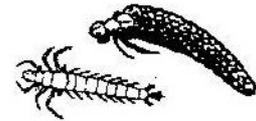


ACTIVITY ONE: THERE'S A CREEPY CRAWLY IN THIS STREAM!!

Learners look for different water creatures during an explorative water investigation. This **NATURAL SCIENCES** activity should take place at a river, stream, dam, nearby wetland or pond. If this is not possible, the teacher will need to photocopy and cut out some of the creatures on the identification sheet on page 4 and set up an imaginary stream or pond in the classroom!!

What is a Water Creepy Crawly?

A Water Creepy Crawly is an animal that is able to breathe and live in or on water. Some of them are beautiful, some are rather ugly, some of them are tiny, others are quite big and all of them have special things about them which make it possible for them to live, breathe, feed, grow and reproduce in or on water.



It's time to see what creepy crawlies we have in our stream!

What you will

- Containers (ice-containers or 2 litre plastic bottles cut in half)
- Small plastic cups
- Pencils (to record findings)
- Plasticine
- Photocopies of the '*Water Creatures Identification Sheet*' and the '*More information on each of the water creatures*' sheets
- Coloured pencils or crayons



need:

cream



What to do with the learners:

1. Divide the class into groups of four.
2. Give each group one container, a small plastic cup, a pencil, coloured crayons and a photocopy of the '*Water Creatures Identification Sheet*'.
3. Each group needs to decide on a name for themselves. They can use the '*Water Creatures Identification Sheet*' (and call themselves, for example, 'the mayflies' or 'the water shrimps') or the groups can make up their own names.
4. Each group must collect a full container of river or stream water and then carefully lift up rocks and rotting branches that are in the water and inspect them. Any animal that is found should be gently removed with the end of a pencil or stick and carefully placed into the water container.



5. Learners can explore the stream and collect as many creepy crawlies as they can for 20 to 30 minutes (they may see larger creatures, such as fish, which they are not able to catch – they must make a note of this on their 'Water Creatures Identification Sheet').



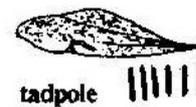
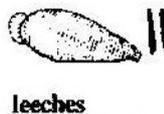
Make sure that the children do not harm ANY of the creatures that they find in the stream. They must be VERY VERY careful when handling these small delicate animals.

You, the teacher, need to:

- Hand out a photocopy of the characteristics of each animal (pages 5 and 6) and some plasticine to each group.
- The groups need to colour in, on their identification sheet, the creatures they are able to identify. They must also keep a 'tally' on their identification sheet of how many of each creature they find (see example below).



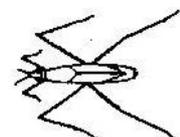
WORM-LIKE CREATURES:



- The groups then need to read the information about the creatures they have caught and discuss within their group what makes each creature unique and successful in living in water and not on land.
- Lastly, using the plasticine, the groups each have to make a water creepy crawly that can live in water (it can be an imaginary, non-existent animal, never before seen by humans BUT it must be able to breathe in water, be strong enough not to be swept away by strong water currents and it must be able to eat in water).

Bring all the groups together, with their containers full of creepy crawlies, and ask the class the following questions:

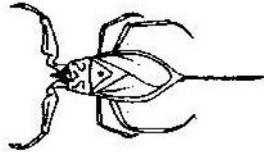
1. What animals did each group find?
2. Why do you think these animals are better able to live in the water than on land?



3. How do the animals make sure that they are not swept away in the strong water currents?
4. If you were to sort these water creepy crawlies into different groups, using only one physical thing that you can see on the animals, what would you choose? *(some of the learners may use legs to sort the insects, ie. those with none, two, four, or more than four, others may use the presence or absence of wings).*
5. If you lived in water, what would you need to make sure you lived safely and happily?
6. Each group can now share their plasticine creepy crawly with the rest of the class. They need to explain what makes their creature so special and why it is able to survive in water.

Teacher, make sure that all the groups have coloured in all the creatures they found during the water study and have a 'tally' next to each coloured-in animal.

Immediately after this activity, return ALL the creatures back to the stream. This needs to be done gently and carefully. Make sure that none of the animals are left in the plastic containers.



Criteria to assess learners during this natural sciences lesson

Criteria	Exceeded requirements of the Learning Outcome	Satisfied requirements of the Learning Outcome	Partially satisfied requirements of the Learning Outcome	Not satisfied requirements of the Learning Outcome
The learner took an active part in the water investigation and collected water creatures to add to the group's collection				
The learner was able to identify the water creatures that were found by the group				
The learner contributed to the discussions of describing his/her group's plasticine animal				