

Water in the Wetlands—KS2 & KS3

Overview

Description	This discussion activity uses information cards with images to prompt pupils to think about the importance of water in the wetlands, as well as the consequences of flooding and drought.
Time	30 minutes (plus extra for extension activities)
Equipment	Information cards (printed, cut and laminated); flip-chart paper and pens
Curriculum	<p>English: participate in discussions</p> <p>Y4 science: recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Y6 science: identify how plants and animals are adapted to suit their environments in different ways</p> <p>KS3 science: relationships in an ecosystem.</p> <p>KS2 Geography: the water cycle; land use</p> <p>KS3 geography: understand how human and physical processes interact to influence and change landscapes, environments and the climate.</p>
Aims	<ul style="list-style-type: none"> • Work in pairs or small groups to discuss flooding and drought in relation to different people, wildlife and land use. • Feed back to the class and open up a class discussion.
Learning outcomes	<p>Following this activity pupils should be able to:</p> <ul style="list-style-type: none"> • Give an example of why flooding is a danger to the Marshes • Give an example of why drought is a danger to the Marshes
Linked resources	<p>Introduction to the Avalon Marshes</p> <p>Pick & Mix: Wonderful Wetland Wildlife; Getting to Know Peat; Avalon Marshes Timeline; Awesome Adaptations; Noses—A Wildlife Game; Avalon Marshes Quiz.</p> <p>Factsheets: The Avalon Marshes; Water Levels; Too Much Water, Too Little Water?</p> <p>Specialist equipment: Avalon Marshes Water Model</p>



Teachers' notes—

Prepare the activity by printing out the cards that have pictures and information on them. Cut them, and laminate them. A factsheet is included on the next page with extra information for teachers (which may also be used for older pupils, and gifted and talented pupils). Some blank cards are included so that pupils can add their own examples too.

Introduce the Avalon Marshes to your pupils. Explain that it is a fresh water environment that is important for people and wildlife.

Ask pupils what word we use to describe too much water (flood/flooding). What do they know about flooding?

Ask pupils what word we use to describe too little water (drought). What do they know about drought?

Pupils should work in pairs or small groups. Give out the information cards, and ask the pairs/groups to discuss each one (give a few to each group). What would happen to this person/place/plant/animal if there was too much water in the Marshes? What would happen if there was too little water? They can make notes on a flip-chart. Give pupils 15 minutes to discuss their cards, before asking them to feed back to the class.

Is flooding always bad? Can pupils think of any reasons why flooding could be good in the Avalon Marshes? Ask the same questions about drought.

To end:

Ask pupils to give an example of a consequence of flooding in the Avalon Marshes.

Ask pupils to give an example of a consequence of drought in the Avalon Marshes.

Extension:

- Pupils make their own information cards with other examples of animals/plants/people/places that might be affected by flooding or drought.
- Research impacts of either flooding or drought in other places.
- Think about what we can do to conserve water.
- Hire the Avalon Marshes Water Model from the Avalon Marshes Centre and do a hands-on exploration of how water is managed in the Marshes.



Photo: Lynne Newton

I am a grey heron.
I stand on banks of dry land.
I eat fish and small creatures that live in water.
I wade through shallow water to get to my food.



I am a badger.
I live a hole under ground called a sett.
I dig in the ground for wasps and worms to eat.



I am a bed & breakfast owner.
My business relies on visitors.
Guests travel to my bed & breakfast on local roads.
Many guests visit the area to enjoy the wetland nature reserves, see the wildlife, go walking or cycling.



I am a European Eel.
I was born far away in the sea, and swam to the Avalon Marshes to grow into an adult.
I live in fresh water, swimming around.
I sometimes travel over wet fields to move between ditches, rhyes and rivers.



We are cattle.

In the summer we graze on pasture (grasses) in the fields of the Avalon Marshes.

We like to have a dry field or barn to rest in.



Photo: David Tipling 20/20 Vision

I am a bird watcher.

I like watching wetland birds and wildlife.

I visit nature reserves in the Avalon Marshes, travelling by roads, cycle routes and paths.



Photo: Joy Russell

I am common reed.

Lots of birds use me for food, shelter and nest-building.

I like to grow in water or very wet soil—I won't grow in dry areas. I grow best when water is shallow.



Photo: Lynne Newton

We are starlings.

We flock to the Avalon Marshes each winter and thousands of people come to see us.

In the evening we roost on reeds (which grow in wetlands).

During the day we look for insects to eat in fields.



I am a dragonfly.

I lay eggs next to water.

My nymphs (babies) live in water and eat other creatures that live in water.

As an adult I live in the air and on land, and eat other flying insects.



I am a nature reserve in the Avalon Marshes.

People visit me to see the beautiful views and the wildlife that lives here.

They can walk around my paths and use my bird 'hides'.

Visitors come by car, bike or walking.



I am a willow tree.

People use me to make things like baskets, fencing, and sculpture.

Lot of animals live in me.

I like growing where it is wet.



I am a home in the Avalon Marshes.

People live in me and look after my garden.

It's a nice place to live because of the wildlife, beautiful views and history.



We are a local family.

We like to visit the marshes because it's exciting and there is a lot of wildlife to see, great noises to hear, and special events for families.

We explore on our bikes because it is flat and there are good paths.



I am an ancient track way.

I have been below the soil for thousands of years.

The wet peat stops me from decaying.

People can learn about the past from me.



I am a farmer in the Avalon Marshes.

I make hay for my animals from grass that grows in the fields.

In the summer my animals graze in fields in the Avalon Marshes.

When it's very wet in the winter I moved them to higher land.

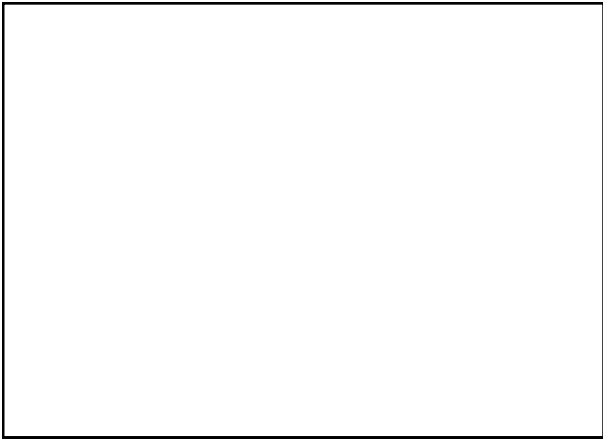


I am peat.

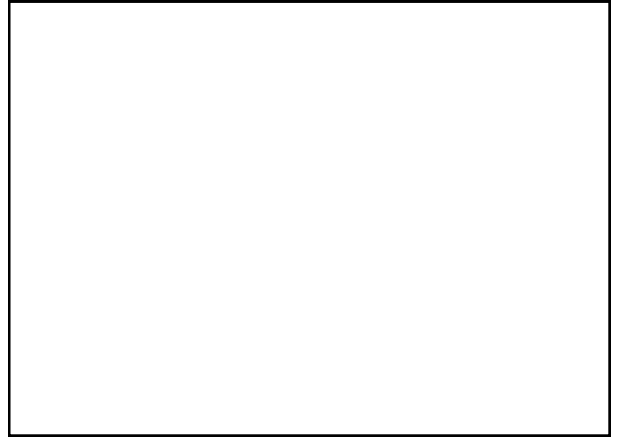
I take thousands of year to form in peat bogs, which support rare wildlife.

If I dry out I release carbon in to the atmosphere, and I can't absorb water again.

I preserve ancient artefacts because I hold lots of water.



I am...



I am...



I am...



I am...