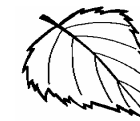


# Wildlife Educational Opportunities at Oare



Brief notes to help teachers plan their visit. W=Wildlife activity sheet ID= Identification keys TG=Teachers guide

	Pre-visit	During	Post-visit
<b>POND</b>	<ul style="list-style-type: none"> <li>Talk about ponds</li> <li>Revise\Introduce habitats - What do they already know about a pond habitat (look at schools if have one). Talk about plants and animals that like above/below water. Focus on pupils ideas</li> </ul>	<ul style="list-style-type: none"> <li>Use 'ID4/ID5 Pond minibeasts identification guide' sheets to find out what they have caught</li> <li>Pond 'W10 Pond animal observations' sheet</li> </ul>	<ul style="list-style-type: none"> <li>Investigate life of pond mb in closer detail</li> <li>Life cycles of pond mb - dragonfly, frog</li> <li>Link to land mb - adaptations; snails, louse etc</li> <li>Food chains/web can be done - 'W11 Pond food chains' sheet</li> <li>Do a freshwater pond mb databank, which can be used for classroom display also (see 'TG1 My minibeast databank' for ideas on how to do this)</li> </ul>
<b>MINIBEASTS (mb)</b>	<ul style="list-style-type: none"> <li>Discuss two different habitats. What would they expect to find in terms of plants and animals</li> <li>Look at own habitat in school grounds</li> <li>Used 'W7 An insect has..' sheet</li> <li>Looked for mb in school grounds</li> <li>Look at life cycles – producers and consumers</li> </ul>	<ul style="list-style-type: none"> <li>'W4 Comparing two habitats'- grassland + woodland</li> <li>Look for mb and complete 'W3 Finding minibeasts', W5 'Looking at minibeasts' and or 'W6 How many'</li> <li>Identify mb - use 'ID1 What's this minibeast called?'</li> <li>Use 'W1 Looking at minibeasts' to focus on several mb found</li> <li>Use 'W2 Surviving at Oare' for a focus on bird survival</li> <li>'W9 Wildlife at Oare Gunpowder Works'</li> </ul>	<ul style="list-style-type: none"> <li>Look at the two habitats you compared and discuss. Why did they find certain mb, trees etc in each habitat? Where different/same species found in each habitat?</li> <li>Discuss findings - why found under log, on flowers, in damp etc</li> <li>Do a minibeast databank 'TG1 My minibeast databank' display example which pupil can use to create their own</li> <li>Research into mb they found, maybe unknown ones</li> <li>Look at food chains relating to mb found - W8 'Minibeast food chains'</li> <li>Create mb area at school</li> </ul>
<b>TREES + FLOWERS</b>	<ul style="list-style-type: none"> <li>Introduction to seed dispersal, purpose of it and how it can happen</li> <li>Learn some tree species</li> <li>Talk about what plants need to grow - water, light, soil nutrients</li> <li>Introduction to pollination and germination</li> </ul>	<ul style="list-style-type: none"> <li>Get pupils to collect seeds around the site, as a group. See 'TG3 Tree seed dispersal-a Teachers Guide' for further information</li> <li>Use 'ID3 Seed identification guide' and 'W14 Tree Seed Distribution' sheet</li> <li>Use 'ID2 Identifying Trees from leaves sheet. Pupils could collect leaf samples too, as a group.</li> <li>Use 'W12/W13 How to find out the age of a tree' sheet(can finish back at school)</li> <li>'W 15/TG2 The use of trees at Oare Gunpowder Works'</li> <li>Bark rubbings - if trees easily accessible</li> <li>'ID6 Flower Identification Sheet'</li> </ul>	<ul style="list-style-type: none"> <li>Look at the seeds they collected. Talk about the methods of dispersal, can they think of how their seeds may have been dispersed?</li> <li>Pupils could observe seasonal changes in plants found in the school grounds</li> <li>Look into the pollination and germination of plants and flowers more closely – could use species seen at Oare</li> </ul>