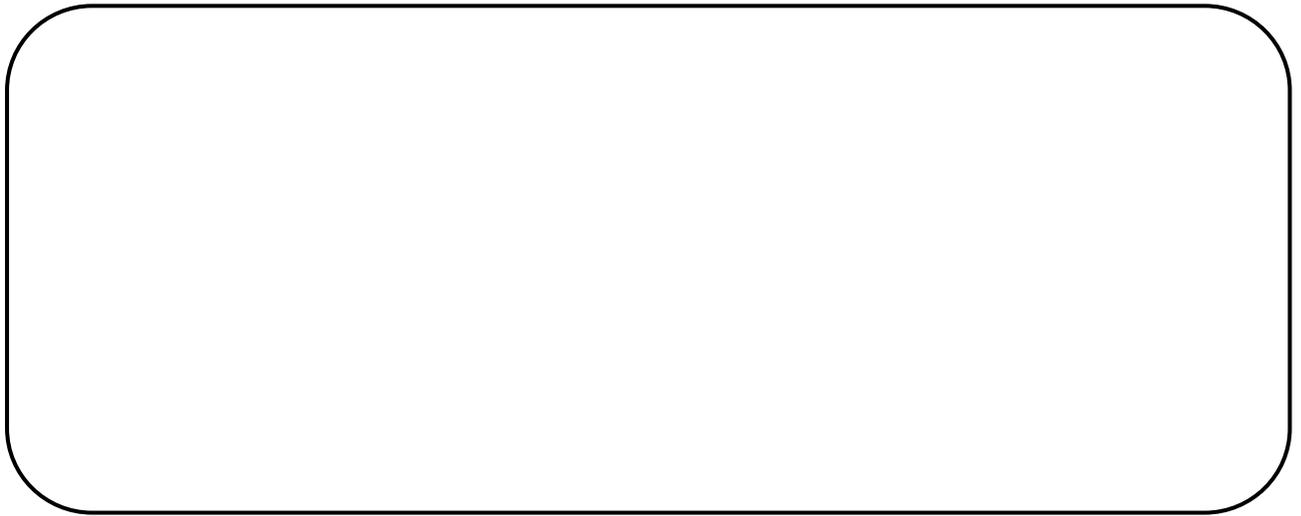


This is a sample worksheet which can be used as is or modified to suit your needs. A version of this worksheet without teacher instructions can be found at:
<https://drive.google.com/open?id=1OkWPQCQkQq-HXP64bOdx0ADmUy9s3ZKe>.

Watch video 1 (how do brine shrimp respond to light?).

Pause at 1.10 and ask them to draw a brine shrimp. Label the eye, arms and body.

Draw a brine shrimp



Pause at 2.28 and ask them if the brine shrimp are reacting differently to the 4 colours.

How do the brine shrimp react to the 4 colours? Are there differences between the colours?

Red:

Green:

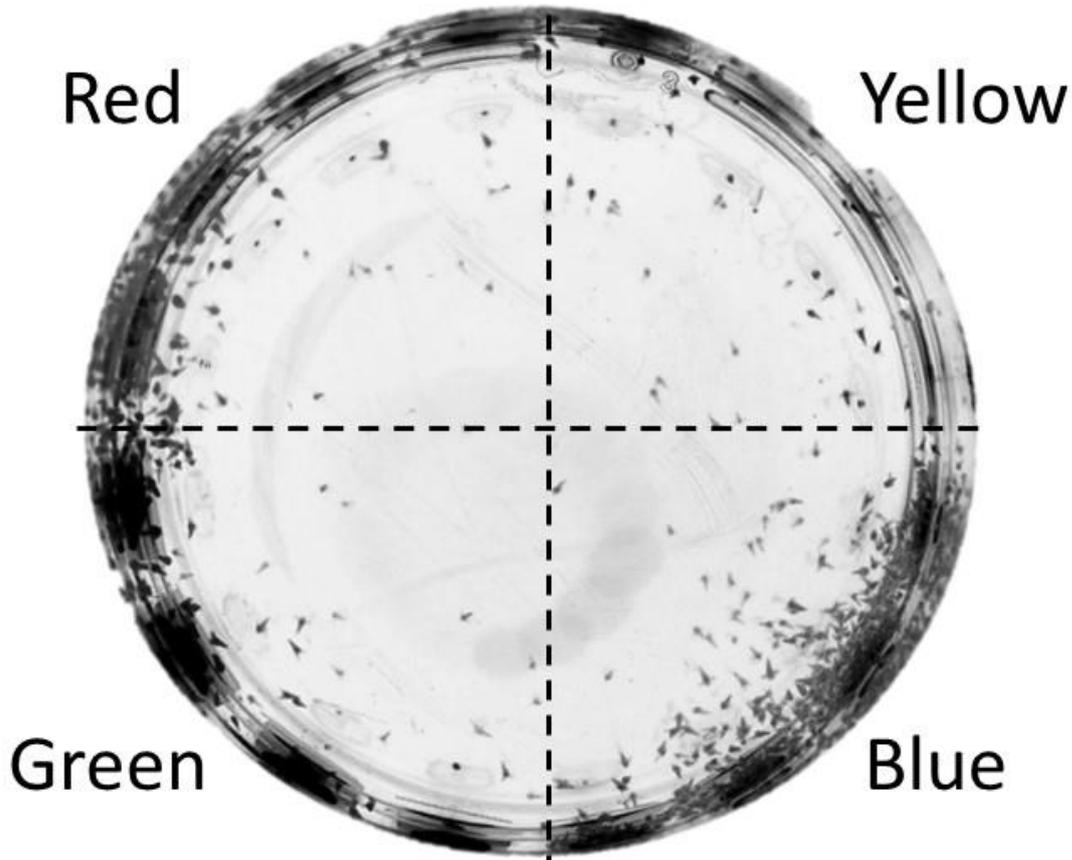
Blue:

Yellow:

Continue watching video 1 until the end.

This is a picture of the brine shrimp at the end of the four colour experiment. Are the brine shrimp closer to one colour of light than the others?

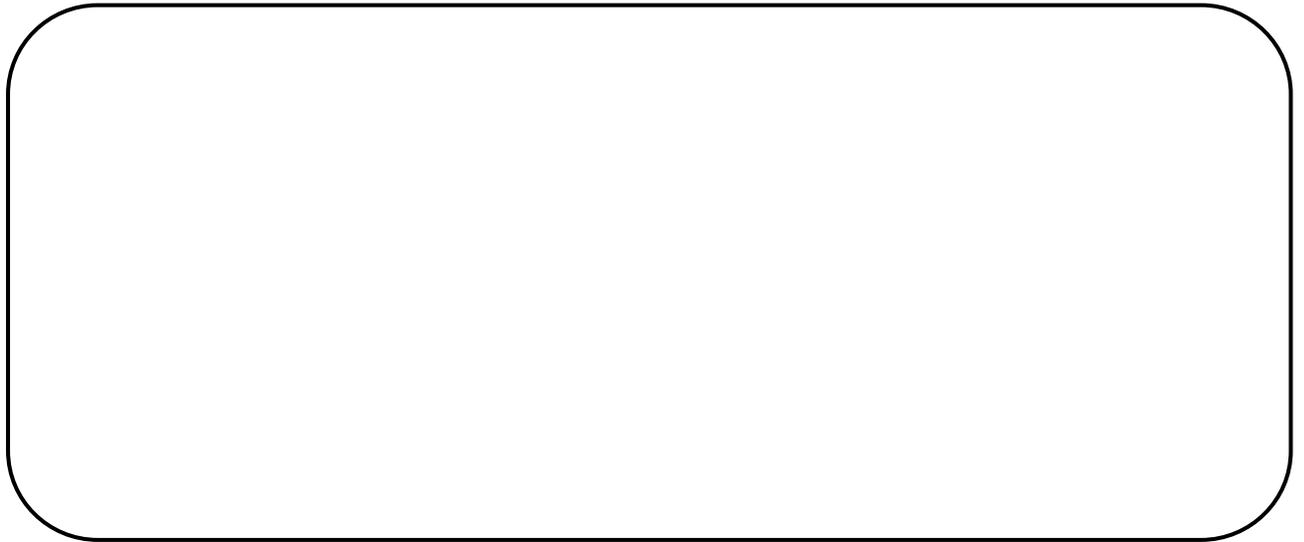
Explain that this is a picture taken from the video (@3.39) at the end of the four colour experiment. See what ideas they come up with for measuring which colour the brine shrimp were most attracted to. It's fairly obvious in this photo that they were most attracted to blue. Encourage the students to count the brine shrimp in each quadrant.



Watch video 2 (what is a comb jelly?).

Draw a picture of a comb jelly

Ask the students to draw a picture of a comb jelly and label the different parts; transparent body, mouth, stomach, tentacles, and paddles. The purpose of this is to get the students familiar with these animals (which may seem a bit strange at first)



How do you think the comb jelly get the food from the tentacle into the mouth?

Ask the students to give their best guess as to how the comb jelly gets the food from the tentacle into the mouth. The idea is to come up with an explanation before actually carrying out the experiment (or in this case observing it). They can then check whether they were correct or not by observing what actually happens. We want to encourage them to use their imagination. There is no wrong answer.

Watch video 3 (How do comb jellies feed?).

What did you see the comb jelly do when they eat?

Ask the students to describe exactly what they saw the comb jellies do, and compare it to their prediction.

Watch video 3 again.

The comb jellies spin several times when eating. Students can measure this by simply counting the number of spins each makes, and recording their measurements.

Did you notice how they spin around? Do they spin the same number of times each time? Count the number of spins and write it here.

comb jelly number	number of spins

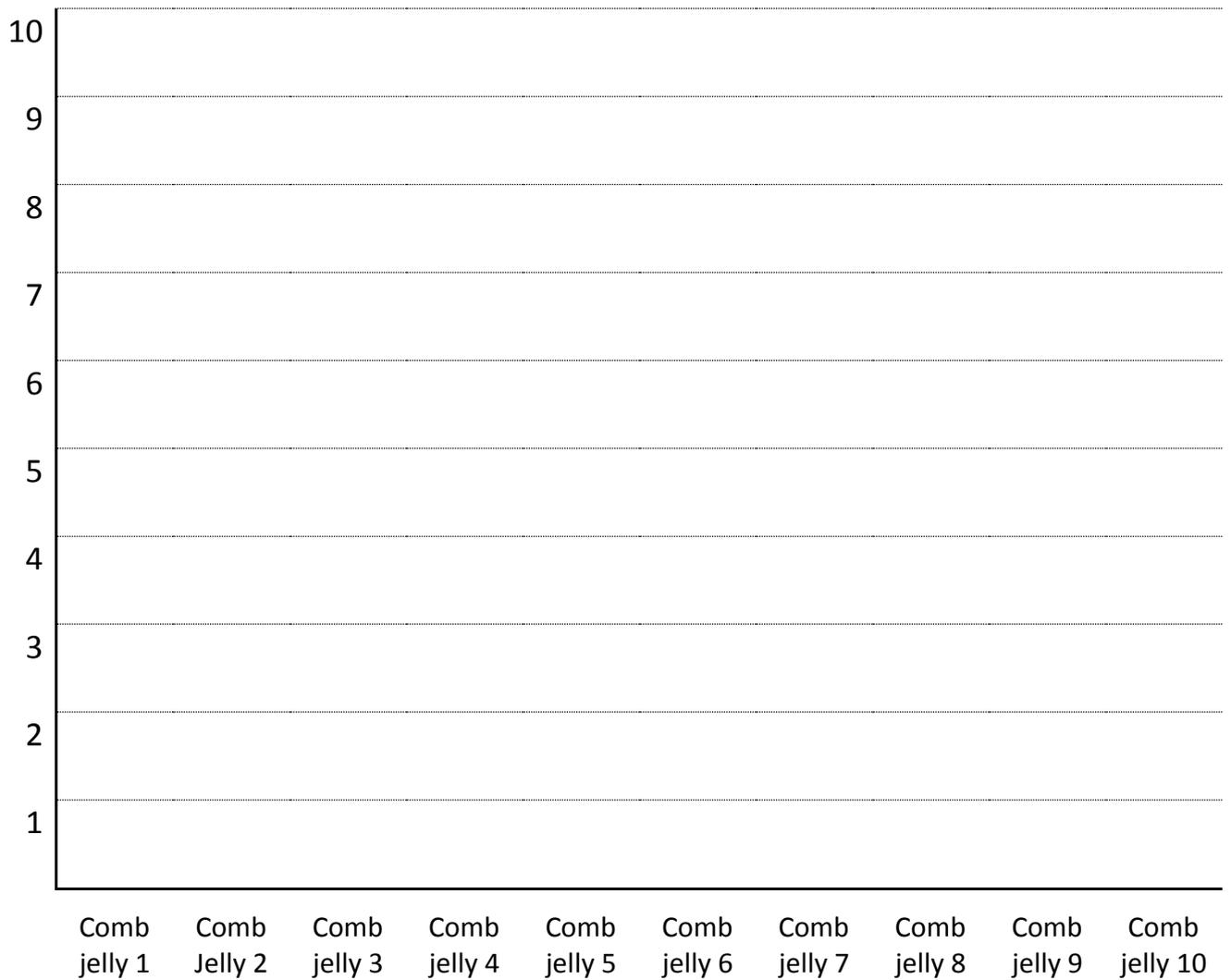
Ask the students to calculate the average number of spins.

What is the average number of spins?



The students can use their results from the table above to fill in the graph using stickers or by drawing.

Make a graph of the number of spins each comb jelly shows.



Watch video 4 (what happens when you touch a comb jelly?) and pause at 0.30.

The students should describe what they think will happen when a comb jelly is touched.

Again, they should use their imagination. You can trigger them with question such as; will they spin? Will they swim slow? Will they swim fast? Will they swim towards or away from the plastic?

What do you think will happen when you touch a comb jelly?

Continue watching video 4 until the end.

Ask the students to describe exactly what they saw.

We have categorised the comb jellies' response to touch as either swimming up, swimming down or no response. Hopefully the students also noticed this but if not steer them in that direction.

Make a graph showing how many comb jellies showed each reaction.

