelter and open space. They will need to look out for these elements as they walk around the golf course.		<p>What are the 4 elements required for a wildlife area?</p>

Activity	Equipment	Questions to ask
3. Start the walking tour of the course and ask pupils to complete the worksheet as they go. <ul style="list-style-type: none"> <li>» Count and list any animals that are observed.</li> <li>» Identity the types of habitat that are present on the golf course.</li> <li>» Identify any tracks or markings that suggest animals have been on the golf course.</li> <li>» Describe how the golf course greenkeeper has created wildlife areas to encourage animals including insects to live there. The golf course representative can point these out to the pupils.</li> <li>» Identify food sources for animals and birds</li> </ul>	<ul style="list-style-type: none"> <li>» Binoculars</li> <li>» Wildlife guides/books</li> <li>» Worksheet</li> <li>» Clipboard and pencil</li> </ul>	How has the greenkeeper created wildlife areas?
4. As the tour progresses, tell the pupils about animals that have been seen on the golf course. It will stimulate their imagination if they are looking for these animals. Emphasise that they need to be quiet	<ul style="list-style-type: none"> <li>» Binoculars</li> <li>» Wildlife guides/books</li> <li>» Worksheet</li> <li>» Clipboard and pencil</li> </ul>	
5. When the tour has finished ask the pupils what they saw and compare with others in the group		What did you see as you walked round the course?
6. Remind pupils what is needed for a wildlife area and ask them to design their own on their worksheet. If you want to be more practical, you could take them into a wooded area and create some woodpiles for small animals.	<ul style="list-style-type: none"> <li>» Logs and sticks</li> </ul>	What 4 elements are needed for a good wildlife area?

## Key words

You may have to explain some of these words as pupils will not be familiar with them. Check that pupils know their meaning before using them too much.

**habitat**

**species**

**conservation**

**mammal**

**amphibian**

**wildlife**

**insect**

## Lesson extension activities

**Pupils could be encouraged to:**

- » list the creatures that they spot into categories (such as mammals, birds, amphibians)
- » identify what sort of animal has left the tracks and markings that they observe

## Support activities

Pupils could be asked to move logs around to create habitats for small animals.

# Information for the teacher

## National Curriculum links

### England

- » Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.
- » Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- » Recognise that environments can change and that this can sometimes pose dangers to living things

### Wales

- » Pupils should use and develop their skills, knowledge and understanding by investigating how animals and plants are independent yet rely on each other for survival.

### Scotland

- » I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs.
- » I have contributed to the design or conservation of a wildlife area.

### Northern Ireland

- » To understand the relationship between animals and plants in a habitat.
- » To understand some of the ways in which living things rely on common landscape features
- » How animal or plant behaviour is influenced by seasonal change.

## Additional Resources that could be used to follow up the session

Click on the links below to access

- » [Wildlife Watch — Spotter sheets — The Wildlife trusts](#)
- » [Making tracks — Explorify](#)
- » [Thorny issues — Habitats — Explorify](#)
- » [Wet, wet, wet - Habitats - Explorify](#)

# Worksheet: Wildlife and Habitat Management on a Golf Course

Date ..... Golf Course .....

Pupil Name .....

Please answer the questions below.

**What different habitats did you see on the golf course?**

**Wildlife that I spotted**

**Evidence of wildlife that we spotted (tracks and markings).**

You may want to draw a picture.

**A diagram of your wildlife area (label what you would need)**



**What food sources did you spot?**

**What has the greenkeeper done to attract wildlife?**

**What 4 elements are required for a wildlife habitat?**

1

2

3

4

# Risk Assessment:

These are suggested risks, you will probably want to add some of your own.

School Name ..... School Representative .....

Golf Club Name .....

Greenkeeper Name ..... Date of Visit .....

What are the hazards?	Who/what is at risk?	What needs to be done to avoid accidents?	Who is to action?
There will be moving cars in the car park	Pupils	<ul style="list-style-type: none"> <li>» Inform pupils that they must follow instructions when leaving the minibus</li> <li>» All pupils to wear high visibility jackets whilst on the golf club (if the school requires)</li> </ul>	Teacher Greenkeeper
Pupils might get lost from the rest of the group	Pupils	<ul style="list-style-type: none"> <li>» All pupils to wear high visibility jackets whilst on the golf club (if the school requires)</li> <li>» Teacher to count pupils in every time they move between areas</li> </ul>	Teacher
Being hit by a golf ball	Pupils Teacher Greenkeeper	<ul style="list-style-type: none"> <li>» Inform pupils that there are some areas of the golf course that may be dangerous, therefore they need to avoid</li> <li>» All pupil to wear high visibility jackets whilst on the golf club (if the school requires)</li> </ul>	Teacher Greenkeeper
Animals are living creatures	animals	<ul style="list-style-type: none"> <li>» Ask pupils not to disturb the habitats of any creatures</li> <li>» Ask pupils to observe rather than touch</li> </ul>	Teacher Greenkeeper
There will be other adults around the course	Pupils	<ul style="list-style-type: none"> <li>» Pupils to be told to report to the teacher if they have any concerns</li> </ul>	Teacher Greenkeeper



What are the hazards?	Who/what is at risk?	What needs to be done to avoid accidents?	Who is to action?
Open-water hazard (if applicable)	Pupils	<ul style="list-style-type: none"> <li>» Inform pupils that they must stand back from the edge of the water and not try to enter the water</li> <li>» Ensure there is adequate supervision of pupils near water</li> <li>» Ensure that rescue devices are present</li> </ul>	Teacher Greenkeeper