Pre Lesson Activity Ideas	Post Lesson Activity Ideas

Pre Lesson Activity Ideas

Introduction

What do we need to survive?

Establish a list:
- Food – for energy
- Water – all need
- Shelter – warmth and protection
- Air – oxygen to breath
- Space – to find food, water, shelter and mate.

Does your home provide this?

Activity 1

- Name homes for other plants and animals, e.g. woodland, hedge, river, pond etc
- All these = HABITATS – A plant or animals home / address.
- Habitats can be big or very small
- Explore the school grounds and identify as many habitats as they can.
- What things might live in these habitats
- What are the conditions in these habitats? (cold, damp, dark, soil, etc)
- What adaptations do animals and plants have to live there (e.g. worms in soil, woodlice in dark etc) – introduce Camouflage

Useful website:

www.woodlands-junior.kent.sch.uk/habitats.html

Post Lesson Activity Ideas

Introduction

Recap what are minibeasts and what habitats are.

What are the adaptations of minibeasts to live in woods at Rosemoor?

Activity 1

Make a key to identify some different minibeasts

Choose 4 different minibeasts – they have to produce a key to allow other people to identify them. Questions they need to ask – Is it a minibeast (invertebrate)? What unique features does each minibeast have? What common features does each minibeast have?

Each question they ask most have only 2 answers e.g. Does it have 6 legs? Does it have wings?...etc

Get them to illustrate their key and try them out on each other.

Activity 2

Design there own creature so it can survive in Rosemoor woodland or another specific habitat. Make sure it is labelled and named to say how it is adapted. They need to think about the conditions of their habitat so it can survive and flourish. Can be drawn or modelled with clay or recycled rubbish.

Activity 3

Choose an invertebrate and research what it eats and what eats it Find out how the other organisms get there energy and if they are eaten by anything else. They have created a food chain. A food chain shows how energy from food we eat travels between different organisms. Plants get their energy from the sun and are called *producers*. Animals get their energy by eating other things and are called *consumers*.

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Pre Lesson Activity Ideas

Activity 2

- Provide pictures of organisms – talk about features of some of the organisms (wings, legs, eyes, tails etc) – what similar features do humans have?
- Ask class to group similar organisms together. They can be given limits i.e. they have to sort the organisms into 4 groups. Students to explain groupings. Try link below for resource:

www.crickweb.co.uk/assets/resources/Variation%202c%20lesson%20outline.doc

- What are minibeasts? Name examples and what links these to be grouped as minibeasts? Size and if class up to it – no backbone (invertebrates)

Post Lesson Activity Ideas

Arrows on a food chain show direction ENERGY is moving.

Does any of the food chains the students have made link together? i.e. do they include the same organisms? If so we have started to produce a **food web**. Can include terms *herbivores* (plant eaters), *carnivores* (meat eaters), *omnivores* (plant and meat eaters) and *detritivores* (dead stuff eaters).

www.crickweb.co.uk/foodchains - Lesson Plan resource

Activity 3

Find out about beneficial minibeasts to school gardens and there associated plants they like. Project to plant up school garden to attract minibeasts. Can include building a minibeast tower or woodpile to provide homes and habitat for minibeasts.

- www.rhs.org.uk/SCHOOLGARDENING/ - wildlife gardening information
- www.rhs.org.uk/schoolgardening/ - info on ladybird homes and other gardening ideas
- www.bbc.co.uk/breathingplaces - make a bug home
- www.wildlifetrust.org.uk/invertebrate_habitat2 - minibeast tower
- www.devon.gov.uk/beneficial_bugs! – info on Beneficial Bugs
- www.naturalengland.org.uk/advice/wildlifegardening/leaflets - info leaflets including 'minibeast in the garden'