

# Session Outline

## Discovering Pond Minibeasts (Early & First Levels)

**Curriculum for Excellence Experiences and Outcomes: SCN 1-01a, SCN 1-02a, SCN 2-14a, SOC 0-07a/1-07a, SOC 1-13b**

*All of our programmes encourage interdisciplinary study and support Health & Wellbeing, Numeracy and Literacy Experiences and Outcomes across learning.*

Learning objectives	Session structure	Assessment for learning
<p>Have fun working together.</p> <p><b>First Level</b> Describe and identify the habitat.</p> <p>Name some common minibeasts.</p> <p>Consider how some minibeasts are suited to their habitat.</p> <p><b>Early Level</b> Find out where minibeasts like to live.</p> <p>Discover what's special about minibeasts.</p>	<p><b>Introduction</b> General discussion about minibeasts to gain a better understanding of the group's knowledge. Identification of the basic requirements for survival shared by people, wildlife and plants (food, water, shelter, air, sunlight).</p> <p><b>Session activities</b> The children will describe and name the habitat. They will use special equipment to carefully capture and identify minibeasts living in the pond.</p> <p>The children will discover what's special about the minibeasts we find and consider how they are suited to their habitat. We will find out who eats whom.</p> <p><b>Plenary activity</b> We will reinforce the children's learning by playing a minibeast survival game and acting out the life of a dragonfly, starting as an egg.</p>	<p>We will use games and activities to encourage children to reflect on their learning and enjoyment of the day.</p> <p>Children will be given the opportunity to give feedback in a variety of ways.</p> <p>Shared experiences, what did we see?</p>
Before your visit	After your visit	Key vocabulary
<p>Use the PowerPoint presentation on the website to introduce the visit with your class.</p> <p>Look at pictures and names of some common minibeasts.</p>	<p>Give minibeasts a home at your school. Make a minibeast hotel, a bucket pond, create a log pile or plant some wild flowers to encourage minibeasts into your school grounds. For more guidance see the RSPB's 'How to' guides</p> <p>Take part in our Wild Challenge</p>	<p><b>First Level</b> Foodchain, carnivore, herbivore, omnivore, invertebrate, predator, prey, (micro)habitats.</p> <p><b>Early Level</b> Minibeast, hop, fly, crawl, creep, wiggle.</p>