

How can we use an aquarium as a pedagogical resource in Storyline?

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Utbildningsförvaltningen

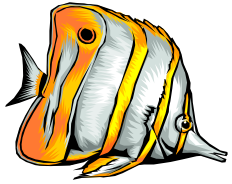


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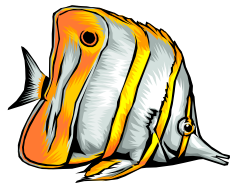
In every Storyline we like to have a 'high point' at the end. This is often a special visit by the class to a place of interest or to have an expert witness answer our questions.

In this presentation I want to show an example of a topic developed in the last workshop on Storyline at Skarpnäcks skolan in Stockholm





The topic was designed by Steve Bell with the idea that the end point of the storyline was a visit to *Aquaria -Vattenmuseum* - the aquarium of Stockholm.



Why an aquarium?

We believe that many aquariums in the world have an enormous potential as a pedagogical resource



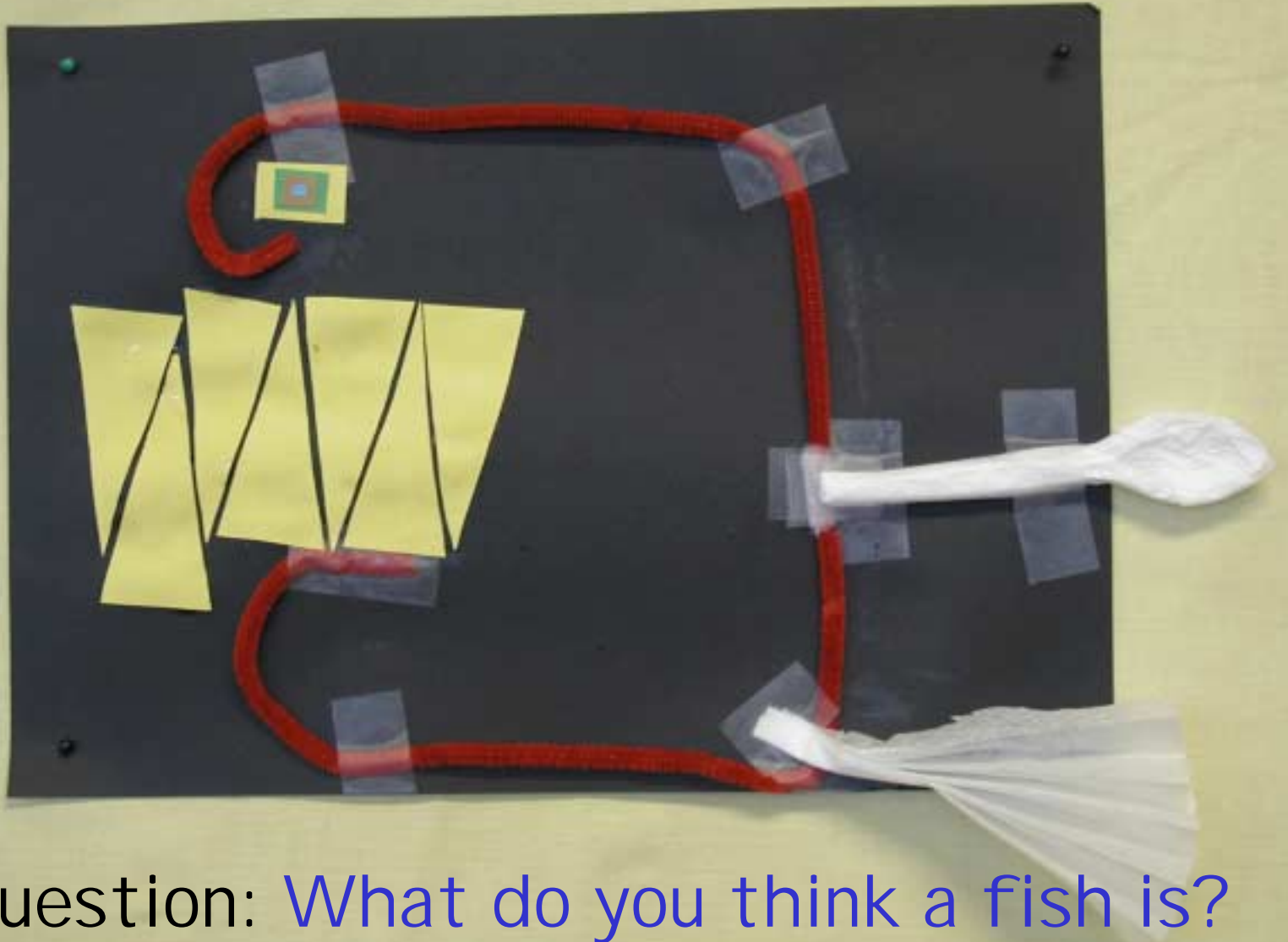
Animals and plants are authentic...

...widely differing in adaptations, morphology, behaviour and environments



the aquarium gives to children an experience that something unexpected may happen!

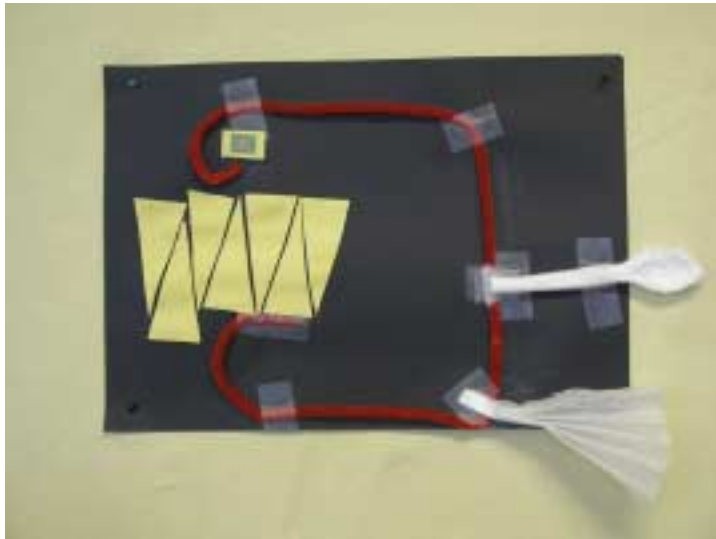
Storyline: a fish

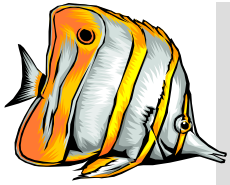


Key question: **What do you think a fish is?**

Pupil activity: fantasy fish mobiles and collages.
-they name it using parts of their own real names







Models are presented to the class and pupils are questioned about the fish they have created



In pairs, pupils select a real fish to compare and contrast with the one they have designed. They become experts about a real fish and present their research on a poster.



Makrillen!

Makrillen är en fet fisk som lever i saltvatten. Man känner igen makrillen på sitt utseende jämför med andra fiskar har den som ett mönster på ryggen som ser ut som en laburnin. Den vanliga storleken på fisken är 30-40cm lång. Den brukar väga ett halvt kilo. Fisken kan bli mycket större under gynnsamma omständigheter. Makrillen simmar i stäm nära ytan. Fångsten av makrillen är i maj-november. Makrillen är godast vår och höst. Makrillen fiskas som garnfisk och val och är av stor ekonomisk betydelse. Makrillen är väldigt god. Den viktigaste fångsten sker rum i maj-juni. Makrillen kommer på olika tider i England och Nordspan lever den i maj-juni hos oss lever den i juni-juli skadestak och kalleghet. När makrillen har levt färdigt åter den sig ner på småsill innan den drar vidare bort från kusterna. Småsillen den åter är mackinastrike inne håller 18 procent protein och 11 procent fett. Fett är vitamin A och D. Makrillen har två ryggar på ryggen som är mycket små.

Makrill!
latin *Scophthalmus*

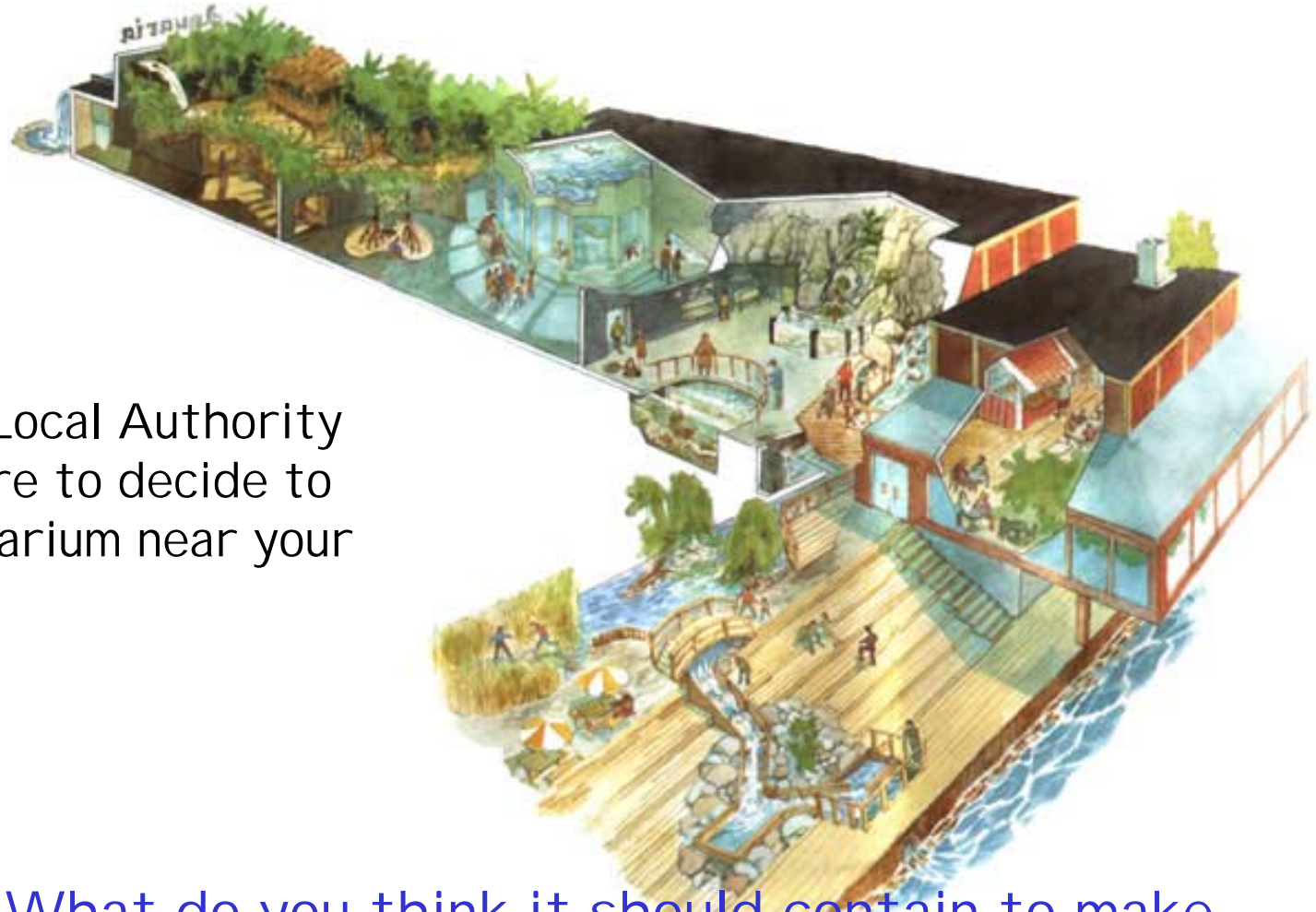
A hand-drawn illustration of a mackerel (Scomber scombrus) with blue and white stripes.

GADDA

...

A hand-drawn illustration of a cod (Gadus morhua) with green and yellow stripes.

Storyline: the aquarium

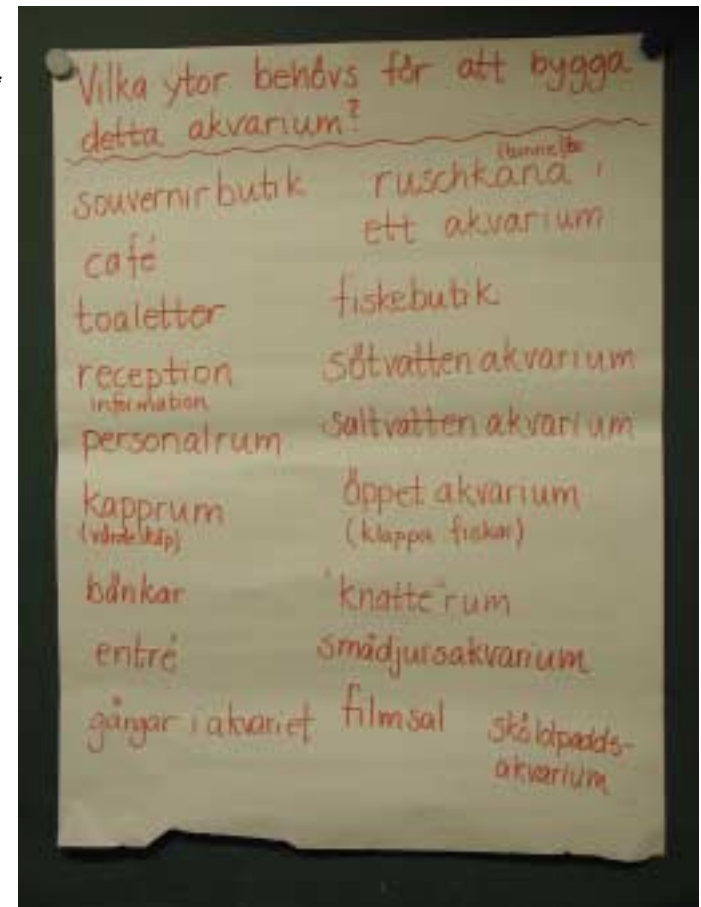


I imagine if the Local Authority in your area were to decide to build a new Aquarium near your school...

Key question: *What do you think it should contain to make it as interesting as possible?*



Brainstorming a list of contents for the new Aquarium - variety display tanks, variety of fish/animals etc..., services for visitors (toilets, café, seating etc.) staff and activities.



From the list created each group selects an area and designs a possible display for that section

Aquarium tank



Movie theatre



"Touch pool"

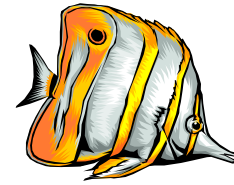
Restaurang



When built together this make a three-dimensional model of the Aquarium.



Culminating event: the class visit a real aquarium *Aquaria - Vatenmuseum* at Stockholm



Do they have my own fish?

How does our aquarium
compare a real one?



Our guide Kristian
had an important roll
the day of the visit...

...he was prepared to
answer many questions
instead for a
traditional
guided tour.



A tour in...

Aquaria
VATTENMUSEUM

Piranhas in the rain forest...

Feeding fishes in the mangrove swamp.



The life in the coral reef...



Bengt, the green murena was curious too!

Who dares to pat the flounder...?



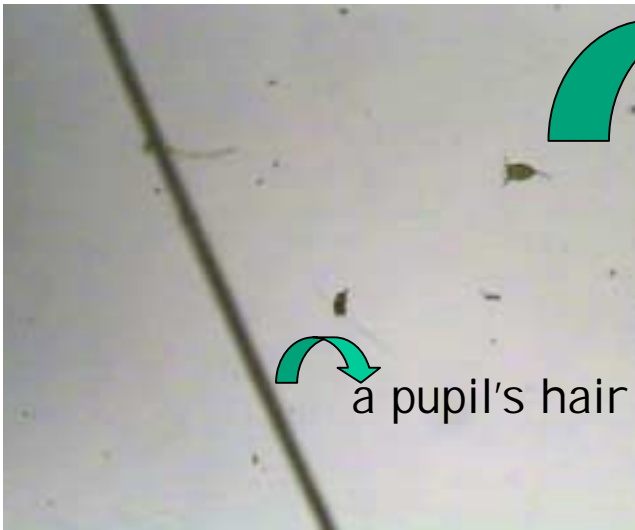
Using all the senses and feeling respect for living organisms...

What does a very, very small fish eat?

-with a microscope could the pupils study plancton from the Baltic!



Algae of fascinating forms...

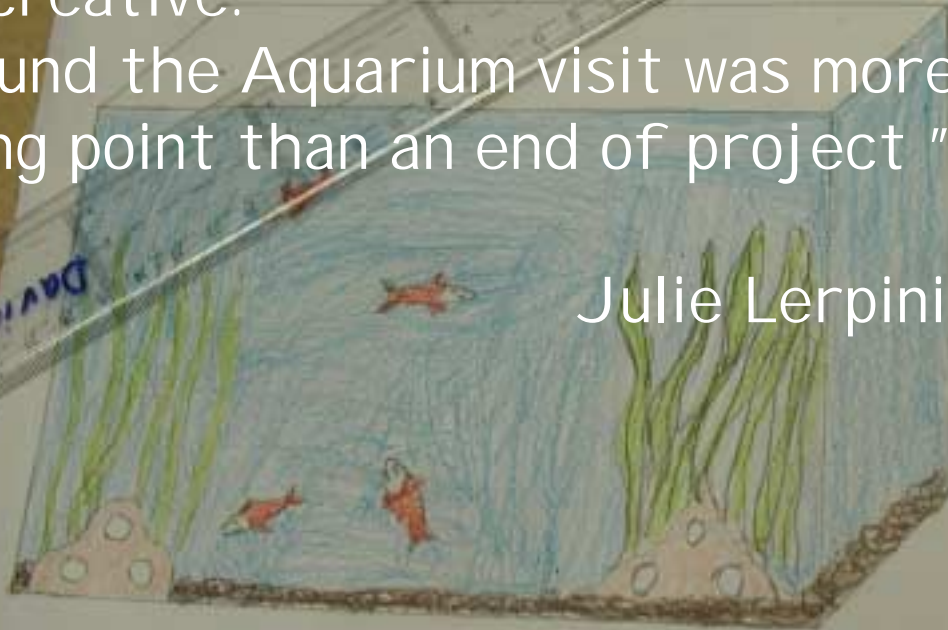


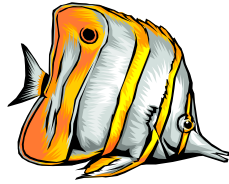
...and very small animals!

Because our pupils come from an area which is in some ways deprived, many of them only visit museums with school. They need a lot of input before they began to be creative.

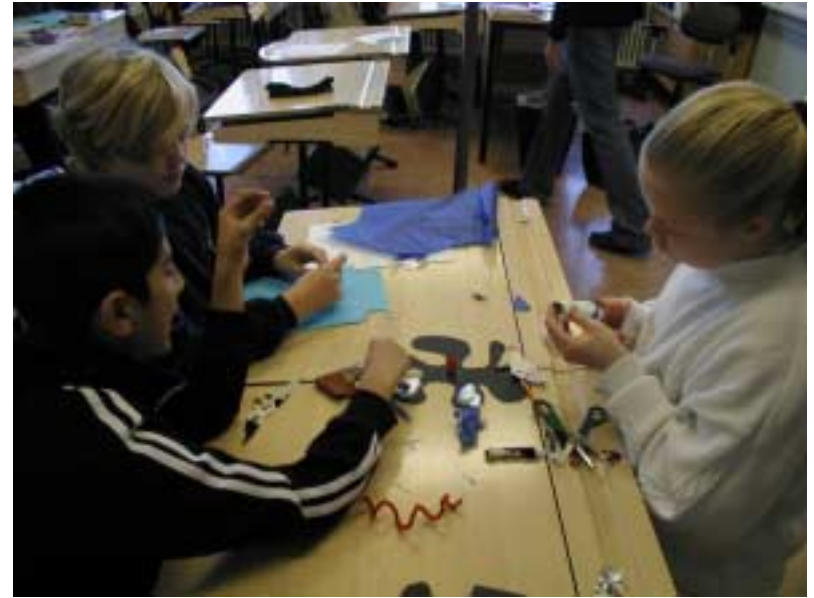
We found the Aquarium visit was more of an inspirational starting point than an end of project "high point".

Julie Lerpinière, Askebyskolan





Thank you to the children and teachers of Askebyskolan and Enskedefältets skola at Stockholm!



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...and to the Faculty of Nature Sciences at the Stockholm University for great interest in the project and financial support.