

18. Primary Pupil Activities for KS1 and KS2

The following work sheets are attached to this pack for copying.

1. **Colour in and label the Water Vole** – the water vole needs colour and to be labelled
2. **Colour in ditch** – colour in the ditch and add a water vole and other water creatures
3. **Food web in the ditch and pond** – draw in the arrows to work out who eats who
4. **Water Vole and Habitat Word Search** – find the hidden words about water voles
5. **The differences between water voles and rats** – list four differences
6. **Colour in wetland birds and animals** – colour in the different creatures
7. **Board game: Water vole race** - Two water voles race to survive a season
8. **Where animals like to live** – follow the lines to find the animal's homes
9. **Spot the difference between the good and bad water vole habitat** – list the differences
10. **Water vole dot to dot** – follow the numbers and make your own water vole
11. **Water vole Life Cycle and Food Chain** – make a water vole food chain
12. **Identify the birds** – can you identify the birds from their silhouettes?
13. **Can you spot the animals living in the ditch?** – look for the animals listed.
14. **Caterpillars and butterflies** - match the caterpillar with its butterfly
15. **How many vegetables do you eat?** Write a list of the ones you eat and count them
16. **Water vole numbers** – make a graph to display water vole population information

- Answers to 14.**
- | | |
|--------------------------------|------------------------|
| 1. Brimstone (yellow), | 2. Comma (orange), |
| 3. Red Admiral (red and black) | 4. Large White (white) |

Make a bug hotel at your school



You will need:

- 5+ x old wooden pallets
- Old bamboo canes
- Broken terracotta pots
- Straw
- Bundles of twigs
- Old broken bits of brick
- Fir cones
- Blocks of wood with drilled holes
- Logs
- Old tiles/slates

Place the pallets on top of each other and then fill in the gaps with different materials.

If possible have the bug hotel in a shady location and try to cover it in vegetation. Your hotel will soon have a large range of mini beasts and bugs living in it.

You can use the bug hotel to identify different creatures and to monitor their numbers through different times of the year.

Link to the National Curriculum – KS1 Science

<http://webarchive.nationalarchives.gov.uk/20131202172639/http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199179/science/ks1/sc2>

Link to the National Curriculum – KS2 Science

<http://webarchive.nationalarchives.gov.uk/20131202172639/http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199179/science/ks2/sc2>

19. Secondary Pupil Activities for KS3 and KS4

Visit an area of wetland – rife, canal, ditch, pond, 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>

20. Tertiary Student Activities

Carry out a water vole survey- attend a training course with the Manhood Wildlife and Heritage Group

Carry out a ditch assessment - attend a training course with the Manhood Wildlife and Heritage Group or the Sussex Wildlife Trust.

Make a study of Local Environmental Voluntary Groups such as the MWHG and explore how they contribute to their communities – also opportunities for volunteering in this field. (Citizenship)

Writing exercises based on water vole conservation – testing 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
- **Create a presentation** on water voles on the Manhood Peninsula.
- **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)
- **Construct a display featuring water voles**, threats they face and conservation issues.
- **Design a poster** – that can be used to inform communities about water voles
- **College project** – make links with local wildlife groups and find out if they have suitable projects so that your work can make a useful contribution.
- **Produce a film/DVD** – that can be used to inform communication about water voles (adapt for different audiences)

