

Behavior Observation Ethogram

Mammal Edition · For grades 6–12

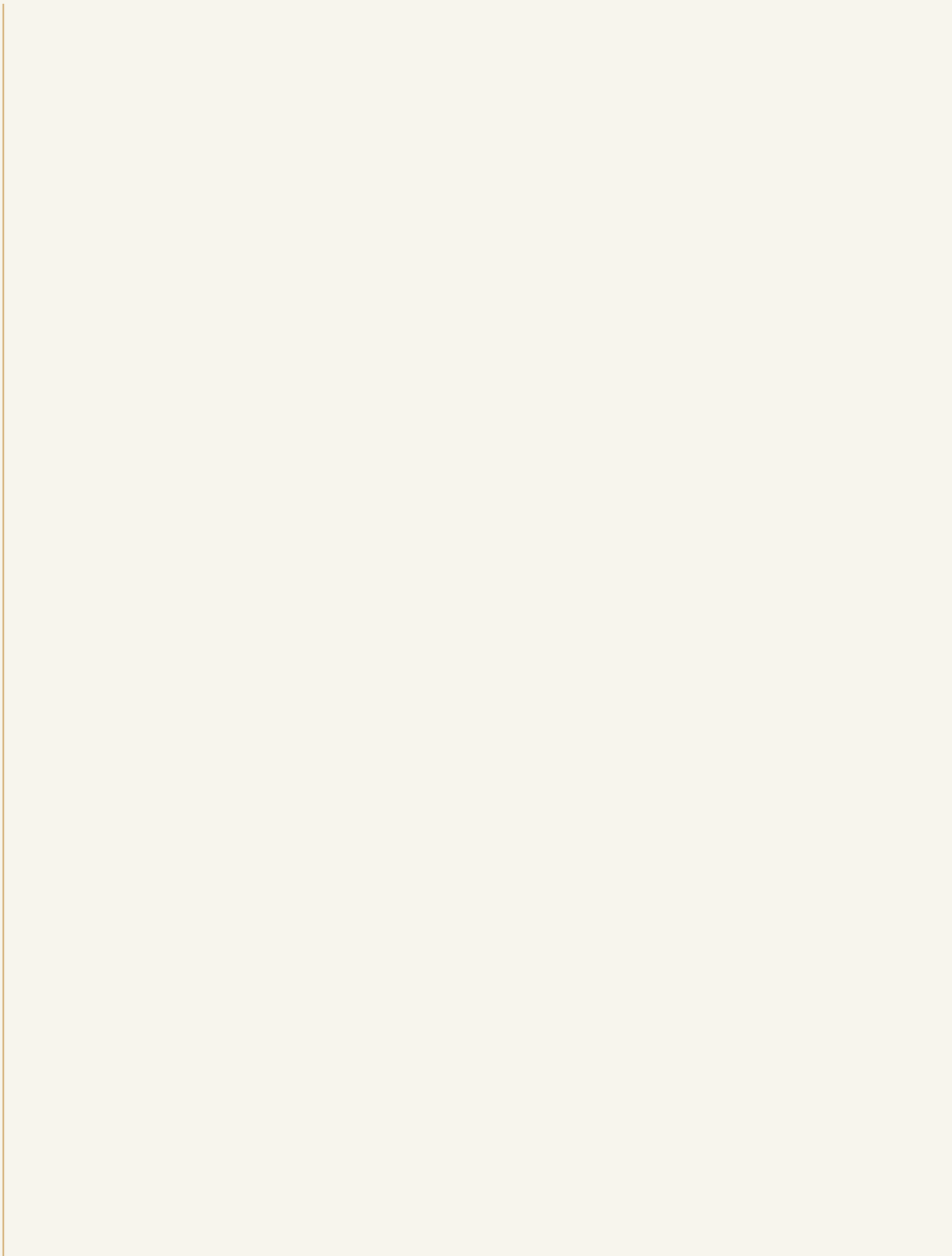
An ethogram is a research scientist's catalog of an animal's behaviors, with precise definitions so two observers watching the same animal record the same data. Use this ethogram to observe any mammal cam on Wild Windows (panda, elephant, sea otter, lion, polar bear, gorilla, red panda). Read each definition carefully before you watch. During your observation, fill in the log on page 2.

THE 12 BEHAVIORS

| | | | |
|-----------|--------------------------------|---------------|---|
| FE | Feeding | MAINTENANCE | Actively eating, chewing, or manipulating food with mouth or paws. |
| DR | Drinking | MAINTENANCE | Mouth in contact with water; visible swallowing or lapping motion. |
| GR | Grooming | MAINTENANCE | Licking, scratching, or otherwise tending to own coat, feathers, or skin. |
| RE | Resting | MAINTENANCE | Stationary with eyes closed or partly closed; no apparent active behavior. |
| WA | Walking | LOCOMOTION | Coordinated forward movement at a steady pace; weight transfers between limbs. |
| RU | Running | LOCOMOTION | Rapid locomotion with a clear suspension or galloping phase. |
| CL | Climbing | LOCOMOTION | Vertical movement using limbs and/or tail to grip and ascend or descend a surface. |
| SW | Swimming | LOCOMOTION | Self-propelled movement through water using limbs, tail, or body undulations. |
| AF | Affiliative contact | SOCIAL | Two or more animals in non-aggressive contact: grooming, leaning, nursing, play-touching. |
| AG | Agonistic interaction | SOCIAL | Aggressive, threatening, or submissive interaction: displays, chasing, retreating. |
| VI | Visual scanning | INVESTIGATIVE | Head movement clearly oriented at distant object or sound; eyes tracking. |
| OL | Olfactory investigation | INVESTIGATIVE | Nose or muzzle directed at substrate, object, or conspecific; sniffing. |

METHOD (ONE-ZERO SAMPLING)

Watch the same animal for 30 minutes. Every 1-minute interval, mark each behavior the animal performed during that minute (one mark per behavior per interval, even if it happened twice). At the end, the total marks per behavior estimate how common each is. Compare your data with a classmate's. Differences are not mistakes — they are part of the science.



Observation Log

Mammal Ethogram · 30-minute session

| | | |
|---------------|------------|----------------------|
| OBSERVER NAME | DATE | START TIME |
| _____ | _____ | _____ |
| SPECIES | CAM SOURCE | ANIMAL ID (IF KNOWN) |
| _____ | _____ | _____ |

BEHAVIOR LOG

| INTERVAL | BEHAVIOR | COUNT | NOTES |
|----------|----------|-------|-------|
| Min 1 | | | |
| Min 2 | | | |
| Min 3 | | | |
| Min 4 | | | |
| Min 5 | | | |
| Min 6 | | | |
| Min 7 | | | |
| Min 8 | | | |
| Min 9 | | | |
| Min 10 | | | |
| Min 11 | | | |
| Min 12 | | | |
| Min 13 | | | |
| Min 14 | | | |
| Min 15 | | | |
| Min 16 | | | |
| Min 17 | | | |
| Min 18 | | | |

Use behavior codes from page 1 (FE, DR, GR, RE, WA, RU, CL, SW, AF, AG, VI, OL). After the session, total each code and discuss with your class: which behavior was most common? Why?