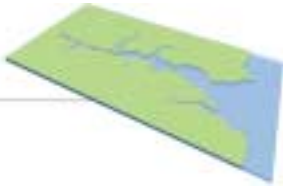


PRIMARY ACTIVITIES

Habitats

Animal Addresses
Give each child a blank postcard or piece of paper. Ask them to choose an animal from the sea and think about where it lives, its habitat. They then have to write a postcard or letter to their animal friend and make up the address of where to send it.

For example:
Mr. Pete Plaice
The Sand Bank
Sea Bottom
Between Cornwall and France

Get them to ask about what it's like living there, who their neighbours are etc.

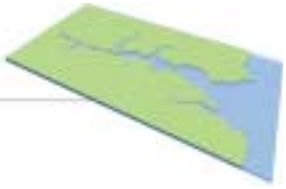
The Habitat Game
This game is about matching up habitats and the physical conditions found within them. It involves a lot of running around so needs space!

From the table below, write out cards with either a habitat or condition on it.

Habitat	**Condition**
Exposed rock	Hot Dry Bright Windy
Crevices	Cool Damp Dark A tight squeeze!

Give each child a card. If it is a habitat card, they must NOT see it and it should be pinned to their back. Those with condition cards are allowed to see theirs and have them pinned to their fronts. All children with condition cards have to run and find a space. The aim is for each 'habitat' child to find all the 'conditions' that apply to them. As they don't know what habitat they are they must ask each 'condition' if they match up. If they do they join hands and run around as a pair to collect the others. Once a 'habitat has collected all 4 'conditions' they have to work out and say what they think they are.

This game works best with multiples of ten. If this isn't possible use extra conditions to fit the numbers.



Helford River / **teachers notes**

How Cool is a Rockpool?
This can be done as a demonstration or as a group activity. It shows that small rockpools may not always be as cool as you think.

You will need:
- 2 containers of the same size (ice cream tubs or similar)
- water
- 2 thermometers
- 2 desk lamps

Fill both tubs with the water, one with twice the amount of the other to demonstarte a deeper pool. Measure the temperature in each, it should be the same at this stage. Place a desk lamp over each tub to represent the sun.

Ask the children what they think will happen to the temperatures. Will they increase or decrease, or stay the same? Will each change at he same rate? If not, which will change faster?

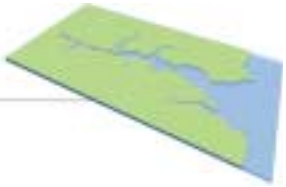
Measure the temperature in each at 5 minute intervals. The children can plot the results on a graph when finished. The tub with the smaller amount of water should heat up quicker than the other. Discuss the implications of this for rockpool life and the differences animals have to tolerate.

Rocky Rocks and Cool Crevices
This activity highlights the differences between 2 different habitats on the shore. It incorporates the use of language to communicate and describe feelings. It also requires a lot of trust! It also works best on a sunny, hot day.

Organise the group into pairs. Blindfold one of the pair and get them to put their hands together with finger tips touching. Ask them to wiggle each finger in turn and concentrate on the sensations in each finger tip.

The partner then places one of the blindfolded person's hands on a warm, dry area of rock and the other hand into a crevice or under damp seaweed. The different sensations felt in each hand should be described, then get the pair to swap over.

Once everyone has had their turn discuss the differences and how this effects the animals that live in each habitat. What advantages and disadvantages are there for living in a crevice rather than on the rock?



Helford River / **teachers notes**

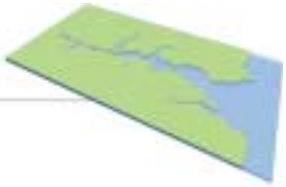
Count and Compare
This activity compares 2 different habitats: dry rock and a rockpool, The children will record the numbers and different species found in each.

Give each child or group 2 recording sheets (see Rock Pool Dipping), one to record plants and animals in rockpools and the other to record plants and animals on dry rock.
Find an area with both habitats and get the children to choose similar sized rockpools and dry areas to allow comparisons later on.

At the bottom of the rockpool recording sheet ask them to write what the rockpool was like, how deep it was, if there were crevices, or stones in it. Similarly, for the dry rock write whether it was flat or if there were cracks and crevices.

From the results these questions can be answered back at school:

- Name an animal or seaweed that you found only in the rockpool.
- Name an animal or seaweed that you found only on the dry rock.
- Name an animal or seaweed that you found on the dry rock and in the rockpool.
- List the differences between living on the dry rock and in the rockpool.
- Are the seaweeds and animals from the dry rock better at surviving out of water? Do they have special ways of doing this? (Think about limpets!)



Helford River / **teachers notes**

Recording Sheet
This sheet is for recording the different animals and plants found on the shore.
Put a tick for each one found, then total it up at the end.

ANIMAL	NUMBER FOUND	TOTAL
Limpet		
Edible winkle		
Flat winkle		
Topshell		
Mussel		
Dog Whelk		
Barnacle		
Prawn		
Shore Crab		
Edible Crab		
Hermit Crab		
Beadlet Anemone		
Spiral Worm		
Keel Worm		
Ragworm		
Breadcrumb Sponge		
Orange Encrusting Sponge		
Cushion Star		
Shore Urchin		
Brittle Star		
Butterfish		
Pipefish		
Goby		
Shanny		

SEAWEED	NUMBER FOUND	TOTAL
Channelled wrack		
Bladder wrack		
Saw wrack		
Kelp		
Gut weed		
Sea Lettuce		
Irish Moss		
Purple Laver weed		
Thong weed		
Eelgrass		