



It's time to go on a safari on your own school grounds!



This session is suitable for KS1 pupils and complements science and art subjects. Children will be introduced to a variety of invertebrates, which they will identify, and how to collect them. This exercise can then be used as inspiration for creating their own creepy crawlies.

What you'll need

- Clipboard
- Minibeasts worksheets (Appendix 1 & 2)
- Pens and pencils
- Nets & trowels
- White trays
- Magnifying glasses
- Paintbrushes

Subjects

**Science,
Art & design**

Learning Objectives:

- Observation skills
- Identification skills
- Environmental awareness and understanding
- Oral communication
- Coordination and movement
- Creative thinking
- Imagination
- Written communication

Lesson Plan:

Introduction

Introduce the definition of a minibeast to the learners. Explain that minibeasts come in all shapes and sizes but are generally small animals without a backbone (invertebrates), such as slugs and spiders.

Talk about the surveying tools – nets and trowels. Describe what each piece of equipment is for.

- Nets (long grass survey): sweep gently in a shape of 8
- Nets (tree survey): grab low lying branches and shake into net
- Trowel: collect some soil from the surface and transfer to tray

Give a health and safety talk, for example, no running with tools and no touching minibeasts with hands. Demonstrate how learners should use each piece of equipment.

Warm up activity

Arrange the learners in groups

Allow 5 minutes for learners to look for minibeasts using only their eyes.

As a group, discuss what learners saw



Main activity

In the same groups, learners will go on a minibeast safari using the survey equipment.

Ask learners to use the surveying tools as demonstrated to collect as many types of minibeasts as they can in their trays. They can use paintbrushes to gently brush minibeasts into the tray

When completed, learners can use the magnifying glasses and the spotter sheet (Appendix 1) to identify minibeasts and record what they find.

Reflection

Bring everyone back for a brief discussion about the minibeasts they found

Questions to ask include...

What minibeasts did each group find?

How many legs do your minibeasts have?

What categories do your minibeasts fall into e.g. spiders

Where does each minibeast live?

What do you think minibeasts eat?

Finally, release the minibeasts where you found them.

Back in the classroom

Based on what they've seen outside, pupils can use their creative and descriptive skills to build their own minibeast. Minibeasts may be based on an existing invertebrate but with a twist or can be a combination of multiple minibeasts. Encourage learners to be as imaginative as possible.

Ask pupils to draw and label their creation then answer the questions. Use the 'Create Your Own Minibeast' sheet in appendix 2.

Other outdoor activities and ID sheets can be downloaded from the City of Trees Go Wild resources: <http://www.cityoftrees.org.uk/gowildfamilies>

We would love to see your children learning more about trees! Share your photos with us on Instagram or twitter /cityoftreesmcr



Manchester
City of Trees

Minibeast ID sheet



Bumble bee



Butterfly



Ladybird



Spider



Worm



Snail



Moth



Woodlouse



Ant



Shield bug



Grasshopper



Dragonfly



Earwig



Slug



Beetle



Fly



Caterpillar



Wasp



Create your own minibeast



What magical minibeast do you think could live on your school grounds?

Minibeast name:

Is it awake during the night or day?

Where does it live?

How big is it?

What does it eat?

Does it run/walk/fly?

Does its body have any unusual features?

Does it have any special skills?