

19. Secondary Pupil Activities for KS3

Visit an area of wetland – rife, canal, ditch, pond, and river or reed bed – the following studies can then be carried out.

1. Look at the structure of the wetland

Are there water voles present? If not why not? (Answering the following questions may help to explain why).

2. Can this be compared to a second site?

Are you studying a ditch/reed beds/pond or rife?

3. In a 2m² area:

How many different types of plant can you see?

How many can you identify? Please list or draw or photograph them

What percentage of the site is covered by plants?

What is the height range of the vegetation?

Is there any bare ground?

Is there any dead material

4. Why is the wetland there?

- Human or natural and why?
- How do you know?
- Are there any signs of pollution?

5. Draw a plant that is the dominant (main) species for this area of wetland.

6. Draw a sketch and, if possible, a profile of the wetland with the different plants represented.

7. Can you see any insects living here and do you know what they are?

8. Study two insects, describe them and their behaviour, or draw them

9. Can you see or hear any birds – what are they?

10. What are the typical plants and animals that you might see in a wetland site?

11. Can you identify any animal tracks by the water's edge? (Please take care)

12. Are there any predators?

13. Put together a food web from the creatures and plants that you see.

14. How could this area be improved for the benefit of water voles?

Illustrate/demonstrate your ideas using any media - sketch/plan/idea/model/digital photograph.

15. Use identification sheets* for ditches and wetlands to identify:

- **Birds**
- **Amphibians**
- **Mammals**
- **Butterflies**
- **Dragonflies / damselflies**
- **Plants**

16. Record observations in sketchbooks and analyse your findings back in school

17. Writing exercises based on water vole conservation – testing the understanding of the issues and being able to construct an argument.

- **Write an argument** for saving the water vole from extinction – could be addressed to a variety of audiences
- **Write to a landowner** (of wetland visited - explaining how the area could be improved for wildlife - Formal Writing)
- **Write a report** on an area of wetland explaining the pros and cons (good/bad bits) – this can be adapted for different audiences
- **Write a speech** to persuade people to get involved with saving the water vole
- **Produce a presentation** on water voles living on the Manhood Peninsula.

18. Create a debate about managing a wetland – different participants/views

- (1) Farmers
- (2) Conservationists
- (3) Local residents (worried about flooding)
- (4) Members of the public with specific viewpoint i.e. extinction is part of evolution – why should we interfere?
- (5) Other landowners of wetland areas (e.g. caravan site owners)

* FSC (Field Studies Council) offer a comprehensive range of identification sheets

Link to the National Curriculum – KS3 Science

<http://webarchive.nationalarchives.gov.uk/20131202172639/http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198831/science/ks3/programme>

Link to the National Curriculum – KS4 Science

<http://webarchive.nationalarchives.gov.uk/20131202172639/http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198831/science/ks4/programme/how>