

This exciting activity allows students to use nets to investigate, capture and learn about new and interesting creatures located in our extensive network of wetlands.

Learning Intention	Success Criteria
Students will understand that there is a diversity of animals in aquatic ecosystems and that they impact the health of a wetland.	Students will observe, collect and identify of invertebrates from a wetland. Students will use a sorting sheet to assist identification of invertebrates.

### Student Activity

Students are engaged in an outdoor, wetland environment up close to the water's edge. They work in two groups, one group on the boardwalk and the other around tubs teeming with wildlife (then they swap). A quick demonstration will provide students with necessary safety and equipment use parameters. Students collect water and invertebrates with small nets into tubs and are encouraged to identify animals using picture cards.

Students are actively encouraged to inquire into a broad range of topics so that their learning is engaging and authentic. They use investigation and observation to identify animals and discuss their findings with peers. This activity highlights the importance of investigation and demonstrates that meaning-oriented learning comes through collaboration, communication and critical inquiry.

### Learning Outcomes

<b>Cognitive</b>	Students will use their senses to identify components of a wetland habitat. They will inquire about why animals move the way they do and why they have the features they have. Students will compare sizes of wetland animals to known objects. They will also identify the shapes of wetland invertebrates.
<b>Affective</b>	Students will start to develop respect towards animals and the natural environment. Students will begin to understand that animal diversity can determine the health of a wetland and that habitat health is important for all animals (including humans).
<b>Observational Skills</b>	Students describe features of water invertebrates such as size, shape & colours. Students will learn how to manipulate a dip net and practice the ability to locate small moving animals in a confined area. Students will also be introduced to other equipment used in animal collection such as petri dishes and pipettes.



### La Trobe University's Outdoor Laboratory

Critical Thinking



Communication



Collaboration



Creativity



Character



Citizenship



## Curriculum Links

### Year 3 & 4

Science knowledge helps people to understand the effects of their actions ([VCSSU056](#))

Living things can be grouped on the basis of observable features and can be distinguished from non-living things ([VCSSU057](#))

Different living things have different life cycles and depend on each other and the environment to survive ([VCSSU058](#))

Safely use appropriate materials, tools, equipment and technologies ([VCSIS067](#))

Reflect on an investigation, including whether a test was fair or not ([VCSIS071](#))

Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair tests ([VCSIS066](#))

Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language ([VCSIS072](#))

### Year 5 & 6

Living things have structural features and adaptations that help them to survive in their environment ([VCSSU074](#))

The growth and survival of living things are affected by the physical conditions of their environment ([VCSSU075](#))

Sudden geological changes or extreme weather conditions can affect Earth's surface ([VCSSU079](#))

With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules ([VCSIS082](#))

Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships ([VCSIS088](#))

## Summary

Throughout this engaging activity, students will begin to understand that the diversity of invertebrates in a wetland determines the health of a wetland. Your students will investigate a wetland habitat and explore the life and diversity of tiny animals.



### A New Pedagogy Deep Learning (NPDL)

The LTWS incorporates the work of Michael Fullan and Maria Langworthy into their activities and support resources.

**Instructional Model** and incorporate a range of activities designed to develop 21<sup>st</sup> Century Learning Skills.

The Dip Netting activity provides an authentic link to a pedagogy for Meaning-Oriented (Deep) learning. The ticks below provide an indication of the skills this activity is designed to develop.

### Support Materials

The LTWS have (and are) developing a range of support materials that provide additional resources for teachers to explore this NPDL framework.

Visit our Webpage – [www.latrobe.edu.au/wildlife](http://www.latrobe.edu.au/wildlife)

Keep in touch via the sanctuaries Blog, Facebook and Youtube pages to discover more about the sanctuary and the opportunities your students can explore.

<http://bit.ly/1TdbMnN>  
<http://on.fb.me/1WeQwfD>  
<http://bit.ly/1V4yMTL>



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