**ACTIVITY: Duck dominoes**

**Activity idea**

In this activity, students will use resource materials to help them match facts about the different New Zealand ducks in a dominoes game. This is part of a set of three activities about New Zealand ducks that can be used alone or in conjunction with each other.

By the end of this activity, students should be able to:

* recall some facts about a variety of New Zealand ducks
* distinguish between some different duck species
* use information cards to elicit specific information.

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**Background information for teachers**

New Zealand is home to a wide variety of ducks. Most of these are native, many are endemic, while others have naturalised here or have been introduced. Native duck species have become adapted to particular habitats in New Zealand and have co-existed by taking advantage of different ecological niches. It can be hard to tell the difference between some of the duck species.

This activity helps students understand that not all ducks are the same. This can lead to discussions about classification, whakapapa, relationships, ecosystems, ecological niche, habitats and adaptations, endemic versus native etc.

There is a large literacy component to this activity, with some specific language/keywords related to ducks, conservation and ecology. This would be best used at the end of a unit or as an activity to engage students in finding information.

Some of the dominoes have several possible answers at each turn.

You may have to [clarify the difference](https://www.sciencelearn.org.nz/resources/1166-endemic-native-or-introduced) between the terms endemic, native, naturalised and introduced with your students:

* Endemic – a species that is native to only one location. For example, species endemic to New Zealand naturally occur only in New Zealand but may have been introduced elsewhere in the world.
* Native – a species that lives naturally in a country as opposed to species that have been introduced by the activity of humans. Species can be a native of more than one country, for example, mānuka is native to both New Zealand and Australia.
* Naturalised – a species that has established a population naturally in a country other than where it originated. These organisms, once established, are considered native.
* Introduced – an animal or plant that has been transferred by humans, either on purpose or by accident, to somewhere it doesn’t live naturally.

**Equipment required**

* [Duck domino cards](https://www.sciencelearn.org.nz/system/documents/files/000/000/637/original/Dominoes.pdf?1498169717) – one set for each group
* Complete (uncut) [Duck fact cards](https://www.sciencelearn.org.nz/system/documents/files/000/000/636/original/Duck_fact_cards.pdf?1498158665) or [Duck information cards](https://www.sciencelearn.org.nz/system/documents/files/000/000/635/original/Duck_information_cards.pdf?1498158634) – one set per group. (For junior students or students with lower literacy levels, the Duck fact cards will be an easier resource to use in this activity. The Duck information cards are suitable for better readers.)

**Student instructions**

1. This game is played with two teams of two. Distribute the domino cards so they are evenly distributed between the two teams in the group.
2. In each team, place the dominoes face up.
3. Decide which team is to start. That team places one of their dominoes face up on the table.
4. The other team then check their dominoes to see if they have any matching phrases/words for either end of the domino on the table. If they do, they put the matching end of the domino next to the one on the table.
5. Repeat this process, taking turns to put the dominoes out onto the table until there are none left. If your team can’t put a domino out, you must miss a turn.
6. Use the Duck fact cards or Duck information cards to help you check your facts if you aren’t sure.

**Extension ideas/prompting questions for teachers**

You may wish to extend this game by asking students to create their own set of dominoes for their peers to use or to add several dominoes of their own to the mix containing facts that interested them. This is a good way to allow students to demonstrate their learning.

The game can be adapted to suit your students. For example:

* the game can be played with all the cards up, so students can collaborate to find the correct answers, or played with the dominoes kept hidden, taking turns to put dominoes down and missing a turn if they are unable to contribute
* although this activity is designed as a group activity carried out in in two teams of two, it can also be done by individuals or in pairs.