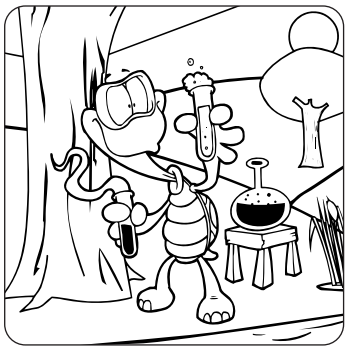
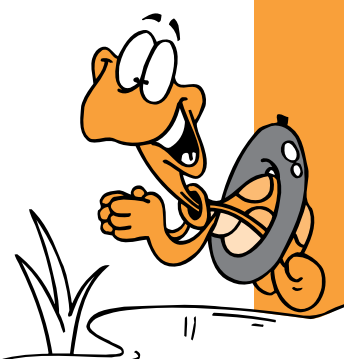


Science - Contents

* biological experiment that requires about a week to complete.



Mighty Water Pumps Part 1

I

FOCUS

- How do trees function and affect natural systems?

OBJECTIVES

- Conduct a simple science experiment
- Write a science report
- Study results and make inferences

CSF II LINKS

SCIENCE 4.1 Biological
4.2 Biological
ENGLISH 4.3 Writing

BACKGROUND

Plants are able to pump enormous quantities of water from their roots up to their leaves, where it is released as water vapour into the atmosphere. Trees pump water from the ground ensuring that watertables are kept low. When vegetation is cleared, there are no natural pumps to do this job and watertables rise, bringing salts up to the surface and causing salinity.

NOTES

This experiment could be conducted as a whole class activity, or by small groups who present their findings (orally or written). See the English activities, '*Be a Super Salinity Scientist'* and *'You Be The Expert'* for an introduction to writing science reports and a proforma for rating oral presentations.

LEARNING TASKS

1 **Students use the materials listed to set up the experiment by following the instructions on the student worksheet provided.**

2 **Students may prefer to write a draft of their science report, adding to it throughout the week at appropriate times.**
- If so, complete the aim and as much of the method as possible now.

3 **Students monitor and conclude the experiment, following the student worksheet.**

SAFETY: This experiment involves the use of knives and requires teacher supervision.

4 **Students complete their science report, writing up results, discussion and conclusion.**

5 **The report could be published on computer or by hand.**

MATERIALS

- **Celery stalk** large with leaves
- **Food dye** red or blue
- **Glass Jar**
- **Sharp Knife**
- ***'Mighty Water Pumps Part 1'*** **Student Worksheet**
- ***'Science Report'*** (page 70)

EXTENSION

The group present their science reports to the class as an oral presentation

ASSESSMENT

Did students use paragraphs / headings / bullets and select appropriate vocabulary in science reports? Can they explain how plants function and affect natural systems? Were students able to follow the instructions accurately?

Mighty Water Pumps Part 1 - Student Worksheet

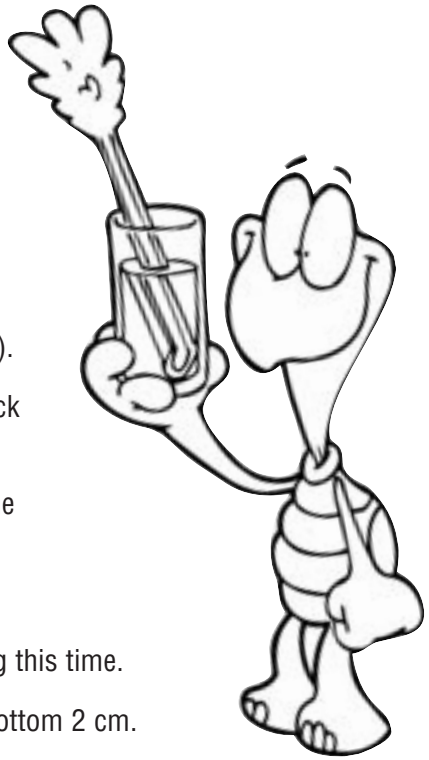
Name _____

Plants are able to pump enormous quantities of water from their roots up to their leaves, where it is released as water vapour into the atmosphere. When vegetation pumps water from the ground, watertables are kept low.

This experiment will show you how plants pump water from the soil.

MATERIALS

- **Celery stalk** - large with leaves
- **Food dye** - red or blue
- **Glass jar**
- **Sharp knife**



USE the instructions below to help you complete your science experiment.

INSTRUCTIONS

1 Carefully cut 2 cm off the bottom end of the celery stalk.

2 Fill a jar with water and add food dye (coloured either red or blue).

3 Place the celery stalk into jar, cut end down, ensuring that the stick stands upright.

4 Start your science report, writing the date, aim and as much of the method as you can.

5 Leave the celery stalk in the water for 24 hours.

6 Make notes or draw labelled sketches of your observations during this time.

7 After at least 24 hours, remove the celery stalk and trim off the bottom 2 cm. Inspect the cut stalk for colouring. Record what you see.

8 Trim off the bottom 5 cm and inspect the cut stalk for colouring. Record what you see.

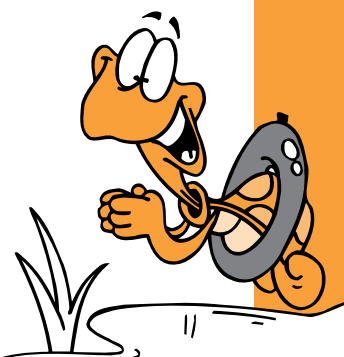
9 Examine the leaves. Cut the branches or leaves into smaller pieces and record what you see.

10 Gently scrape the length of the celery stalk, moving the knife AWAY FROM YOU. As the outer layer comes off, you should be able to see the tubes through which the water is pumped.

11 Complete your science report by finishing the method (what you did) and results (what you observed) and write your conclusion by making comments about how water moves through a plant.

12 Write your discussion by considering these questions
- If vegetation were cleared, would more or less water be used from the ground? Why?
- What do you think would happen to the watertable – would it go down, or up towards the surface? Explain why.
- How might this movement of the watertable be a real problem for the farmers?

13 Publish your report. Don't forget that labelled sketches or tables can be an effective way of communicating what your results have shown.



Mighty Water Pumps Part 2

I

FOCUS

- How do trees function and affect natural systems?

OBJECTIVES

- Conduct a simple science experiment
- Write a science report
- Study results and make inferences

CSF II LINKS

SCIENCE 4.1 Biological
4.2 Biological
ENGLISH 4.3 Writing

BACKGROUND

Plants are able to pump enormous quantities of water from the ground through their roots, however, they do not retain all the water they receive from the soil; much of it transpires out of the leaf and evaporates into the atmosphere through tiny openings in the leaves. This process is called transpiration. When vegetation is cleared, there are no natural pumps to do this job and watertables rise, causing salinity.

NOTES

This experiment could be conducted as a whole class activity, or by small groups who present their findings as either written reports or as oral presentations. See the English activities, *'Be a Super Salinity Scientist'* and *'You Be The Expert'* for an introduction to writing science reports and a proforma for rating oral presentations.

LEARNING TASKS

1 **Students use the materials listed to set up the experiment following the instructions on the student worksheet.**

2 **Students may prefer to write a draft of their science report, adding to it throughout the week at appropriate times.**
   - If so, complete the aim and as much of the method as possible now.

3 **Students monitor and conclude the experiment, following instructions on the student worksheet.**

4 **Students complete their science report, writing up results, discussion and conclusion.**

5 **The report could be published on computer or by hand.**

MATERIALS

- ***'Mighty Water Pumps Part 2'* Student Worksheet**
- **Clear freezer bags** or supermarket fruit bags
- **String**
- **Tree,** large shrub or a pot plant
- ***'Science Report'*** (page 70)

EXTENSION

The group present their science reports to the class as an oral presentation

ASSESSMENT

Did students use paragraphs / headings / bullets and select appropriate vocabulary in science reports? Can they explain how plants function and affect natural systems?

Mighty Water Pumps Part 2 - Student Worksheet

Name _____

Plants are able to pump enormous quantities of water from their roots up to their leaves, however, they do not retain all the water they receive from the soil; much of it evaporates into the atmosphere through tiny openings in the leaves. This process is called transpiration. When vegetation pumps water from the ground, watertables are kept low.

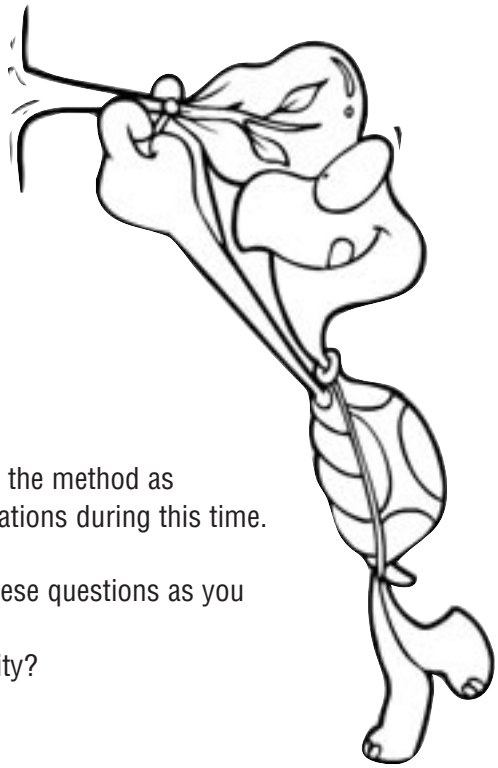
This experiment will show you how plants release water into the atmosphere.

MATERIALS

- **Clear freezer** or supermarket fruit bags
- **String**
- **Tree or shrub** with reachable leaves or a pot plant

USE the instructions below to help you complete your science experiment.

INSTRUCTIONS



1 In the school garden, find a tree or shrub with leaves you can reach.

2 Place a plastic bag over the end of a branch so that several leaves are inside it.

3 Secure the bag to the branch with a piece of string.

4 Leave the bag on the plant for a day or so.

5 Start your science report, writing the date, aim and as much of the method as you can. Make notes or draw labelled sketches of your observations during this time.

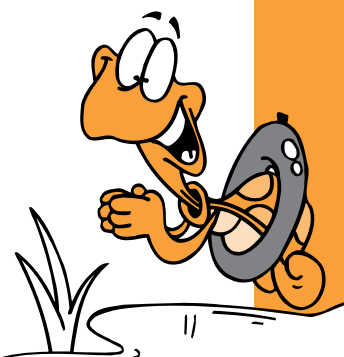
6 Next day, observe the bag and carefully remove it. Consider these questions as you record your results :
- What did you find in the bag the next day and in what quantity?
- Where might this have come from?
- What do the leaves look like?

7 Finish the method (what you did) and results (what you observed) in your science report.

8 Write your discussion considering these questions:
- How does water travel through plants from the roots to the leaves?
- What would happen to that moisture if the bag were not there?
- If vegetation were cleared, would more or less water be used from the ground? Why?
- What do you think would happen to the watertable – would it drop or rise? Why?

9 Write your conclusion by making comments about how water moves through a plant.

10 Publish your report.



Crystal Creations

M

FOCUS

- Can I make my own salt crystals?

OBJECTIVES

- Conduct a simple science experiment
- Make observations and record results
- Write a science report, relating task to salinity issues

CSF II LINKS

SCIENCE 4.2 Chemical
ENGLISH 4.3 Writing

BACKGROUND

During this experiment, students will be introduced to the word 'brine' as the term used to describe extremely saline solution. When salt crystals form in the glass above the waterline, it models the discharge areas that occur in our environment after saline water has been evaporated. The crystals attached to the string will model the way salt can affect the roots of trees.

NOTES

This experiment could be conducted as a whole class activity, or by small groups who present their findings as either written science reports or as oral presentations. See the English activities, *'Be a Super Salinity Scientist'* and *'You Be The Expert'* for an introduction to writing science reports and a proforma for rating oral presentations.

LEARNING TASKS

1 Students use the materials listed to set up the experiment, following the instructions on their worksheet.

SAFETY The use of hot water requires teacher supervision

2 Students may prefer to write a draft of their science report, adding to it throughout the week at appropriate times.
- If so, ask them to complete the aim and as much of the method as possible now.

3 Students monitor and conclude the experiment, following the student worksheet.

4 Students complete their science report, writing up results, discussion and conclusion.
- The report could be published on computer of by hand.

MATERIALS

- ***'Crystal Creations'*** **Student Worksheet**
- **Table salt**
- **Tablespoon**
- **Glass jar**
- **Pencil**
- **Fine string**
- **Hot water**
- **Button** that will sink
- ***'Science Report'*** (page 70)

EXTENSION

Groups can display their crystals with an outline of the experiment. Alter the variables of the experiment . . . does more salt, less salt, a different container, different string, an icypole stick change the results?

ASSESSMENT

Did students use paragraphs / headings / bullets and select appropriate vocabulary in science reports? Can they understand the concept of dissolving and crystallising and its relationship to salinity impacts?

Crystal Creations - Student Worksheet

Name _____

Salts naturally occur in our soil. When the watertable rises, salts that are dissolved in the water rise with it. When these dissolved salts are within the root zone of plants, the vegetation slowly deteriorates. If saline water reaches the soil surface, visible discharge areas occur, sometimes as salt crusts.

This experiment will help you understand salinity because you will be able to SEE the salt crystals.

USE the instructions below to help you complete your science experiment.

MATERIALS

- **Table salt**
- **Tablespoon**
- **Glass jar**
- **Pencil**
- **Fine string**
- **Hot water**
- **Button** that will sink
- **Magnifying glass** (optional)

INSTRUCTIONS

1 Make a salt solution by adding 2 tablespoons of salt to half a cup of warm water.

SAFETY Take care when using hot water.

2 Stir the mixture with a spoon.

3 When the salt has dissolved add 1 more tablespoon of salt. This time not all the salt will dissolve. Some will settle on the bottom. You have made a very strong saline solution called 'brine'.

4 Tie the string to the pencil and tie the button to the opposite end of the string. Lay the pencil across the top of the glass so that the button hangs down in the brine.

5 Put the glass in a warm place where it won't be moved and leave for 4 or 5 days.

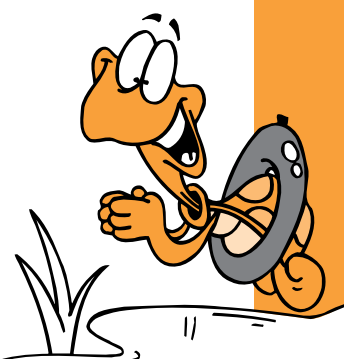
6 Start your science report, writing the date, aim and as much of the method as you can. Make notes or draw labelled sketches of your observations during this time.

7 Complete the results section of your science report by making detailed notes or sketches of your observations of the glass after the 4 or 5 day period. Ask yourself:
- Where are the crystals and how are they grouped?
- What size and shape are they? Use a magnifying glass if you need to.

8 Write your discussion by considering the following questions:
- Why are some salt crystals above the water line? How did they get there?
- How is this similar to what might happen in a salt-affected environment?
- Why do you think the salt crystals in the water are clinging to the string?
- How might this relate to what happens when salt enters a plant's root zone?
- How do you think the salt would affect the plant's survival?

9 Write your conclusion by stating what you have discovered.

10 Publish your science report.



Dazzling Desalinisation

M

FOCUS

- How can salt be removed from water, and could this be useful?

OBJECTIVES

- Conduct a simple science experiment
- Write a science report and draw parallels between results and the process in our natural environment

CSF II LINKS

SCIENCE 4.1 Chemical
4.2 Chemical
ENGLISH 4.3 Writing

BACKGROUND

Desalinisation is the process of removing salts from saline water to produce fresh water. It is part of the natural water cycle, and is also used by industry to produce fresh water. Desalination plants have been investigated in Australia as a possible alternative drinking water resource. They operate successfully in the Middle East where energy is cheap and readily available, and water is scarce.

NOTES

This experiment could be conducted as a whole class activity, or by small groups who present their findings as either written science reports, or as oral presentations. See the English activities, *'Be a Super Salinity Scientist'* and '*You Be The Expert'* for an introduction to writing science reports and a proforma for rating oral presentations.

LEARNING TASKS

1 Students use the materials listed to set up the experiment, following the instructions on the student worksheet.

SAFETY Care must be taken when using scissors.
This experiment involves completing taste tests with the saline solutions. Explain to students that they are able to taste the solutions because they are prepared in a controlled environment and with 'safe' chemicals - salt and water.

2 Students may prefer to write a draft of their science report, adding to it throughout the week.
- If so, ask them to complete the aim and as much of the method as possible now.

3 Students monitor and conclude the experiment, following the student worksheet.

4 Students complete their science report, writing up results, discussion and conclusion.
- The report could be published on computer of by hand.

MATERIALS

- ***'Dazzling Desalinisation'* Student Worksheet**
- **2 litre plastic soft drink bottle** clean and empty, with lid
- **Scissors**
- **Sticky tape**
- **Cotton buds**
- **Container** to fit inside bottle, approx 250 ml
- **Table salt**
- **Teaspoon**
- ***'Science Report'*** (page 70)

EXTENSION

CHALLENGE An Eco Lodge has been built on a remote and arid stretch of WA coastline. Design a desalination plant capable of providing a continuous supply of fresh water for the guests.

ASSESSMENT

Did students use paragraphs / headings / bullets and select appropriate vocabulary in science reports? Can they draw parallels between their results and everyday examples?

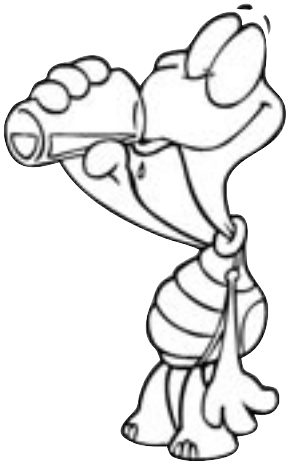
Dazzling Desalinisation - Student Worksheet

Name

Desalinisation is the process of removing salts from saline water to produce fresh water. It is part of the natural water cycle, and is also used by industry to produce fresh water. Desalination plants have been investigated in Australia as a possible alternative drinking water resource.

This experiment will help you understand the process of desalinisation.

USE the instructions below to help you complete your science experiment.



MATERIALS

- **2 litre plastic soft drink bottle** clean and empty, with lid
- **Scissors and sticky tape**
- **Warm water**
- **Container** to fit inside bottle, approx 250 ml
- **Table salt** and teaspoon
- **Cotton buds**

INSTRUCTIONS

1 Three-quarter fill the small container with water and teaspoon by teaspoon, mix salt into the water until no more salt will dissolve . . . you will see salt settling on the bottom when you've reached this stage.

2 Dip a cotton bud into the solution and touch it to your tongue for a taste test. Record your results.

3 Use the scissors to cut the bottle in two, about 10 cm from the base.

SAFETY Take care when using scissors. Dispose (in bin) of cotton buds immediately after use.

4 Put the container of salt solution in the base of the bottle, rest the upper part back on top and tape the two sections together again so that the bottle is airtight. Give it a little squeeze without spilling the salt solution, if air escapes it is not airtight.

5 You have now made a solar still. Leave it in the sun for about 5 days.

6 Start your science report, writing the date, aim and as much of the method as you can. Make notes or draw labelled sketches of your observations during this time.

7 Remove the tape and the top of the bottle. How can you be sure that the water is desalinated? Perhaps you could do another taste test to see if the salt content has changed. Compare it with the taste of tap water. Record your results.

8 Complete your science report by finishing the method (what you did) and results (what you observed).
- Where is the water now and what does it look, smell, taste like?
- How much water is inside / outside the small container? Can you measure it?
- Is there anything else you can see?

9 Write the discussion by considering the following questions:
- In what situations do these processes occur naturally all the time?
- If all the water evaporated from the container, what would be left?
- Could this process be useful in managing salinity problems?

10 Write your conclusion by stating what you have discovered.

11 Publish your science report.

Surviving In Saltwater

M

FOCUS

- How does salinity affect vegetation?

OBJECTIVES

- Conduct a simple science experiment
- Write a science report, comparing observations, outlining results and noting implications for farmers

CSF II LINKS

SCIENCE 4.1 Biological
ENGLISH 4.3 Writing

BACKGROUND

With increased soil salinity, plants find it difficult to extract water. Most crop and pasture plants are not salt tolerant and before long the following changes will be observed; yellowing or stunting, lack or absence of flowers, reduced number of plants, decreased seed germination, slow growth rate and greater susceptibility to disease. Plants will eventually die under saline conditions and be replaced by salt tolerant species.

NOTES

This experiment could be conducted as a whole class activity, or by small groups who present their findings as either written science reports or as oral presentations. See the English activities, *'Be a Super Salinity Scientist'* and *'You Be The Expert'* for an introduction to writing science reports and a proforma for rating oral presentations.

LEARNING TASKS

1 Students use the materials listed to set up the experiment, following the instructions on the student worksheet.

2 Students may prefer to write a draft of their science report, adding to it throughout the week at appropriate times.
- If so, ask them to complete the aim and as much of the method as possible now.

3 Students monitor and conclude the experiment, following the student worksheet.

4 Students complete their science report, writing up results, discussion and conclusion.
- The report could be published on computer of by hand.

MATERIALS

- ***'Surviving In Saltwater'* Student Worksheet**
- **Cotton wool**
- **Small seeds** e.g. radish, lucerne, alfalfa, bird seed
- **Table salt**
- **Teaspoon**
- **3 x margarine containers**
- **3 x 2 litre plastic bottles**
- ***'Science Report'*** (page 70)

EXTENSION

Use digital photos for a 'before and after' record of the experiment. How do results compare with Ian's in the English activity, '*Be a Super Salinity Scientist*'? Monitor results over the next few weeks.

ASSESSMENT

Did students use paragraphs / headings / bullets and select appropriate vocabulary in science reports? Can they explain the impacts of salinity on the survival of plants and how this impacts on farming practices?

Surviving In Saltwater - Student Worksheet

Name _____

Salinity has a major effect on plants. In the north central region of Victoria, salinity related problems cost farmers approximately $4.9 million per year! Everyone relies on farming produce – fruits, vegetables, cereals and grains - so salinity really does affect all of us.

This experiment will help you discover the impact salt on the germination of seeds:

USE the instructions below to help you complete your science experiment.

MATERIALS

- **Cotton wool**
- **Small seeds** e.g. radish, lucerne, alfalfa or bird seed
- **Table salt**
- **Teaspoon**
- **3 margarine containers**
- **3 x 2 litre plastic bottles**

INSTRUCTIONS

1 Fill each of the three plastic containers with water.
- Label one container 'fresh water' and leave the solution unchanged
- Label the second container 'slightly salty water' and add 2 teaspoons of salt
- Label the third container 'extremely salty water' and add 10 teaspoons of salt

2 Label each of the seed containers according to the type of water to be used: fresh water, slightly salty water and extremely salty water.

3 Line the bottom of each container with cotton wool and wet it with the correct solution.

4 Place three of each type of seed on the moist cotton wool. Each container should have the same selection and number of seeds.

5 Place the containers in a safe, warm place, checking them everyday and watering when necessary with the appropriate water solution to keep the cotton wool moist.

6 Start your science report, writing the date, aim and as much of the method as you can.

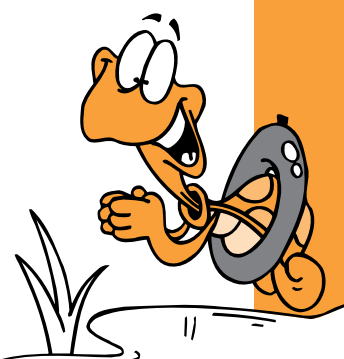
7 Observe the seeds each day and record what you see. You may do this by making notes, drawing labelled pictures, entering data into a table or a combination of these.
- When did they begin to germinate? How quickly are they growing and to what length?
- Have they changed colour or size?

8 Complete your results when asked to by your teacher. How did the seeds end up?

9 Write a discussion by considering the following questions:
- In which container did the seeds grow the best / worst? Why is this so?
- In each container, which of the seeds grew the best / worst? Why is this so?
- Which seeds then do you believe are the most / least salt tolerant?
- What implications does this have for farmers / yourself in growing crops / plants?

10 Write your conclusion by stating what you have discovered.

11 Publish your science report.



Salt On The Rise

C

FOCUS

- How does salt rise to the surface?

OBJECTIVES

- Conduct a simple science experiment
- Write a science report and draw parallels between results and the process in our natural environment.

CSF II LINKS

SCIENCE 4.2 Biological
ENGLISH 4.3 Writing

BACKGROUND

When the watertable rises to within 2 m of the soil surface, it enters the plant root zone. Dry soil above the watertable sucks up the groundwater in much the same way a piece of tissue paper or a sponge picks up water from a wet surface. This process, known as 'Capillary Rise', will be modelled in this activity, along with the next step – evaporation from the surface.

NOTES

This simple experiment can assist students to understand capillary rise, which is quite difficult to visualise in terms of groundwater movement. Following the experiment, students can look at photos (on the CD) that show saline discharges from capillary rise in nature.

LEARNING TASKS

1 **Students use the materials listed to set up the experiment, following the instructions on the student worksheet.**

SAFETY: This experiment involves completing taste tests with the saline solutions. Explain to students that they are able to taste the solutions because they are prepared in a controlled environment and with 'safe' chemicals – salt and water.

2 **Students may prefer to write a draft of their science report, adding to it throughout the week at appropriate times. If so, complete the aim and as much of the method as possible now.**

3 **Students monitor and conclude the experiment, following instructions on the student worksheet.**

4 **Students write up their results.**

5 **You will need to discuss with students this question.**
- Why was the water sucked up through the paper towel? (see background)

6 **Students complete their science report, writing up discussion and conclusion.**
- The report could be published on computer of by hand.

MATERIALS

- **Tall drinking glass**
- **Paper towelling**
- **1 or 2 paperclips**
- **Water**
- **Table salt**
- **Teaspoon**
- **Paper and pen** to make labels
- **Blue tac** or sticky tape
- **Scissors**
- ***'Salt On The Rise'*** **Student Worksheet**
- ***'Science Report'*** (page 70)

EXTENSION

On the CD, look at pictures of 'Discharge areas' and 'Salt lakes'. Discuss the vegetation growing in these areas versus plants growing around 'Fresh water lakes' and in 'Healthy landscapes'. Groups present their science reports and photo review to the class as oral presentations.

ASSESSMENT

Did students use paragraphs / headings / bullets and select appropriate vocabulary in science reports? Can they relate the results to the movement of saline water in soils?

Salt On The Rise - Student Worksheet

Name _____

When Europeans arrived in Australia, they did not understand its natural environment. They used farming methods that worked well in Europe but were unsuitable for Australian soils. By clearing deep-rooted vegetation, watertables have risen, bringing salt to the surface in many areas.

This experiment will demonstrate the process of capillary rise.

USE the instructions below to help you complete your science experiment.

MATERIALS

- **Tall drinking glass**
- **Paper towelling**
- **1 or 2 paperclips**
- **Water**
- **Teaspoon**
- **Table salt**
- **Paper and pen to make labels**
- **Blue tac or sticky tape**
- **Scissors**

INSTRUCTIONS

1 Make two paper labels and attach them to the outside of the drinking glass with Blue Tac or sticky tape. One label saying 'surface' is to be stuck at the top of the glass and the other, saying 'groundwater' is to be stuck at the bottom of the glass.

2 Fill one-third of the glass with water. Add and dissolve 2 teaspoons of salt.

3 Cut a strip of paper towelling that is a bit longer than the height of the glass and label it 'soil'. Place the paper towel strip in the glass so that one end is dipped in the water and the other end is reaching out of the top of the glass.

4 Secure the paper towel gently to the lip of the glass with paperclips.

5 Observe what happens and record your observations as notes or labelled sketches.

6 Tear off a small piece of wet paper from the top end of the strip and place it on your tongue. What can you taste? Record your observations.

7 Start your science report, writing the date, aim and as much of the method as you can.

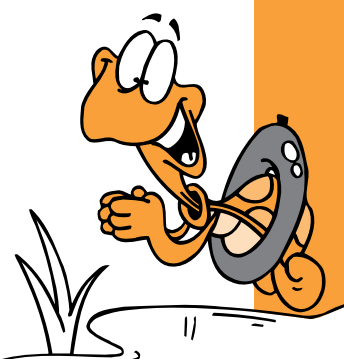
8 Remove paper towelling from the glass and place it in a warm position for a day or so. Observe the surface of the towelling after evaporation and record what you see.

9 At the end of the given time, complete your results by detailing all observations at each stage of the experiment.

10 Write your discussion using these questions:
- Why was the water sucked up through the paper towel?
- What process does this simulate in our natural environment?
- Why did the moisture leave the towel when placed in the sun?
- Why was salt left behind? How does this relate to salinity in our environment?

11 Write your conclusion by stating what you have discovered.

12 Publish your science report.



Surfing For Salinity

C

FOCUS

- How much do I know about salinity?
- How do farm-based decisions affect salinity?

FOCUS

- Use the Internet to browse a website about salinity
- Test knowledge of salinity through a quiz

CSF II LINKS

The CSF encourages full use of the flexibility and value for teaching and learning programs provided by the increased use of information and communications technology.

BACKGROUND

This activity will involve students in exploring the Salinity Resource Centre Online. This resource is part of the Shepparton Science & Technology Centre's website. The center offers exciting programs including exhibitions and teacher resources. If Internet access is a problem or you find that this website no longer works, see *'Resources - Surfing For Salinity'* on the CD and alter the activity accordingly.

NOTES

This is an activity that can be completed at any stage of the week at school or at home. It would serve well as either a preliminary activity to gauge student knowledge at the start of the week, or an activity to conclude the unit and evaluate knowledge gained.

LEARNING TASKS

1 **Students go to the website**
www.sheppstc.org.au

2 **Students follow the instructions on the worksheet, moving through the website via links to find the salinity quiz.**

3 **To complete the quiz, students read the questions from the website and write their answers in the spaces provided on the worksheet.**
NOTE when two words appear together in Q8, there should be a / separating them (five words in each line)

ANSWERS TO QUIZ

1 Water, soil, salinity, river
2 Using an EC meter
3 Electrical Conductivity
4 The upper surface of the groundwater
5 Water found below the earth's surface in a wet zone of the soil or rock
6 A hole drilled into the ground to reach groundwater
7 An area of land which drains to its lowest point
8 Dairy, green and Lucerne
9 The Murray River
10 Dryland salting and irrigation salting

MATERIALS

- ***'Surfing For Salinity'* Student Worksheet**
- **Computers** with Internet access
- **Pen or pencil**
- ***'Surfing For Salinity'* Alternate Resource** (see 'Resources' on the CD)

EXTENSION

Write a quiz or survey to see how much the school community know about salinity. Compile the results from surveys and print the results in the school newsletter. Discuss ways that you could improve your community's knowledge of salinity issues.

ASSESSMENT

Record quiz results. How did students use technology to assist in undertaking this activity?

Surfing For Salinity - Student Worksheet

Name _____

Activity 1

ENTER the address: www.sheppstc.org.au
CLICK on the following links in turn; 'Education', 'Salinity Resource Centre Online'.
SCROLL down and read about Saltwatch.

Activity 2

CLICK on 'Student Activities', 'Practical Activities', 'Salinity Quiz'.
TEST your knowledge of salinity by completing the salinity quiz.
READ each question from the website and write your answers in the spaces below.

1 The unjumbled words are

_____ _____

_____ _____

2 During Saltwatch, the salt content of water is measured by

_____

3 The unit of measurement EC stands for is

_____

4 A watertable is

_____

5 Groundwater is

_____

6 A bore is

_____

7 A catchment is

_____

8 The odd words out are

_____

9 The name of the important river is

_____

10 The two main types of salting are

_____

How does your involvement in Saltwatch help us to work together to solve Victoria's salinity problem?

_____

_____

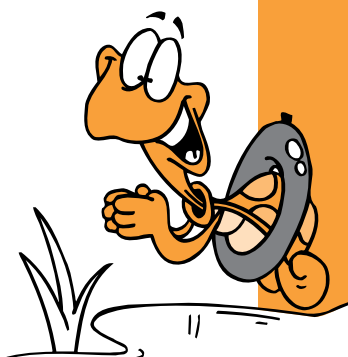
_____

_____

_____

_____

_____



Science Report - Student Worksheet

Experimental Record Sheet

Name _____ **Date** _____

TITLE _____

AIM _____

_____

MATERIALS _____ _____

_____ _____

_____ _____

_____ _____

METHOD _____

_____

_____

_____

_____

RESULTS _____

_____

_____

_____

_____

DISCUSSION _____

_____

_____

_____

CONCLUSION _____

_____

_____