

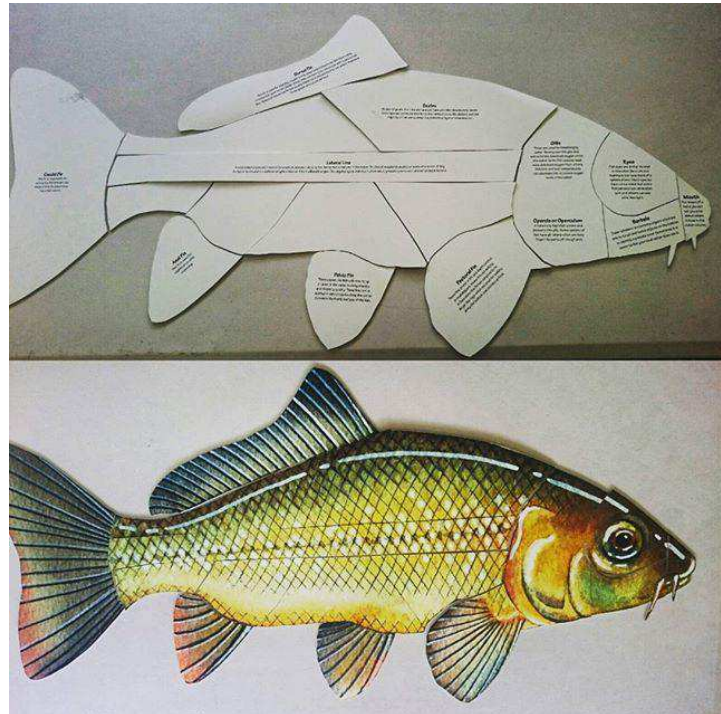


Pre-school, early Primary

The puzzle already assembled, get students to choose a piece they want to learn more about then talk about it by using little activities (i.e. for gills, Make students pretend their hands are gills by putting them either side of their face. When their "gills are open" their mouth is closed. Then when the gills are closed, they open their mouth. Demonstrates how a fish breathes).

Late primary

Give students a piece each, they tell you what their piece is and they have the option of reading out the back or you can read it for them. Use demonstrations again to help explain things and if students are assembling it themselves. Start with the caudal Fin and put that piece down. Make sure the second piece is the Lateral Line so students can assemble it around that.



Secondary

Ask students to read out, discuss with each other and assemble it themselves. You might help out occasionally but this is more of a peer taught session. You can also use physical demonstrations to assist with student understanding if they can't explain or understand the content, but try to do as little talking as possible. This can also be done with mature primary school students.

Descriptive Activities

Gills

Get the students to put their hands on either side of their face, when their mouth is open, their hands rest on their cheeks. When they close their mouth, they open their hands. Then continuously alternate it. The opening of their mouth indicated the fish opening their mouth to suck in water. When they open their hands and close their mouth, it's the fish pushing the water over their gills to remove the dissolved oxygen from the water.

Lateral Line

Put hands parallel to one another, then move them side to side simultaneously without letting them touch. This movement indicates how fish use their lateral line in a school. They don't actually bump into one another, the lateral line acts as their "motion detector". If

students have seen the movie from "Finding Nemo" there is a scene where a school of fish are trying to cheer Dory up and pretend to be an arrow, a ship and an octopus. When they are pretending to be all these different things, you don't hear them telling each other where to go or what to do, it just happens. These fish are using their lateral line to communicate to one another. Most kids have seen the movie so I find using this description helps them understand the concept.

You can also do this activity by getting the students to move around as a pack and making sure they don't bump into one another. This should only be done if the students are well behaved and aren't overly rowdy.

