



## Minibeasts and Leaves

# Discover the world of the minibeast

Age: 7-14

Topic: Biology

Time: 1 hour



### What should learners already know?

- Minibeasts are small animals with no backbone. They are a very diverse group with lots of different families.

### What equipment will I need?

- Small jars
- Magnifying glasses
- Catching aids e.g sweep nets, butterfly nets and minibeast traps
- Field ID guides

### How will learners explore this?

1. Children will work in pairs to capture minibeasts using various catching aids (see above) or their hands.
2. Ask children to look for animals in open ground, under rocks, in bushes and behind walls.
3. Encourage children to notice how the animals move around and what the environment that they found the animal in looks like.
4. Children should try to find as many different species and types of minibeasts as they can.
5. Ask children to give each minibeast they have found a descriptive name that contains some of the animal's characteristics.
6. Once children have studied their minibeasts closely, they can use field ID guides to find out the name of the species that they have found.

#### Study animals closely using the questions:

- How many eyes does it have?
- How many legs does it have?
- What do the eyes look like?
- How does it move?
- Can it fly?
- Can it make sounds?
- Do you notice anything else?

### How can we show the learning?

- What species did children discover? What descriptive names did the children create for the minibeast, and why did they choose to focus on those features? How are the species names or common names different from the descriptive names the children created?
- How many species could children find? Did children notice that some areas of the school grounds seemed to have more minibeast species than others? Where is the best place to find minibeasts, and where would children look if they wanted to repeat this activity and find more minibeasts?
- How different or similar were the minibeasts children found? Challenge children by asking them if they can think of different ways to classify the minibeasts they found. Would they focus on things like number of legs and eyes, or on how the animal moves? Why do children think these features are important?
- Once children have studied the minibeasts, make sure they put them back in the same places they found them. Reflect with children about why it is important to always put animals back in the same places where they were found.



#### Did you know:

Minibeast habitats extend deep underground. Some ants' nests can reach over 20 metres deep.



Learning through Landscapes

If you would like to develop your outdoor learning knowledge and skills, take a look at our range of training courses: [ltl.org.uk/outdoor-learning-training](http://ltl.org.uk/outdoor-learning-training)

© This activity sheet was created by the Learning through Landscapes Trust. Registered charity no. in England and Wales 803270 and in Scotland SC038890



Co-funded by the European Union



LUND UNIVERSITY



LUNDS KOMMUN



Naturskolan i Lund



SEO BirdLife



BirdLife MALTA