

# Creating an Ecosystem Activity - Post-Experience Activity Suggestions

Level	Author(s)	Activities
F-2	Justine Miller, Nick Margerison and Ashlee Sandars	<ul style="list-style-type: none"> <li>• Discuss the animals students learnt about during the Magnetic Wildlife Activity</li> <li>• Discuss which animal or plant each student was given, and explore the connections that were made during the activity</li> <li>• What animal did students find most interesting, and why?</li> <li>• Follow up activity by asking students to observe and investigate animals in the playground or at home</li> </ul>
	Andrew Borg, Anthony Quilty, Gordana Stojanoska, Marisa Pace and Megan Layton	<ul style="list-style-type: none"> <li>• Drawing knowledge from the Magnetic Wildlife Activity, students create their own food chain and discuss the connections</li> <li>• Students choose a native animal and draw a basic lifecycle</li> <li>• Students write a short story of usual day for a native animal</li> <li>• Investigation into sustainability – create a compost and establish a recycling system, exploring the importance of caring for the environment</li> </ul>
	Ryan Mitchell, Olivia Lukies, Jacinta Di Ciocco and Christopher Surendra	<ul style="list-style-type: none"> <li>• Investigate other ecosystems and discover how they function – what similarities and differences are found?</li> <li>• Explore human impact upon the environment, and discuss the importance of conservation</li> <li>• As a class activity, students create an ecosystem out of the plants and animals they explored during the Magnetic Wildlife Activity</li> <li>• Follow up activity: have students draw what they saw at the Wildlife Sanctuary</li> </ul>

Level	Author(s)	Activities
3-6	Justine Miller, Nick Margerison and Ashlee Sandars	<ul style="list-style-type: none"> <li>• Ask students to suggest solutions about the prevention of further extinction of plant and animal species. Explore sustainability, and other environmental issues</li> <li>• Students are to research what causes animals to become extinct, and write a report to discuss their findings</li> <li>• If students were to bring back an animal back from extinction, which animal would it be, and why?</li> </ul>
	Andrew Borg, Anthony Quilty, Gordana Stojanoska, Marisa Pace and Megan Layton	<ul style="list-style-type: none"> <li>• Individual/small group investigation or report about endangered or extinct native animals (researching the impact of diminishing habitats)</li> <li>• Discuss natural disasters and what effects they have on native animals</li> <li>• Using knowledge previously acquired, students design their own ideal ecosystem</li> </ul>
	Ryan Mitchell, Olivia Lukies, Jacinta Di Ciocco and Christopher Surendra	<ul style="list-style-type: none"> <li>• Students pick an animal to remove from the ecosystem, and identify the impact this has upon the remaining plants and animals</li> <li>• Investigation into an ecosystem that has been destroyed by humans, and compare it to what was observed at the Wildlife Sanctuary</li> <li>• Students research a particular extinct/endangered native animal, discovering the reason why they are extinct or endangered (identifying threats and impacts)</li> <li>• Conduct a soil erosion experiment to demonstrate the importance of vegetation in the prevention of erosion, and maintaining water quality</li> </ul>

## References

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