

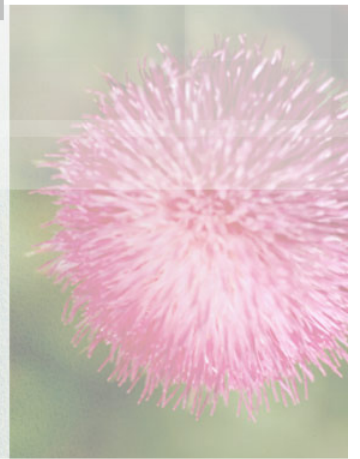
Briefing to

Parent

Helpers
P5 Project Work 2008
Fieldtrip to Labrador
Park

27 March 2008

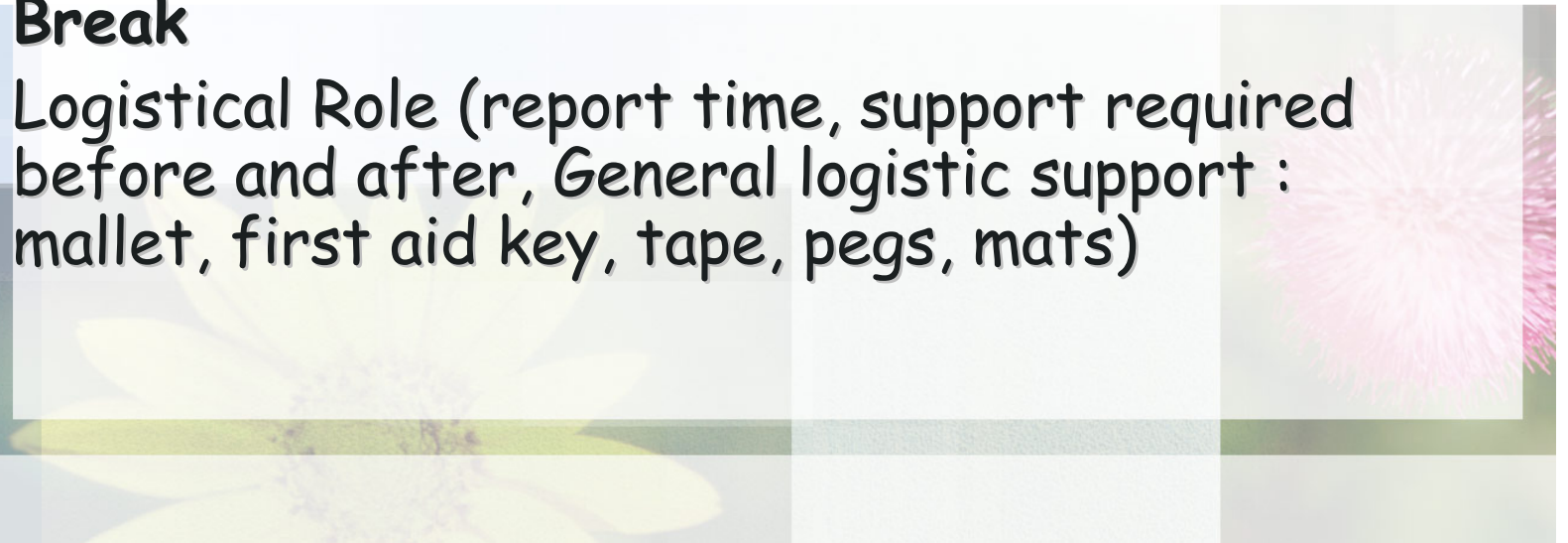
Mdm Teo And Mr Chua



Content



- Project Work Overview
- Schedule to Field Trips
- Role of Facilitators
- Viewing of Labrador Expedition 2005 Video
- Beach Etiquette
- Brief Description to Activities
 - * Trip 1
 - * Trip 2 (flash, excel, datalogger activities)
- **Break**
- Logistical Role (report time, support required before and after, General logistic support :
mallet, first aid key, tape, pegs, mats)



PROJECT



Overview

- an interdisciplinary project involving Science and English.
- pupils will act as citizen scientists using the enquiry approach in their scientific investigations.
- pupils will observe, ask questions and work collaboratively to gather data systematically using the UMPCs/tablet PCs and dataloggers.
- They will analyse data, draw conclusion and communicate their findings to others.

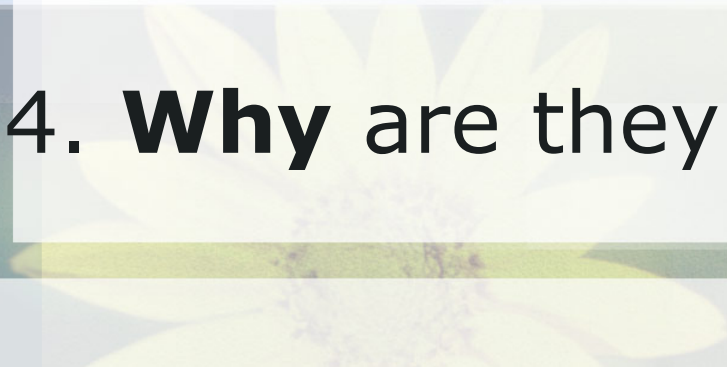
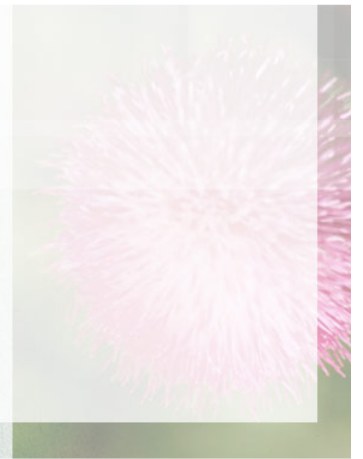
Project



Overview

FOUR BROAD QUESTIONS

1. **What** is out there?
2. **Where** are they located?
3. **How much** is out there?
4. **Why** are they there?



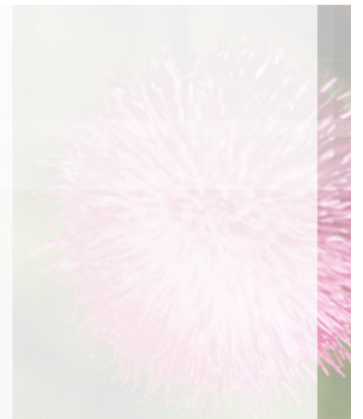
Fieldtrips Schedule



(1)



Date	Class
09 Apr (Wed)	5C
	5A
10 Apr (Thur)	5B
	5F
11 Apr (Fri)	5D
	5E



Fieldtrips Schedule



(2)



Date	Class	Teacher
26 May (Mon)	5A	Mr Chua Gee Woung
		Mrs Jarina Peer
	5B	Mr Priji Nair
		Ms Belinda Goh
27 May (Tue)	5D	Mrs Jacqueline Setoh
		Mdm Teo Chen Chen
	5E	Mrs Jennifer Long
		Mr Kum Chee Fai
28 May (Wed)	5C	Mr Leong Sin Yee
		Mrs Miriam Low
	5F	Mdm Karen Moh
		Mdm Winnie Chua

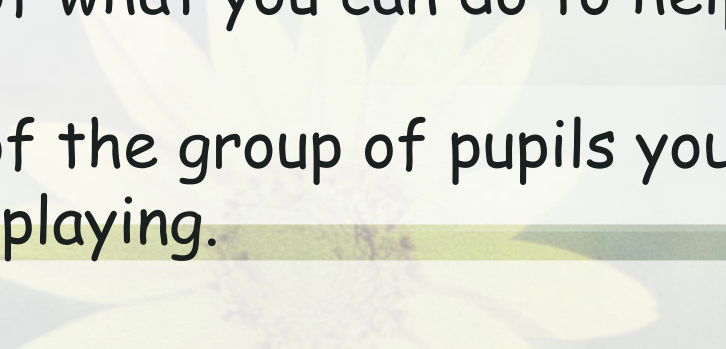
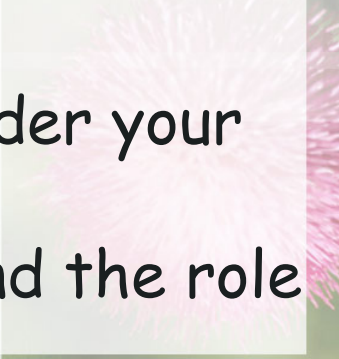


Role of Facilitator



Before the expedition



- Be familiar with the **Risk Assessment Guidelines** and **Beach Etiquette**.
 - Go through a dry run at the site and be familiar with the surroundings.
 - Know the objectives of each activity and play your role well by being
 - i) aware of what you can do to help the pupils under your charge.
 - ii) aware of the group of pupils you are helping and the role each is playing.
- 
- 

Role of Facilitator



During the expedition

Attire :



- Anything comfortable, footwear for wading in shallow waters along the shore.
- Avoid footwear with smooth soles, especially slippers.
- A hat and a pair of sunglasses may be useful under hot weather.

Drink :

- Having a bottle of drinking water is essential.


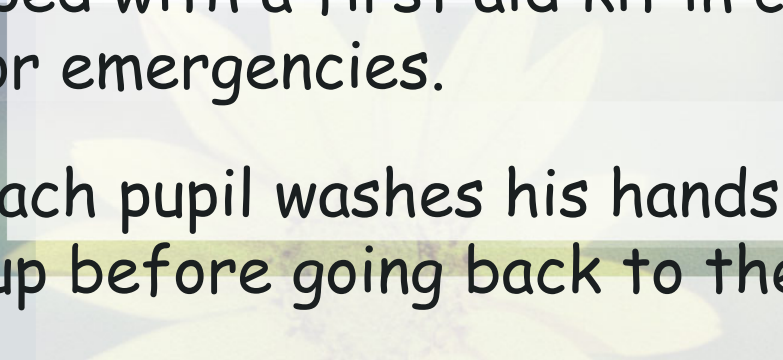
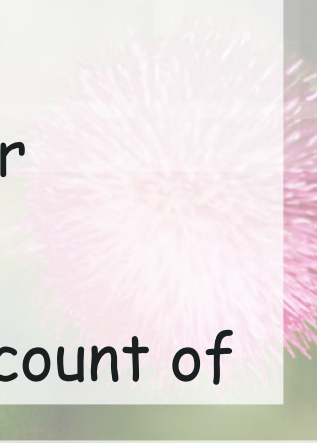
Safety :

- Wearing a pair of elastic gloves will be helpful in examining rock which can be encrusted with sharp shells or barnacles.
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Role of Facilitator



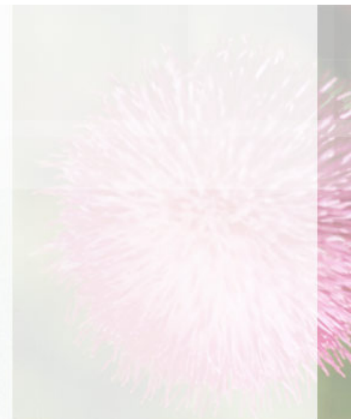
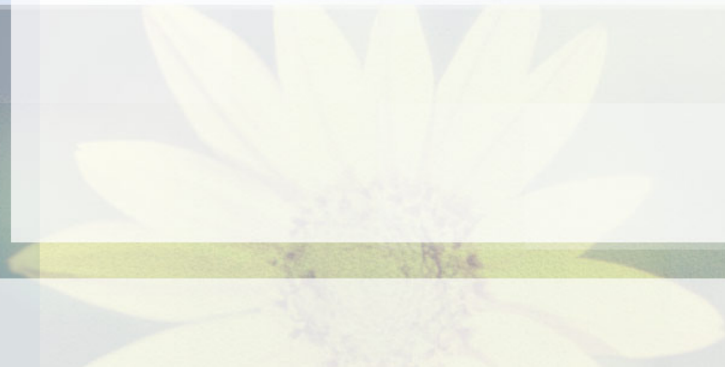
Role :

- Assist pupils in their tasks eg. in identifying and classifying organisms at the respective inter-tidal zones.
 - Supervise own group at all times. If the need arises for any pupil to use the washroom, ask for assistance from another facilitator to monitor your group.
 - Watch out and stop pupils who may venture into deep waters on their own.
 - Be equipped with a first aid kit in case of any minor injuries or emergencies.
 - Ensure each pupil washes his hands and do a head-count of your group before going back to the bus.
- 
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Video Viewing



Labrador Expedition 2005



Beach Etiquette



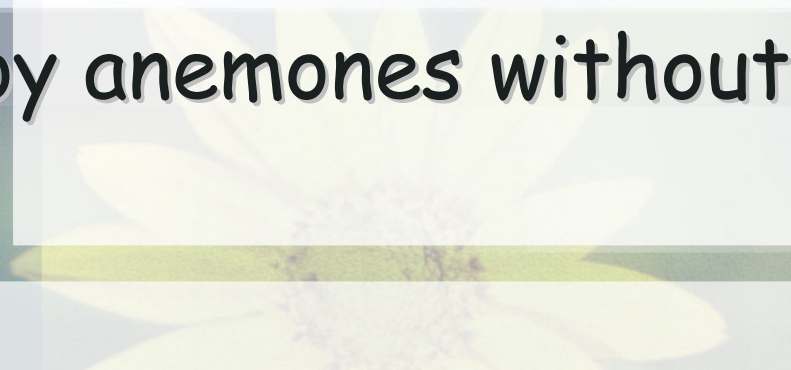
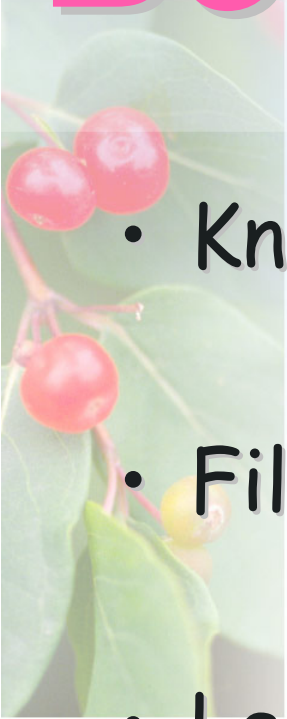
- Please leave all living organisms in their natural habitat
- Walk with care to avoid injuring plants and seaweed
- Step on bare spots as much as possible
- Overturn the rocks with care, when finished looking, return them gently to their original positions



Beach Etiquette



- Kneel quietly by tidepools
- Fill any holes you have created
- Leave creatures attached to rocks
- Enjoy anemones without prodding them



Beach Etiquette

Danger Lookouts

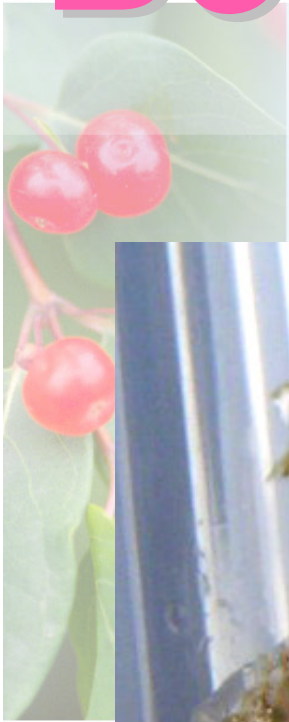


What kind of hazards would you encounter in Labrador Park?

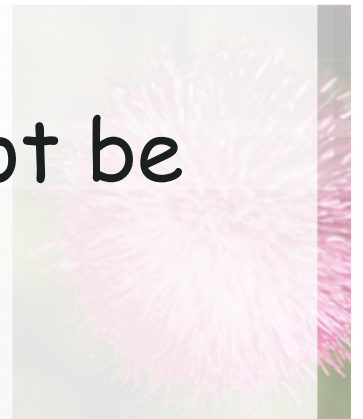


Beach Etiquette

Danger Lookouts



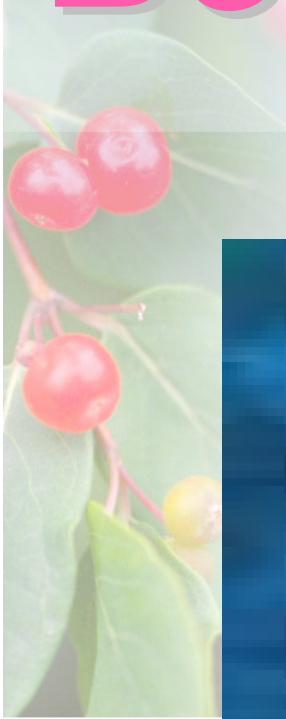
- Fire worm
- Their appendages are brittle and can inject a toxin.
- They should not be handled.



Beach Etiquette

Danger Lookouts

- Jellyfish
- Often inflict painful stings
- Not poisonous



Beach Etiquette

Danger Lookouts



- Stone fish
- Poisonous spines on its dorsal fin
- Painful sting
- Seek treatment immediately

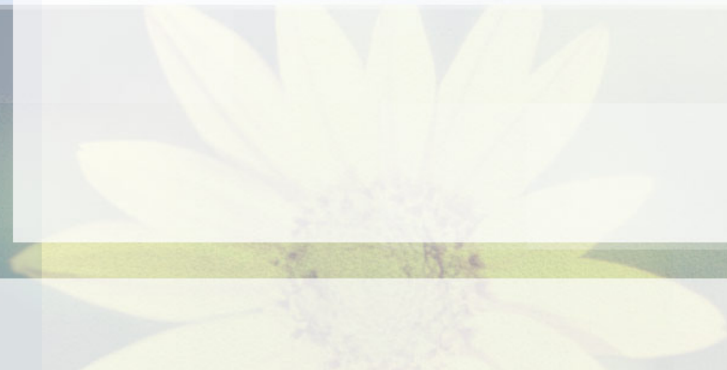
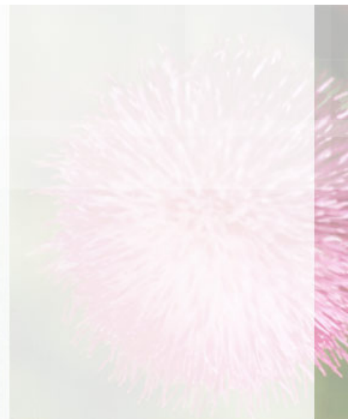
*Source: All web pictures are taken from
<http://mangrove.nus.edu.sg/pub/seashore/>*

ACTIVITIES

Overview



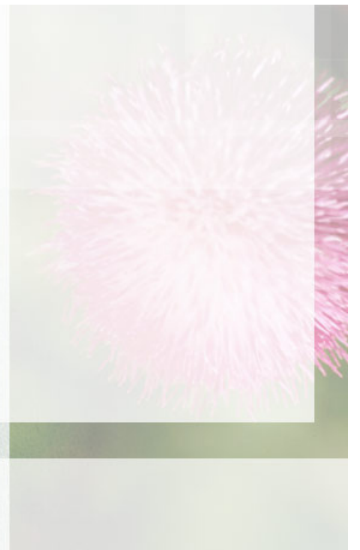
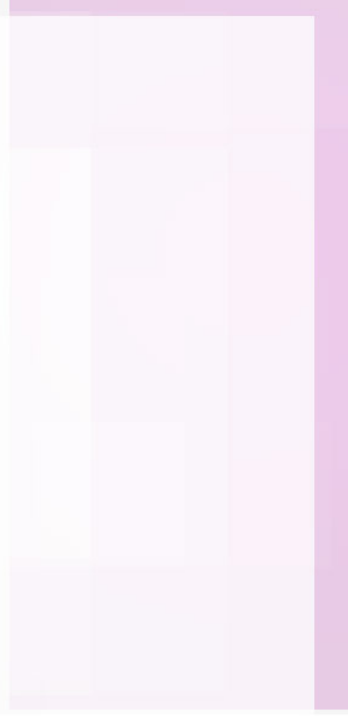
Fieldtrip 1



ACTIVITIES

Overview

Introduction to
seashore



1st Fieldwork – Treasure

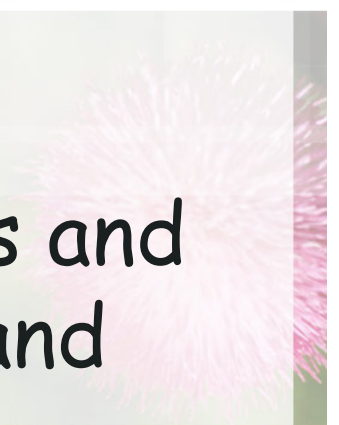


Hunt

- **Discovering the Sea-shore Community**
 - What are the organisms found here?
 - Where are they located?

• **Group Discussion**

- What do they notice about the plants and animals? (eg. in terms of adaptation and food relationships)






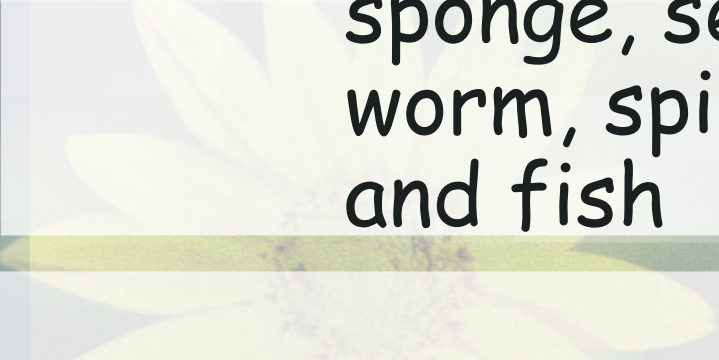
Task : "Treasure Hunt"



Pupils are to look out for :

1. Plants - algae, seaweed, seagrass

2. Animals - crab, shrimp, barnacle, snail, octopus, coral, sponge, sea anemone, worm, spider, starfish and fish



Roles and responsibilities of pupils



Group

3 Beach Combers

- Look for organisms at the various zones
- Read up and be aware of harmful species of organism found on the beach
- Know where to seek help when in trouble
- Put the organisms back to their rightful places after data is collected
- Learn the Beach Etiquette by heart

1 Cameraman

- Handle the digital camera with care
- Check that it has been sufficiently charged for the whole duration of the fieldwork.
- Take photographs of organisms that are not found in the pocket PC and confirm its family with the teacher if not sure.

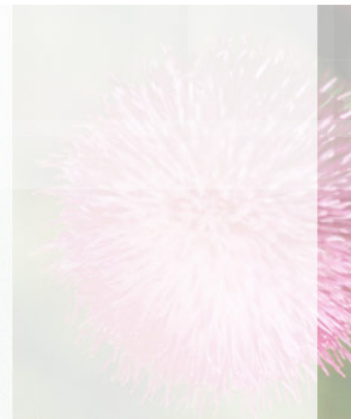
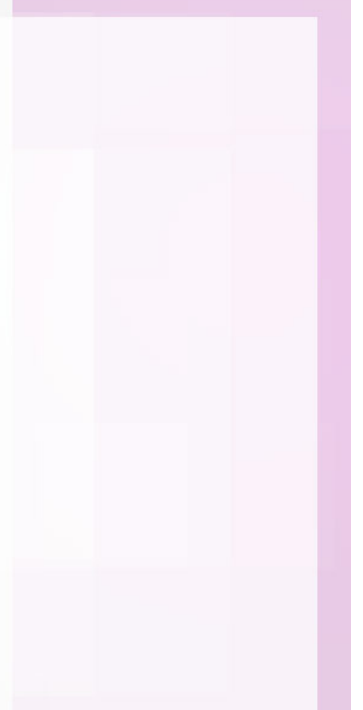
1 Recorder

- Access the files and log in data as instructed by the teacher.
- Type in other characteristics observed or any questions pertaining to the organisms found.

1st Fieldwork – Treasure Hunt

- Activity
- Answer Keys
- Equipments

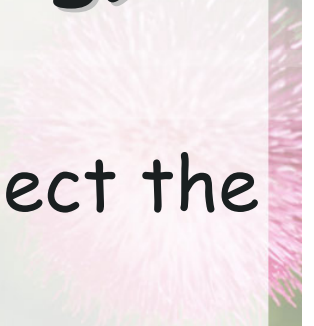
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2nd Fieldwork – Quadrant Sampling

- **Examining the Sea-shore Community**
 - How are the plants and animals located?
 - Are they randomly located or is there a fixed pattern?
- **Using IBL (Inquiry-Based Learning) Approach**
 - What are the abiotic factors which will affect the survival of the organisms?

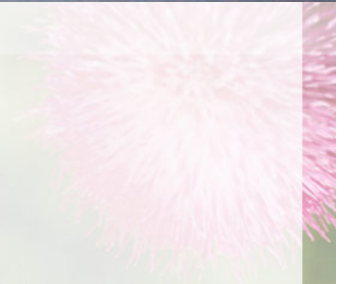
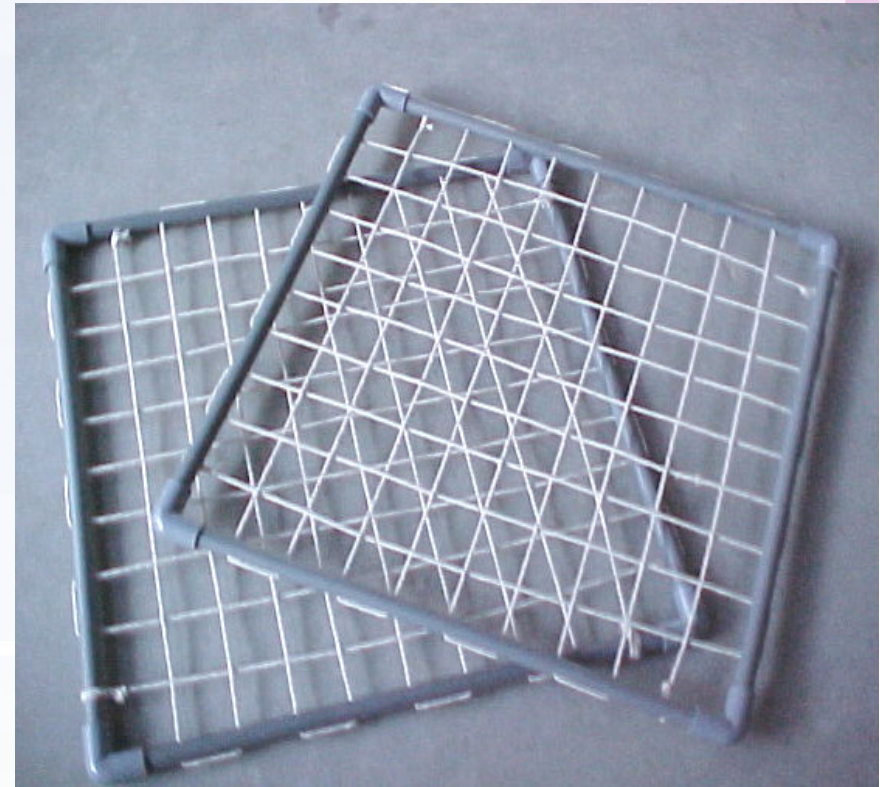


Quadrat Sampling



Purpose

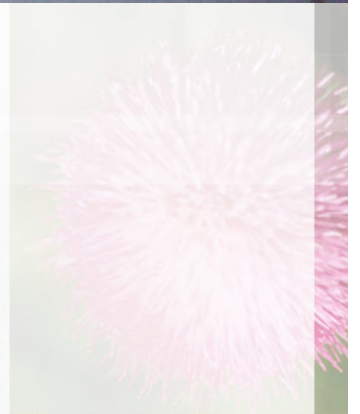
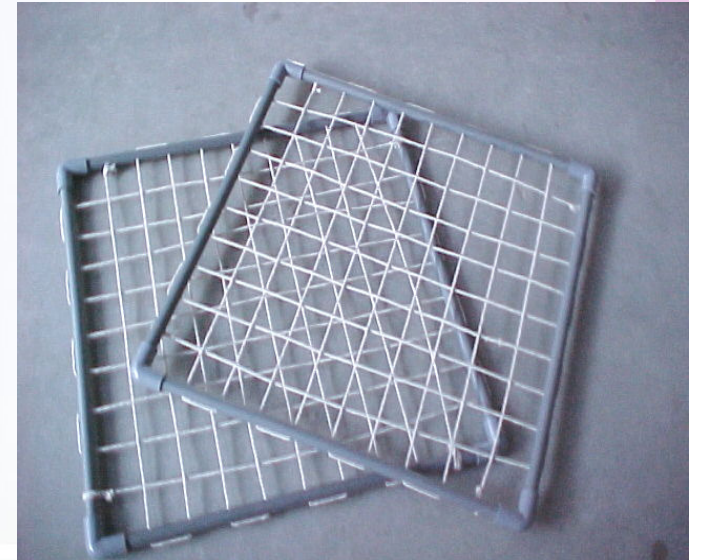
To find frequency and/or percentage cover of different species of organisms.





Quadrats

- They are sampling devices that allow comparisons to be made between different areas of the survey site.
- They can be placed along the different tidal zones to measure abundance of species.
- For both animals and plants, students record the % cover for each species within the quadrat.



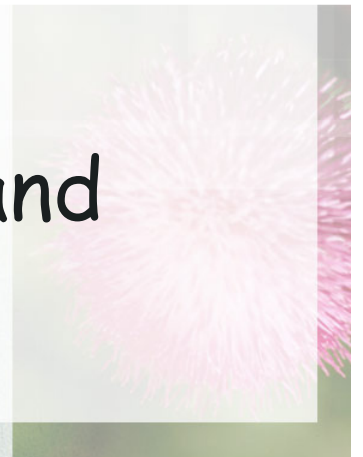
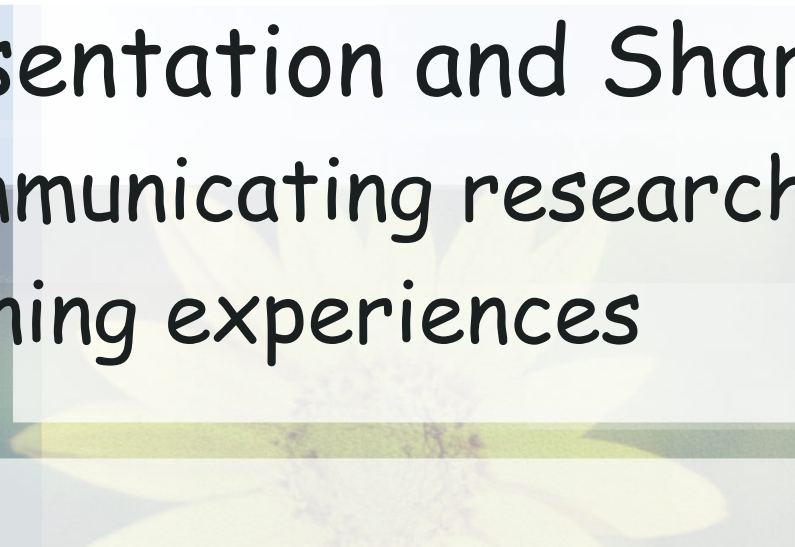
Post-fieldwork Activity



Constructing meaning

- Making Sense
 - analysing data collected
 - examining patterns/trends in data

- Presentation and Sharing
 - communicating research findings and learning experiences



Logistical Support



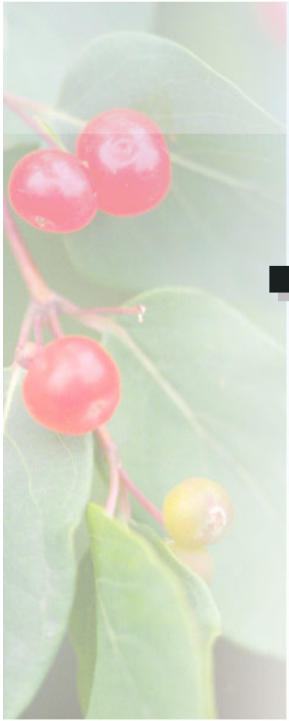
Before Trip

- Report time : 7.00 am @ the MRL
- Support required :
 - to collect :
 - => general logistic (mallet, first aid key, tapes, pegs and mats)
 - => class logistic (packed items and equipments)

After trip

- to provide feedback for further improvement
- to assist in cleaning up of reusable items
- to replenish items in preparation for the next trip

Logistical Support



**Thank you for
your support
and time**

