

EDUCATOR NOTES:

Water for wildlife

Learning and Engagement Approach

This activity is designed to engage young learners aged from 7 – 13 years.

The activity is intended to:

- create a water source for wildlife
- increase awareness of water conservation
- engage children in a hands-on learning activity
- provide an opportunity for children to monitor and study the animals that use the wildlife waterer.

Safety Considerations

- Check the weather before conducting any outdoors activity. If there is going to be extreme temperatures, storms or high wind, postpone the activity.
- Ensure that everyone is wearing closed shoes, hats, and sunscreen and has a water bottle handy.
- Keep any allergy plan information at hand and any associated allergy medication.
- Remember water safety; even seemingly harmless vessels such as buckets can be drowning hazards for infants.
- Never let mosquitoes breed in your wildlife waterer. Suggestions for deterring mosquitoes are listed in the educator tips.

Materials and References

You do not need to purchase any materials for this activity. Consider how you can re-use existing materials that may have otherwise been discarded when you make your wildlife waterer.

Site Suggestions

Work with the children to plan where the wildlife waterer is placed. Make sure that it is not in a high traffic area, which would make it a tripping hazard (and also deter many types of wildlife).

Animals will need to be able to see the feature to be able to find it. Often wildlife waterers are placed in garden beds, in the open. You may wish to experiment with the location of your waterer.

Educator Tips

Mosquitoes can become attracted to pools of water. Their larvae appear as wrigglers and quickly become adult mosquitoes which then hatch.

Make sure that you check your waterer to make sure mosquitoes have not taken up residence. Consider having a few waterers on rotation, which you can then allow to dry out intermittently to deter mosquitoes from taking up residence.

Aligning this Activity

- [Every drop counts, being water wise](#)
- Creating a wildlife garden sequence: research, vision, design, planting, and monitoring and care.

Extension Activities

Extension 1

Investigate Indigenous Australians use of scientific knowledge to manage water resources in dry conditions.

Extension 2

Find out how Australian desert animals survive dry conditions with little available water.

Extension 3

Explore the water cycle.

Extension 4

How are some plants adapted to cope with low rainfall?

Community Engagement

Use [The National Landcare Directory](#) to find a community environmental 'care' group near you. Many Landcare groups have vast experience and knowledge of local wildlife and their habitat requirements. We recommend reaching out to them to learn about your local wildlife species.

Look to the [Junior Landcare Community Page](#) for organisations to contact to help support your wildlife investigations.

Use this [Australian City Farms and Community Gardens Network map](#) to find a City Farm or Community Garden near you to get some ideas for wildlife waterers.

Curriculum and Framework Links

SCIENCE

Year 2: [ACSHE035](#), [ACSIS038](#)

Year 3: [ACSHE051](#), [ACSIS054](#)

Year 4: [ACSSU073](#), [ACSSU075](#), [ACSHE062](#), [ACSIS065](#)

Year 5: [ACSHE083](#), [ACSIS086](#)

Year 6: [ACSSU094](#), [ACSIS103](#), [ACSHE100](#)

Year 7: [ACSHE135](#), [ACSSU116](#), [ACSSU112](#), [ACHGK038](#), [ACHGK039](#), [ACHGK042](#)

Year 8: [ACSHE135](#)

Year 9: [ACSSU175](#), [ACSSU176](#)

CROSS CURRICULUM PRIORITY

[Aboriginal and Torres Straight Islanders Histories and Cultures](#)

[Sustainability](#)

MY TIME OUR PLACE: FRAMEWORK FOR SCHOOL AGE CARE

[Outcome 2 and 4](#)