

This activity engages students in understanding how pollution negatively effects the environment and the animals within. Followed by the importance of frogs in a healthy wetland ecosystem

Learning Intention	Success Criteria
Students will understand the impact that rubbish/pollution has on the ecosystem and animals. Students will be able mimic and listen to frog calls in La Trobe Wildlife Sanctuary and discuss possible reasons for the various types of frog calls. Students will understand that frogs are an environmental indicator and their importance in the food web	Students will recognise rubbish/litter as a negative consequence for the environment. Students gain an understanding of the importance of frogs in the food chain and as an environmental indicator for wetlands.

Student Activity

In this activity students will gain a deeper understanding on impact that littering and pollution has on the environment. Students will learn how long rubbish takes to decompose and how it travels into ecosystems through waterways. Students will learn about a wetland inhabitant, frogs, and their importance as an ecosystem indicator, where students are able to engage and participate in producing frog calls. This activity is designed to allow students to reflect on the natural sounds of fauna in wetlands and understand the importance of frogs in a wetland ecosystem.

Once around the wetland, students will mimic four main types of Australian frog calls found in the sanctuary. They will use voice and natural material instruments to do this and make a 'frog chorus'. Mimicking these frog calls encourages frogs living in the wetland to respond. Students are encouraged to ask questions and will discuss reasons for the frogs' response and calls. They will discover only male frogs use their call to find a mate and how these calls can tell people about the health of a wetland. Students will also discuss how animals such as frogs control insect population within a wetland habitat.

Learning Outcomes

Cognitive	Students will learn how frog sounds can indicate a healthy wetland ecosystem and how pollution and littering can have a negative impact. Students will learn that animals such as frogs are important in the food chain in controlling the insect population in a wetland.
Affective	Students will recognise the negative impact that rubbish and littering has on the environment and the animals within, where it is their responsibility to look after the environment and dispose of waste appropriately.
Observational Skills	Students will be shown and possibly recognise common pieces of rubbish and learn how long it takes to break down. Students will use natural materials and voice to produce sound. Students will learn that movements and manipulation of these materials and use of voice will be explored to achieve the intended outcome of mimicking frog calls



La Trobe University's Outdoor Laboratory

Critical Thinking



Communication



Collaboration



Creativity



Character



Citizenship



Curriculum Links

Years F-2:

People use science in their daily lives ([VCSSU041](#))

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met ([VCSSU042](#))

Living things grow, change and have offspring similar to themselves ([VCSSU043](#))

Respond to and pose questions, and make predictions about familiar objects and events ([VCSIS050](#))

Participate in guided investigations, including making observations using the senses, to explore and answer questions ([VCSIS051](#))

Represent and communicate observations and ideas about changes in objects and events in a variety of ways ([VCSIS055](#))

Summary

Throughout this engaging activity, students will begin to understand that the diversity of invertebrates in a wetland determines the health of a wetland. Students will learn how rubbish/pollution negatively impacts on the wetland and will be given an insight into how rubbish travels into wetlands, also how long rubbish takes to decompose in the ecosystem. Your students will investigate a wetland habitat, exploring the life and diversity of tiny animals. Furthermore, understanding it's everyone's responsibility to take care of the wetland through appropriately disposing of waste.



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 21st Century Learning Skills.

The Frog Calling 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

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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