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| **Underwater Habitats (45 minutes)**  |
| Equipment* 4 trays
* 4 plastic pots
* 4 magnifying glasses
* Identification sheets
* 4 nets
* First aid kit and mobile phone
* Frog life cycle game (extra)

Health and safety* Get adults to check for cuts and cover with plasters.
* Explain that one child from each group should dip at a time. Only the child with the net should be on the dipping area ( inside the stakes ).
* When they go to pond dip they must kneel down and not be standing up.
* No eating on the side of the pond.
* Keep their hands away from their mouths.
* Wash hands at the end of dipping.
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| Time | Activity |
| 45 | Introduction and pond dip* Ask what can we find in the pond?
* Show them how to do a dip by making a figure of 8 or a big circle, whilst kneeling down
* Show them how to turn the net straight into the tray, explaining that they must not wave the net around as any creatures that fall onto the floor out the water will not survive.
* If they get lots of weed in their net show them that they must take it out with their hands and put it straight back into the pond, not in their tray and not on the floor.
* They must then use the **ID charts** to see if they can work out what they have.
* Take it in turns to dip; when they are not dipping they should be by their tray.
* When finished talk about the creatures they have found, including adaptations e.g. long legs with vibration receptors on pond skater, gills in many pond creatures (caddis fly larvae, freshwater shrimps, water hoglice), permeable skin of worms for respiration.
* Return creatures from low down to the pond.
* **Use OPAL sheets and Pond Invertebrate Factfile to record and measure the pond health. Bring all groups together at the end of pond dipping to collate all information and decide as a group how healthy the pond is.**
* Set up materials as they were when you arrived.
* Extension – pupils draw own pond invertebrate highlighting adaptations
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| 30 | Stream dip in woodland (optional)* Walk to woodland. Each group carries their own equipment and worksheets.
* Walk to stream. Talk about the differences between the stream and pond. Show how to do a kick sample.
* Only 2 students in stream at a time, with HH staff downstream of students. Students must be wearing wellies.
* Once kick sampled, group should take tray and identify what they have found.
* Once all groups have done a kick sample (one per group), come together and talk about health of stream, and how stream differs from pond.
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| Extra | Frog life cycle* Explain the frog life cycle.
* Lay out the four baskets containing the frog life cycle cards.
* Tell the children that they must collect one of each and then line them up in order.
* Then add a heron that is going to try and stop them, by tagging them, when they have been tagged they have been “eaten.”
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