

3-5

Conserve

Care

Connect

Discover



Asian Forest Discovery Field Investigation Log



Find two different animals (there are eight different animals that can be found in the Asian Forest Sanctuary). **Draw** each of your animals below. Be sure to **label** details on your drawings.

Animal 1: _____

Animal 2: _____

Is the first animal that you drew all one color or more than one color? How does its color help it to survive in a forest?

Choose a different animal to watch for at least one minute. What is it doing? How would this behavior help it to survive in the forest?

List the prey animals (animals that would get eaten by other animals) that you saw in this Asian Forest.

List the predators (animals that hunt and eat other animals) that you saw in this Asian Forest.

Asian forests are far from where we live. Is it important to protect them? Why or why not?

Asian Forest Discovery

Chaperone Field Investigation Guide



The purpose of this activity is not for students to get all the “right” answers but rather to allow them to practice field investigation skills.

Find two different animals (there are eight different animals that can be found in the Asian Forest Sanctuary). Draw each of your animals below. Be sure to label your drawings.

This purpose of this activity is to provide students with an opportunity for observation and to practice diagramming skills, including labeling. FYI – Animals in the Asian Forest Sanctuary exhibit include Asian elephants, Sumatran tigers, Malayan tapirs, crested porcupines, small-clawed river otters, white-cheeked gibbons, siamangs and lowland anoas. Look to the photo guides at each exhibit to see which animals might inhabit that part of the forest today!

Is the first animal that you drew all one color or more than one color? How does its color help it to survive in a forest?

Whether an animal is all one color or more than one color, its markings serve a purpose. For example, tapirs are nocturnal, so their coloring helps break up their outline in the dark. A tiger’s stripes also break up their outline making it more difficult for prey to see them coming. Animals that are all black, brown or gray will also blend into the shadows of the forest.

Choose a different animal to watch for at least one minute. What is it doing? How would this behavior help it to survive in the forest?

Make sure students time their observations. If the animal they choose to observe is inactive, ask them to think about why this might be. Students often describe animal behaviors in human terms (i.e. lazy, sad, etc.). Remind them that inactivity in the natural world usually just means that the animal is conserving energy so that they can do what they need to do to survive (i.e. find food, avoid predators, socialize, etc.)

List the prey animals (animals that would get eaten by other animals) that you saw in this Asian Forest.

The small-clawed otters, siamangs, gibbons, porcupines, anoas are all prey animals. Healthy adult elephants have no predators, but baby elephants can become prey if they are sick, weak or become separated from their family group.

List the predators that you saw in this Asian Forest.

The tigers are the most obvious predators and will prey on most of the other animals in this forest, but the gibbons and siamangs will also occasionally eat birds and insects. The otters are also predators and eat fish, crabs, molluscs (snails, etc.) and other small aquatic animals.

Asian forests are far from where we live. What can you do at home or at school to help protect that habitat?

If students need help with this question, guide them towards thinking about what they know about conservation in general. Encourage them to think about what they can do personally from home (use fewer resources forest resources or use them wisely, recycle, buy organic products, keep toxic chemicals out of the water and the air). We share the water and the air with the rest of the world. What we do on our side of the world can affect the animals on the other side of the world!