

# Frog Calling Activity - Post-Experience Activity Suggestions

Level	Author(s)	Activities
F-2	Hollie Dunstan, Lyndsey Cullen and Vanessa Van Oosterom	<p>In small groups complete the following activities:</p> <ul style="list-style-type: none"> <li>• Use images of frogs to investigate the different stages of a frogs lifecycle</li> <li>• Students use websites such as Australian national Botanic Gardens <a href="http://www.anbg.gov.au/sounds">www.anbg.gov.au/sounds</a> to listen to and replicate a variety of frog calls</li> <li>• Students create a word and picture wall using terminology and images relevant to the Frog Calling Activity</li> <li>• Students decorate and colour in pictures of frogs to demonstrate an understanding of different species</li> </ul>
	Chris Amor, Tamara Congdon, Clinton Xuereb and Ben Jewell	<ul style="list-style-type: none"> <li>• Make frog posters indicating what was learnt through the Frog Calling Activity</li> <li>• Music activity – split class into groups; students create different frog sounds</li> <li>• Create a simple PowerPoint presentation using recorded frog sounds (find online)</li> </ul>
	Alana Temminghoff, Amy Appleby, Reem Elsaafin, Sara Seifen and Natasha Snibson	<ul style="list-style-type: none"> <li>• Class discussion: What did students observe and learn during the activity?</li> <li>• Explore the effect of human impact (such as pollution) on the wetlands environment</li> </ul>
	Roslyn Whiteman, Lucy Renshaw, Ljiljana Markovic, Sian Magriplis and David Bulley	<ul style="list-style-type: none"> <li>• Investigation into the food chain of the wetlands environment, drawing upon what students observed during the activity</li> <li>• Complete KWL chart – what they have learnt</li> <li>• Compare pre-activity predictions to observations</li> <li>• Ask students to draw a frog in a healthy environment, including its relevant needs for survival</li> </ul>

## References

Amphibian Research Centre. (2013). *Frogs. And more frogs*. Retrieved from [http:// www.frogs.org.au](http://www.frogs.org.au)

Australian National Botanic Gardens. (2013). *Index of sounds*. Retrieved from [http:// www.anbg.gov.au/sounds](http://www.anbg.gov.au/sounds)

Melbourne Water. (2013). *Enhancing life and liveability*. Retrieved from [http:// www.melbournewater.com.au](http://www.melbournewater.com.au)

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

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3-6	Hollie Dunstan, Lyndsey Cullen and Vanessa Van Oosterom	<p>In small groups complete the following activities:</p> <ul style="list-style-type: none"> <li>• What essential factors are required for a healthy ecosystem? Conduct a further inquiry online to determine the healthiest waterways, and the reasons behind this</li> <li>• Investigation into how humans cause changes in the environment</li> <li>• Students to complete a personal research assignment on their inquiry question, and present their findings to the class</li> <li>• Group activity: create a food chain chart – considering the impact upon the environment if one or more components were removed</li> </ul>
	Chris Amor, Tamara Congdon, Clinton Xuereb and Ben Jewell	<ul style="list-style-type: none"> <li>• Make a 'Frog Blog' using recorded sounds and further information which can be accessed online through sites such as <a href="http://www.frogs.org.au">www.frogs.org.au</a></li> <li>• Analyse the waveforms in sound editing software, and compare different animal sounds</li> <li>• Create posters of different ecosystems that frogs live in</li> </ul>
	Alana Temminghoff, Amy Appleby, Reem Elsaafin, Sara Seifen and Natasha Snibson	<ul style="list-style-type: none"> <li>• Link to previous true/false questionnaire activity: reflect on findings and observations – discuss what students learnt during the Frog Calling Activity</li> <li>• Students create a reflective report based on frog species</li> <li>• Frog calling research – students to conduct their own frog census, using the following website for information: <a href="http://www.melbournewater.com.au">www.melbournewater.com.au</a></li> <li>• In research groups, create a PowerPoint presentation about what was learnt during the activity</li> </ul>
	Roslyn Whiteman, Lucy Renshaw, Ljiljana Markovic, Sian Magriplis and David Bulley	<ul style="list-style-type: none"> <li>• Explore the effects of pollution on the wetlands environment, and discuss ways to reduce it</li> <li>• Investigation into ecosystems – healthy versus polluted</li> <li>• Explore a variety of frog species and their various calls</li> <li>• Investigation into how wildlife adapt to their environment to ensure survival</li> <li>• Complete KWL chart – what students have learnt</li> <li>• Compare observations with others in the class</li> <li>• Discuss students' observations in relation to predictions</li> </ul>

## References

Amphibian Research Centre. (2013). *Frogs. And more frogs*. Retrieved from [http:// www.frogs.org.au](http://www.frogs.org.au)

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