

Session Plan – Bug Habitat Hunt (KS1 & KS2)

This session lasts one hour and is suitable for a maximum of ten children.



Learning Objectives

- Children understand that the natural world around them holds a diversity of fascinating organisms
- Children understand that organisms' bodies are adapted to their lifestyles
- Children understand that each organism needs an appropriate habitat in which to live
- Children understand that our lives are linked to the lives of other organisms and their habitats
- Children understand that our actions affect other organisms and their habitats

Personal Development Objectives

- Children work in groups and learn to wait their turn
- Children learn to assess risk and behave accordingly
- Children learn responsibility towards other organisms

Curriculum Links

KS1 – Life processes and living things

Pupils should be taught:

- 1b. that animals move, feed, grow, use their senses and reproduce
- 1c. to relate life processes to animals and plants found in the local environment
- 4b. to group living things according to observable similarities and differences
- 5a. to find out about the different kinds of plants and animals in the local environment

KS2 – Life processes and living things

Pupils should be taught:

- 1c. to make links between life processes in familiar animals and plants and the environments in which they are found

- 4a. to make and use keys
- 4c. that the variety of plants and animals makes it important to identify them and assign them to groups
- 5. all points covering adaptation, feeding relationships and micro-organisms

Safety Considerations

Refer to relevant risk assessments for the site and session.

Resources

Nets, white trays, bug pots, identification charts.

Introduction

Explain the session to the group, covering safety considerations. Explain to the children what bugs are, where they live and how they live. Explain some of the many links between our lives and theirs.

Explain to the children that the main aim of the session is to explore and observe rather than to catch. Show them some of the habitats in which bugs may be found and show them the identification charts and keys, explaining how to use them. Demonstrate how to sweep for bugs safely, without harming bugs or their habitats. Explain to the children that they will be using equipment in turn and that they should be patient with one another.

Activity

Ensure children are observing safe and fair procedure. Circulate among the children, helping them to use the charts, identifying organisms as necessary and prompting discussion of their lifestyles. Encourage children to reflect on how each creature is adapted to a different habitat. Discuss how organisms' bodies are adapted to reflect their habits and habitats. Where appropriate, use environmental games to help children imagine what life might be like for a bug.

Conclusion

Bring the children back together to discuss their findings. Ask each group to tell the class about the most interesting organism they found. Discuss what made it interesting. Discuss which creatures were most numerous and why. Discuss the importance of wild habitats for wildlife and for people. Discuss what bugs do for us and what actions we may take in our daily lives to help bugs and their habitats.

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