



# Exploring a Wetland

## LESSON PLAN

### What Can Be Learned?

To encourage investigation of the natural landscape through a guided walk.

### Materials Required

First aid kit  
 Camera  
 Pens and paper to record observations  
 Map  
 Field guide  
 Binoculars  
 Silhouette bird cards (created in the 'Bird Identification' activity)  
 Tasmanian bird calls CD  
 Portable CD player

### The Activity

#### Pre-Activity

If possible, practice using binoculars in the play ground before the excursion.

Complete a safety briefing for your group highlighting the risks and controls for the activity.

Brief the group on where you are going (you can show them on the map), how long it will take, what time you will return and what they will need to bring.

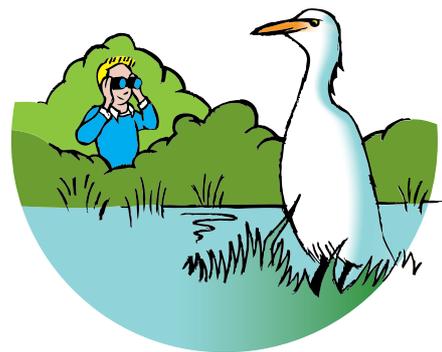
Using the portable CD player, play some of the bird calls you are likely to hear. You may need to do this a few times and test that the students can identify a few of the birds correctly.

Ask the students to look and listen for birds on the walk.

Ask the group to identify what kind of birds they are seeing using the silhouette cards.

When a bird is spotted or heard students should record:  
 the type of bird,  
 how it was identified (seen or heard),  
 how many people saw or heard the bird,  
 where the bird was,  
 what it was doing, and  
 any other comments (eg - bird of prey seen in area).

Using binoculars for a closer look, ask students to record observations of what they think are important features of the birds they can see.



Wetlands E-Set suited to upper primary students.

Use the following questions to guide the observations:

Legs:

How are they shaped?

What kind of habitat might the bird live in?

How does the size and shape of the legs help the bird to live there?

Does the bird use its legs to catch food?

Wings:

What is the shape of the wings?

Are they aerodynamic?

Are they thick/thin - broad /narrow?

What does this tell us about where and how the bird lives?

Do they remind you of anything (fighter jet, kite etc.)?

What do the feathers feel like to touch?



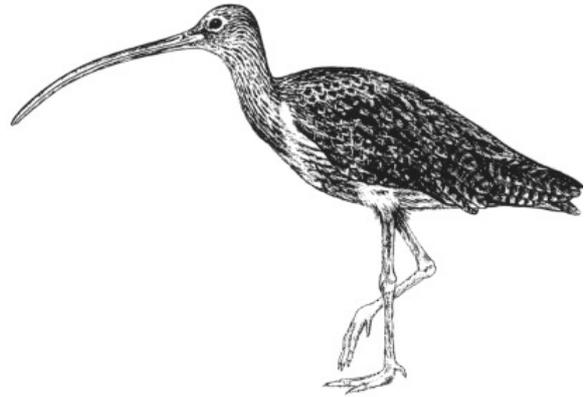
Soaring bird of prey

Beaks/Skulls:

What is the shape of the beak of the bird?

What does this tell us about how the bird feeds?

What does this tell us about where the bird lives?



Eastern Curlew

If bird life seems a bit absent discuss why the group thinks this might be.

Have the student investigate, discuss and record observations of potential food sources, shelter, habitat and other wetland features.

## Wetlands E-Set - Lesson Plan

E-Sets are an Electronic Environmental and Educational set of notes for teachers

### FURTHER INFORMATION

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