

WORKSHEET-

Discover what “minibeasts” live in your neighbourhood



'Mini-beasts' - include arthropods and other invertebrates such as spiders, ants, butterflies, bees, wasps, flies, woodlice, and many others!

“Minibeasts” live everywhere - All organisms need a place to live. Explore the idea that different “minibeasts” live in different places!

Activity: Making and exploring a habitat, students can make or identify a habitat in the school grounds and investigate what species live there!

Objective: To observe, over time, the numbers, characteristics and behaviour of the “minibeasts”.

Materials: Old logs, old carpet, tape, measure, pencils & paper, pooters/clear trays for collecting insects-



Method

(Note! Always wash your hands after your investigation!)

1. Begin by asking students if they think there might be any areas in the school grounds that could provide a home for “minibeasts” (e.g. spiders, ants, earthworms etc.)
2. Any existing minibeast habitats can be examined and the insects found can be compared to those attracted to the new habitat the students make.
3. Ask students to collect small sections of old carpet or old logs, You can make the habitat as small or as large as you wish.
4. Find a damp, shaded well -protected area of the school grounds.
5. Place the old logs and carpet in the area (if the weather is dry, dampen with some water)
6. Measure the area, draw up a map and date it.
7. Leave the habitat for a week and return with the original map of the area.
8. Note any changes on your map, using a different colour and make a note of the date.
9. Carefully lift up the carpet, rocks and/or old logs to see if there are any “minibeasts” to be found! Place the objects back in the same place.
10. Use pooters/clear trays for collecting the “minibeasts”. Be sure and remove them very carefully and return them to their 'home' after observation!

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11. Use identification keys to identify and study any “minibeasts” found.
12. Return on a weekly basis and record the weather, plant growth and any “minibeasts” found.
13. You can then keep a record of your findings and present them on a chart to the rest of the school.

Things to investigate:

1. What effect does the weather, changing seasons and the presence of plants have on the habitat?
2. Are there more “minibeasts” as the weeks go by? Does this level off?
3. Draw bar charts to show the number of “minibeasts” over time and present it to the rest of the class or school.
4. Can you identify a food chain or food web in the habitat?

Tree: sun → Leaves → beetles → blackbird

Wilderness area/grassland: sun → Buttercup → bee

Woodland: sun → plant → seeds → mouse → owl

Woodland: sun → plant → seeds → mouse → owl

Developed by:



An Taisce
The National Trust for Ireland