



Home hunter

Introduction

This simple game is a good way of reinforcing what pupils have learned about wildlife and their homes.

Key learning outcomes

To understand that minibeasts, birds and other animals live in specific habitats.

Preparation

Ask the children to create A4 picture cards illustrating:

- a pond
- flowers and other plants
- minibeast corner (log pile, stone pile, long grass, plain earth)
- trees and hedges
- buildings
- underground burrows

Decide on the minibeasts, birds and other animals that will be hunting for a home. How about the ones listed opposite? There are illustrated cards of these animals for you to cut out.

<u>Home hunter</u>	<u>Desirable residence</u>
Caterpillar	Flowers and other plants
Earthworm	Minibeast corner
Snail	Minibeast corner or a pond
Dragonfly	Pond or flowers and plants
Cricket	Flowers and plants
Frog	Pond
Newt	Pond
Rabbit	Underground burrows
Squirrel	Trees and hedges
Fox	Underground burrows
Blue tit	Trees and hedges
Mallard (duck)	Pond
Robin	Trees and hedges
Blackbird	Trees and hedges
House sparrow	Buildings or trees and hedges
Bat	Buildings or trees and hedges

Playing instructions

Place the habitat cards in different parts of the room or outside.

Simple version for younger pupils

Read out the name of a bird or another type of animal. The pupils have to run to a place where they think the animal would be found. Repeat with different animals so that the participants have been to all of the habitats at least once.

Some animals may use more than one habitat. For example, a bat can be found in buildings or in trees. The participants may run to different habitats for a bat – a good discussion point.

An extension of the game can involve removing the habitat cards one at a time. If a bird or animal's habitat is removed, there is nowhere for it to live.

Advanced version for older pupils

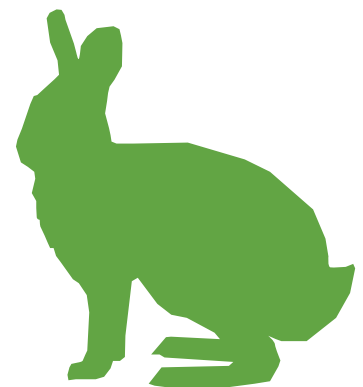
Cut out the picture cards for each of the listed animals. Prepare sufficient quantities for your class size.

Pick each student in turn and stick a picture card on them where they themselves cannot see the animal. They now ask the other children questions to work out which animal they are. For instance: 'Do I have wings?' or 'Do I have fur?'.

When all of the students have worked out who they are, get them to run to where they think that animal lives, as for the group activity above.

Discussion or follow-up

Discuss how animals have adapted to live in certain habitats. What are the consequences when the habitat is destroyed or simply not there?



Caterpillar



Earthworm



Snail



Dragonfly



Cricket



Frog



Newt



Rabbit



Squirrel



Fox



Blue tit



Mallard (duck)



Robin



Blackbird



House sparrow



Bat

