

Session title	Minibeast Safari	
Key Q	How are invertebrates adapted to their habitat?	
Session description	Explore our woodland and pond habitats. Compare the invertebrates found in each habitat and classify them according to their key characteristics. What adaptations has each animal evolved to suit this habitat and who eats who in a food chain?	
Key Stage suitability	KS2	
Duration	1 hour	

Curriculum links	<p>KS2: The World Around Us</p> <p>Independence:</p> <ul style="list-style-type: none"> How living things rely on each other within the natural world The effect of people on the natural and built environment over time <p>Place:</p> <ul style="list-style-type: none"> Ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment Features of, and variations in places, including physical, human, climatic, vegetation and animal life Change over time in places <p>Movement and energy:</p> <ul style="list-style-type: none"> Causes that affect the movement of people and animals. <p>Change over time:</p> <ul style="list-style-type: none"> How change is a feature of the human and natural world and may have consequences for our lives and the world around us The effects of positive and negative changes globally and how we contribute to some of these changes. 		
Learning outcomes	All learners		More able learners
	<ul style="list-style-type: none"> Will be able to name at least two species of animal that live in a freshwater pond and woodland habitat/ecosystem. Will be able to use pond dipping and mini-beast hunting equipment safely and effectively. 		<ul style="list-style-type: none"> Will be able to describe the movements and shape of at least one pond and woodland invertebrate. Will be able to describe the similarities or differences between at least one pond creature and one terrestrial woodland creature.
Key vocabulary	<ul style="list-style-type: none"> Ecosystem Habitat Wetland Eutrophic 	<ul style="list-style-type: none"> Biodiversity Aquatic species The nomenclature of said species. 	<ul style="list-style-type: none"> Invertebrate Exoskeleton Woodland

Session Outline - Pond dipping	Time
Introduction	5 mins
Pupils are given an introduction to pond dipping.	
Activity 1: Responses to introduction	5 mins
Pupils are given an opportunity to suggest what they might catch.	
Activity 2: Pond dipping	10 mins

Pupils begin to dip into ponds using equipment provided.	
Activity 3: Identification of catch.	10 mins
Pupils and adults use the ID booklets to identify at least three species.	
Plenary	5 mins
Guide asks the groups for some feedback on the names of what they have caught.	

Session Outline - Minibeast hunt	Time
Introduction	5 mins
Pupils are given an introduction to mini-beast hunting.	
Activity 1: Responses to introduction	5 mins
Pupils are given an opportunity to suggest what they might catch.	
Activity 2: Pond dipping	10 mins
Pupils begin to mini-beast hunt using equipment provided.	
Activity 3: Identification of catch.	10 mins
Pupils and adults use the ID leaflets to identify at least three species.	
Plenary	5 mins
Guide asks the groups for some feedback on the names of what they have caught.	

Session plan: Pond dipping	Resources Required	Time
Introduction		5 mins
<p>Introduce key question. This is what we are aiming to find out today.</p> <p>Split class into 4 groups with enough adult supervision for each group.</p> <p>Ask children if they have pond dipped before.</p> <p>Then...</p> <p>Brief explanation of how to pond dip safely.</p> <ul style="list-style-type: none"> - Half fill the tray with water - Don't move your tray when it has water in - Figure of 8 motion for net (be gentle) - Turn net upside down into water to release creatures <p>Talk through H & S</p> <ul style="list-style-type: none"> - Cover up cuts on hands with plasters - Don't flick the net around, keeps hands away from face <p>Hand out a net between each group and indicate the area they will dip in adjacent to the trays already filled with pond water.</p>	Trays and nets.	
Section / Activity 1: Responses to introduction		5 mins
<p>Children are given the opportunity by the guide to suggest what they think they might catch in the freshwater ponds.</p> <p>Core message: Wetlands are amazing</p>		
Section / Activity 2: Pond dipping		10 mins
<p>Children begin to take pond dip using nets and trays.</p> <p>Core message: Wetlands are amazing</p>	Trays and nets.	
Section / Activity 3: Identification of catch.		10 mins
<p>Bring groups back together and show them how to use ID pamphlets using large one. Hand out ID pamphlets and allow group to return to their trays to ID catch.</p> <p>Core message: Wetlands are amazing</p>	Pond ID booklets.	
Plenary		5 mins
<p>Guide asks each group to feed back on the names of some of the creatures they have caught and identified.</p> <p>Emphasise that these amazing habitats are becoming rarer - Half a million ponds (70%) have been lost over the last 100 years. If someone moves into a new house</p>		

<p>with a pond and fills it in, what would happen to all of the wildlife that lives there? Core message: Wetlands are threatened</p> <p>If you build even a small pond in your garden you will create a habitat for lots of amazing creatures (frogs, toads, newts, dragonflies, damselflies etc) and will attract lots of other animals that will come to the pond to drink and cool down (birds, foxes, hedgehogs etc). Core message: You can help save wetlands too</p>		
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Session plan: Mini-beast hunting	Resources Required	Time
Introduction		5 mins
<p>Retain the 4 groups with enough adult supervision for each group.</p> <p>Ask children if they have mini-beast hunted before.</p> <p>Then...</p> <p>Brief explanation of how to catch mini-beasts safely.</p> <ul style="list-style-type: none"> - Position a tray for each group below a tree. - The trays stay put and the pupils bring their catch to their tray. - Pupils are shown how to move a log, check for mini-beasts, collect them gentle in their hands and then return to put log back in place gentle. 	Trays.	
Section / Activity 1: Responses to introduction		5 mins
Children are given the opportunity by the guide to suggest what they think they might catch in this woodland habitat.		
Section / Activity 2: Mini-beast hunt.		10 mins
Children begin to look under logs and undergrowth for invertebrate life.	Trays.	
Section / Activity 3: Identification of catch.		10 mins
Bring groups back together and show them how to use ID leaflets using large one. Hand out ID Leaflets and allow group to return to their trays to ID catch.	ID Leaflets (FSC).	
Plenary		5 mins
<p>Guide asks each group to feed back on the names of some of the creatures they have caught and identified.</p> <p>Gardens are being paved over leaving less space for wildlife: Over the past 10 years the number of front gardens with gravel or paving instead of grass has tripled, now making up a quarter of all houses</p> <p>You can create microhabitats in your garden to support a range of different wildlife: Pond (see above), 'Frogitat', Log pile, Rockery, Compost heap, Minibeast hotel, Bee hotel</p> <p>Core message: You can help save wetlands too</p> <p>Refer back to key question: Have we been able to answer this question?</p>		

Feedback sheet

Date	
School	
Name	
School / Establishment	
Session title	Minibeast Safari KS2

Learning outcomes. Do learners...			
Know the names of at least two species of animal that live in a freshwater pond and woodland ecosystem?			
Know how to use pond dipping and mini-beast hunting equipment safely and effectively?			
Know what else might live around a pond and woodland?			
Know something interesting about what they have caught?			
Know some similarities or differences between a pond creature and woodland creature?			
WWT conservation messages. Do learners know that...			
Ponds are part of a wetland ecosystem?			
Ponds are extremely rich in biodiversity if they are healthy?			
Ponds are under threat as a habitat?			
WWT promotes the building of ponds?			

Feedback	Yes 	No 
Do you think your learners enjoyed today's session?		
Would you recommend this session to another teacher?		
How could this session have been improved?		