

# Dip Netting Activity - Post-Experience Activity Suggestions

Level	Author(s)	Activities
F-2	Andrea Lagana and Roxanne Betts	<ul style="list-style-type: none"> <li>Return to students predictions about wetland inhabitants made prior to Dip Netting Activity, and discuss outcomes</li> <li>Class discussion about what students learnt and observed during The Dip Netting Activity</li> <li>Example of questions to guide students learning:               <ul style="list-style-type: none"> <li>What do aquatic inhabitants need to survive?</li> <li>What features did you notice on the different animals found?</li> <li>How do some of the animals change over time during their lifecycles?</li> </ul> </li> <li>This whole class discussion will lead into the following activity:               <ul style="list-style-type: none"> <li>Using ICT and informational texts, small groups will research a particular lifecycle stage (i.e. eggs, tadpoles, frogs)</li> </ul>               Students collaborate as a whole class to make a poster of frog reproduction             </li> </ul>
	Garran Talbot, Tristan Haley and Sandra Porteous	<ul style="list-style-type: none"> <li>Exploration into identifying different species</li> <li>Investigation into what different species eat</li> <li>Students investigate and identify characteristics of species that were found during the Dip Netting Activity</li> </ul>
	Jessica Fleming, Matthew Nichols and Daniel Francese	<ul style="list-style-type: none"> <li>Discuss the observations and findings made during the dip netting activity</li> <li>Class discussion: what makes a healthy ecosystem?               <ul style="list-style-type: none"> <li>Groups of students design and create posters to present and discuss with the class</li> </ul> </li> <li>Discussion about ecosystems found in and around Melbourne</li> <li>Investigation into parts of bugs               <ul style="list-style-type: none"> <li>Build a bug using recycled materials, and label its parts</li> </ul> </li> <li>Explore ecosystems:               <ul style="list-style-type: none"> <li>Build a mock pond consisting of a range of species that would be found within that habitat, and discuss how they are interconnected</li> </ul> </li> </ul>
	Cristy Tourtsakis, Annikka-Rose Smith, Kathleen O'Connell and Sahra Dupuy	<ul style="list-style-type: none"> <li>Discuss what students saw and learnt during the Dip Netting Activity. Students are to create a poster about their favourite aspect of the activity</li> <li>Creative writing activity: students are to write a story about the wetlands and its inhabitants. "A day in the life of..."</li> <li>Further investigations into life cycles</li> <li>Create mini wetland/terrarium in the classroom</li> <li>Conduct an investigation into the effects that humans have upon the environment</li> </ul>

## References

Department of Education and Early Childhood Development. (2013). *Scientific Procedures Premises Licence*. Retrieved from <http://www.education.vic.gov.au/school/principals/curriculum/pages/animalsscience.aspx>

Victorian Curriculum and Assessment Authority. (2013). *AusVELS*. Retrieved from <http://ausvels.vcaa.vic.edu.au/>

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3-6	Andrea Lagana and Roxanne Betts	<ul style="list-style-type: none"> <li>• Class discussion about key findings from the Dip Netting Activity</li> <li>• Students to each create a Venn diagram relating to what was discovered in the ecosystem, focusing on how each species inter-relates</li> <li>• Compare these Venn diagrams to the one that was made prior to the excursion, and discuss the similarities and differences as a class</li> <li>• Activity: small group project where students make a poster documenting the interdependent nature of a wetlands environment, and the factors that contribute to its health and/or its destruction</li> </ul>
	Garran Talbot, Tristan Haley and Sandra Porteous	<ul style="list-style-type: none"> <li>• Focus question for discussion and investigation: What environmental factors could decrease or increase the population of different species?</li> <li>• Explore how human interference effects the sustainability of the natural environment</li> <li>• Conduct an experiment, exploring how impurities are filtered from water in a natural wetland environment</li> <li>• Create a demonstration of how wetlands naturally filter impurities from the water through a combination of plants, rocks, soil, and so on</li> </ul>
	Jessica Fleming, Matthew Nichols and Daniel Francese	<ul style="list-style-type: none"> <li>• What affects an ecosystem?               <ul style="list-style-type: none"> <li>○ Create a worksheet activity: students fill in the gaps</li> </ul> </li> <li>• Identifying animal species, both visually and audibly               <ul style="list-style-type: none"> <li>○ Discuss the frog and insect sounds heard during the Dip Netting Activity</li> </ul> </li> <li>• Explore the features of an ecosystem – investigate and discuss the purpose of such features</li> <li>• Ask students to make predictions:               <ul style="list-style-type: none"> <li>○ What could happen in the future if water-ways become more polluted? What animals may become extinct, and why?</li> </ul> </li> </ul>
	Cristy Tourtsakis, Annikka-Rose Smith, Kathleen O'Connell and Sahra Dupuy	<ul style="list-style-type: none"> <li>• Students are to design and create a poster explaining what is required to keep a wetland healthy</li> <li>• Students are to design and create a wetland conservation campaign (using video, power-point presentation, or a poster), presenting outcome to whole school assembly to raise awareness</li> <li>• Ask students what they saw during the Dip Netting Activity – evidence of lifecycles/food chain</li> <li>• Students are to create a presentation on the following – what would happen if...?               <ul style="list-style-type: none"> <li>○ We didn't put our bugs back?</li> <li>○ We polluted the wetlands?</li> </ul> </li> <li>• Creative writing activity – a day in the life of a water bug</li> </ul>

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