

**Little Ouse
Headwaters Project**
www.lohp.org.uk



ACTIVITY

Surveying plants and minibeasts

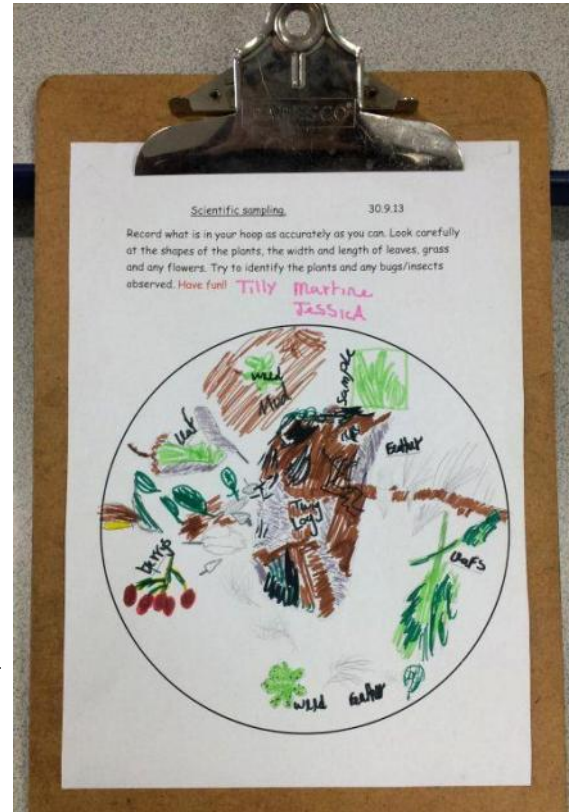
Comparison between school grounds
(Garboldisham Primary)
and a conservation site
(Broomscot Common)



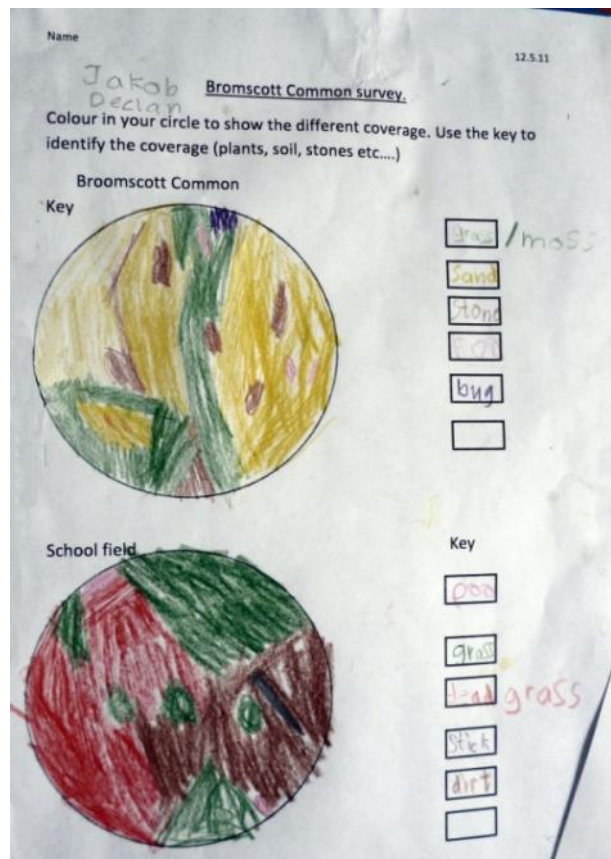
What lives here?

Careful observation (Years 3-4)

Stage 1 - learning how to observe and record in the school grounds using hoops for sampling.



Stage 2 - Estimating area of coverage of different plants /bare earth, and comparing two different areas. Can also work well to compare the same area in different years (for weather effects) or before and after some management process.



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What lives here?

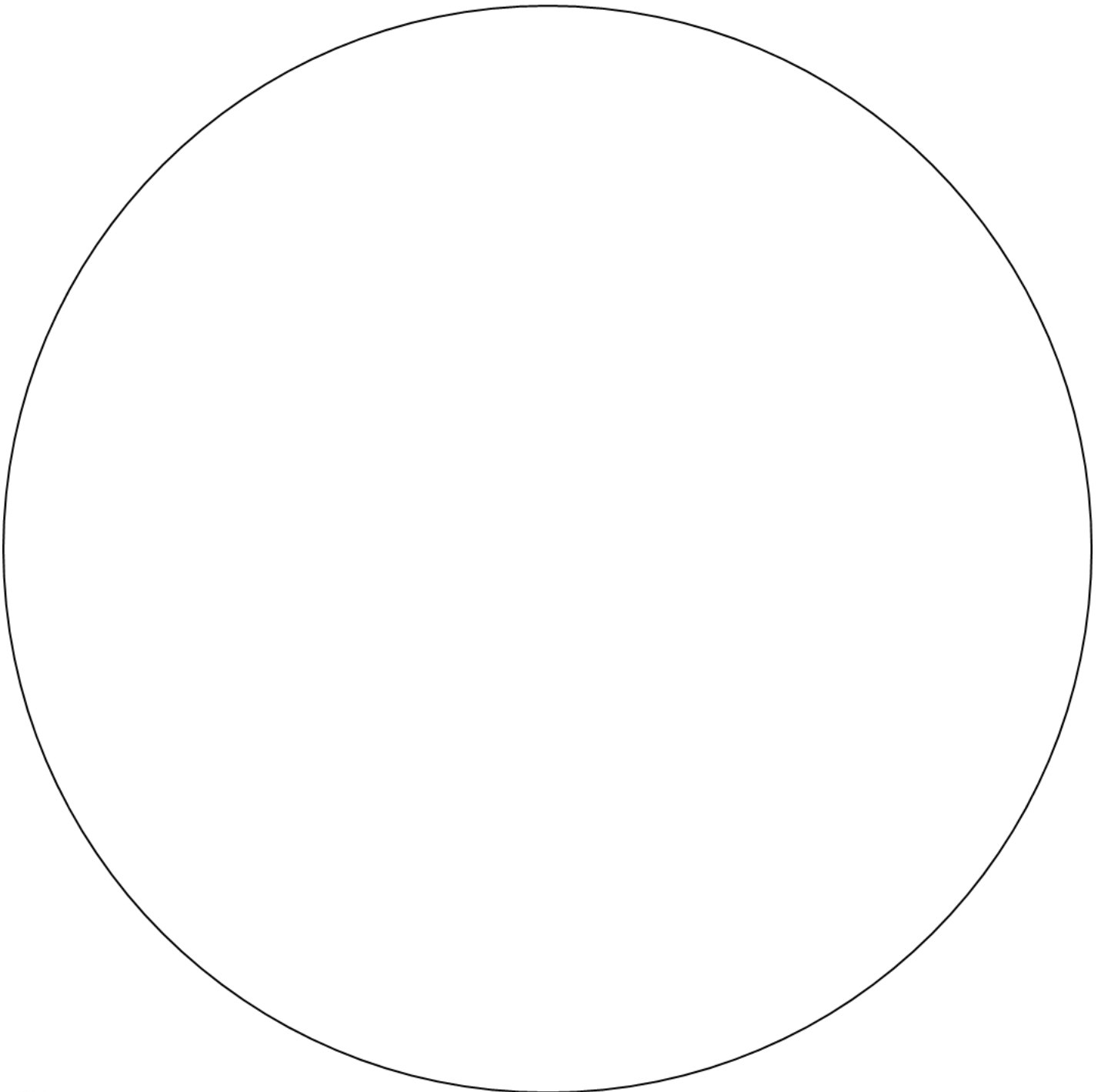
Scientific sampling (1)

Where Date.....

Who:.....

Record what is in your hoop as accurately as you can. Look carefully at the shapes of the plants, the width and length of leaves, grass and any flowers.

Try to identify the plants and any bugs you find.

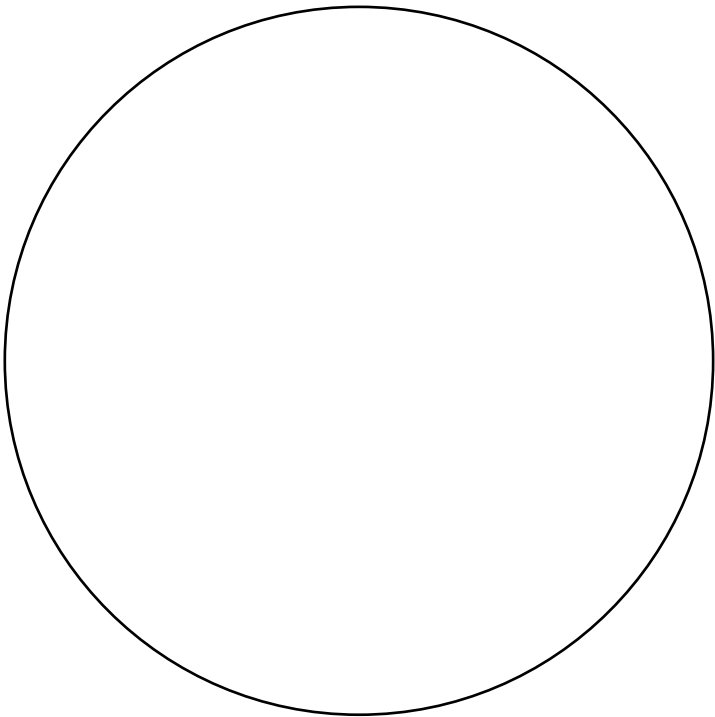


What lives here?

Scientific sampling (2) Who..... Date.....

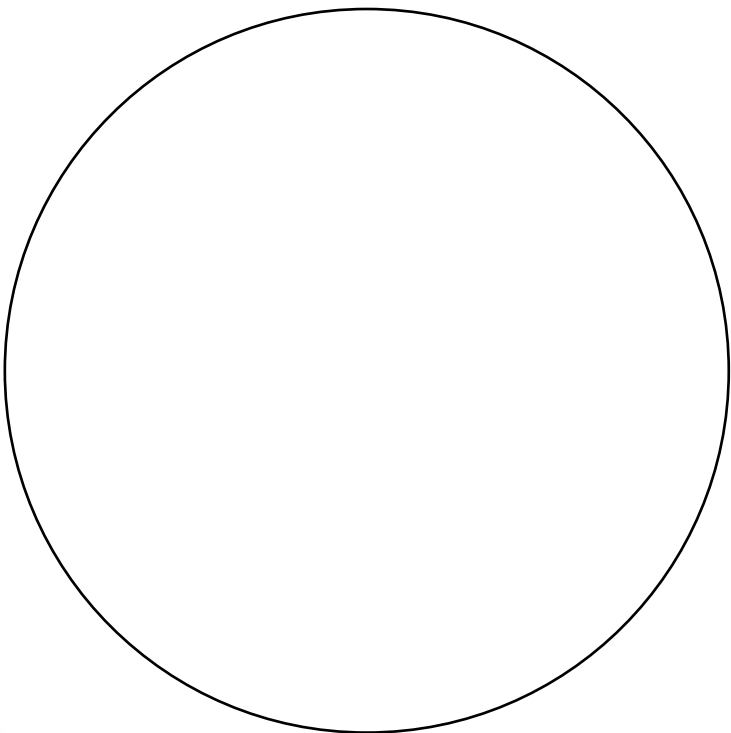
Colour in your circle to show the amount of different coverage.
Use the key to identify the coverage (plants, soil, stones etc)

Area 1



KEY

Area 2.....



KEY



Invertebrate surveying or 'bug-hunting'

is deservedly popular with children and adults alike.

It teaches all kinds of skills such as careful observation, hand and eye co-ordination, patience and kindness.

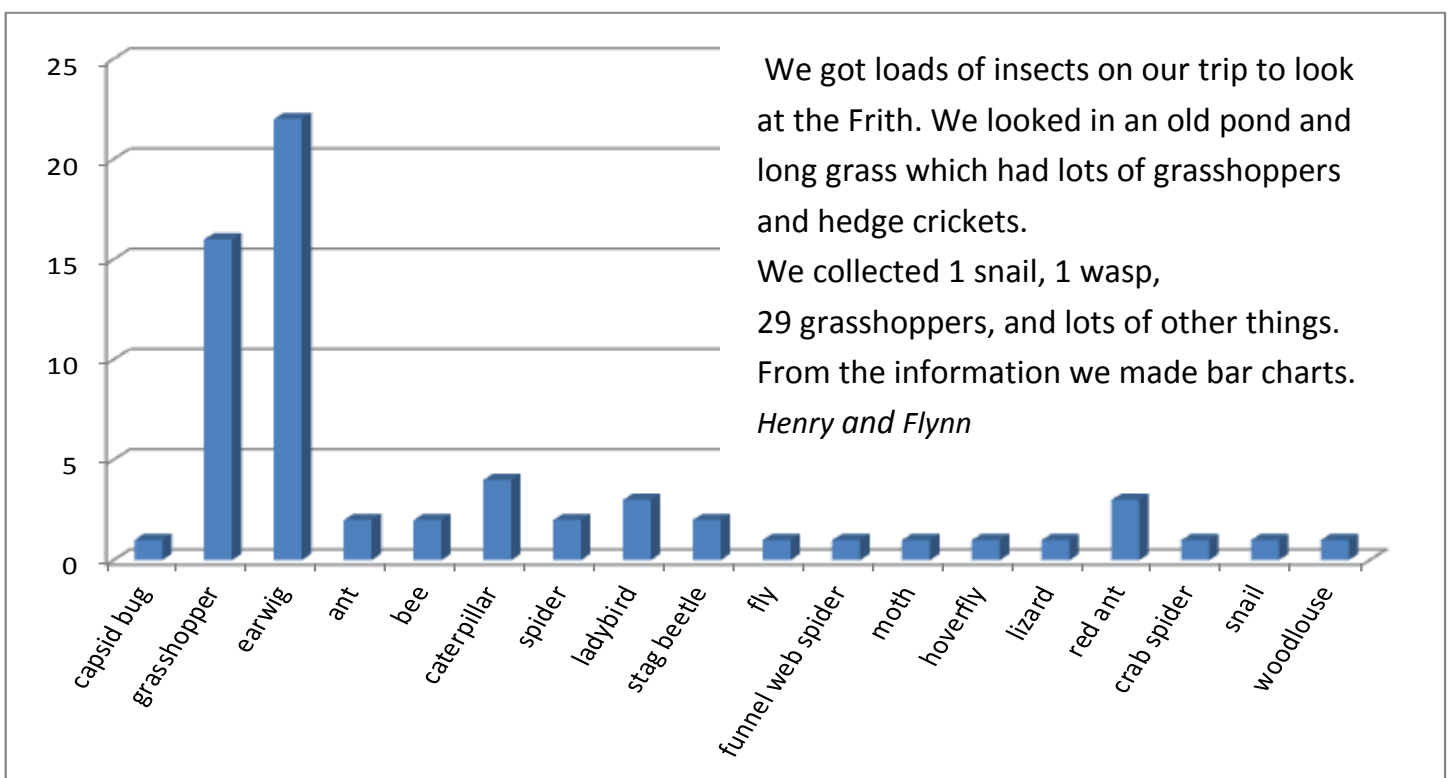
It opens your eyes to the extraordinary diversity of creatures sharing the planet with us.

The data you collect can be used to learn and practise essential maths and IT skills.

Making and comparing records can show whether a habitat is in good heart and can show changes for the better or the worse.

You can do it without a lot of expensive equipment and you can do it almost anywhere.

It can grow into a life-long hobby - or be useful in a job.



Grace Stretton learnt how to use a pooter to catch insects safely at Broomscot Common. (A piece of gauze stops the insect getting in your mouth!)



Genevieve Hayes and Ben Liddiard, recent Environmental Science graduates from University of East Anglia, fascinated by invertebrates at the LOHP recorders' day



Andrea Kelly, the Broads Authority's Senior Ecologist examining snails at an LOHP event



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Successful bug-hunting safaris (1) on low branches of trees and bushes

*Let's go on a microsafari to find out
which animals live where.*

*Different ways of bug-hunting work in different
places - but once you've found the animals, the way
to get a close look at them is the same.*

*Use a small paint brush to guide the animal gently
into a bug box, then put the lid on and use a
magnifier to look at it.*

*You'll have to be quick to catch the carnivores
(animals which eat other animals). They tend to run
much faster than the vegetarians.*

Use a tally sheet to record what you find.



***Make sure you put
me back where
you found me!***

***OUCH! Be careful
not to hurt me!***



**Alan Thornhill, spider expert,
searches the gorse at Hinderclay Fen**

What to do

Try this technique **on low branches**:

- ♦ Put a pale square of cloth or a tray under a low branch of a tree or bush.
- ♦ Knock the branch quite hard with your hand or a stick.
- ♦ Look for the animals which fall off.
- ♦ Carefully catch them.

**If you can't identify something, make a drawing of
it and look it up in books or on the internet.**

KIT:-

Each child needs

- Bug box
- Paint brush

Each group needs

- Tally sheet for recording

For hunting on low branches:

- Pale cloth squares



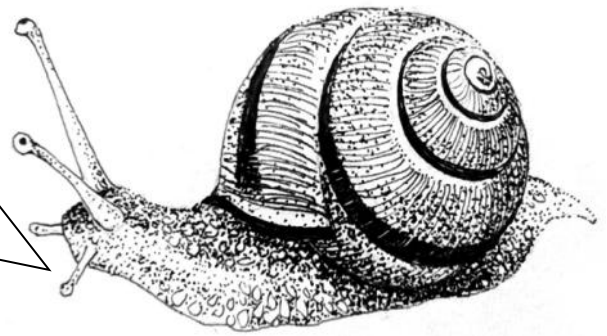
Successful bug-hunting safaris (2) in fallen leaves and leaf litter

*Let's go on a microsafari to find out
which animals live in fallen leaves.*

*Once you've found an animal—use a small
paint brush to guide it gently into a bug box,
then put the lid on and use a magnifier to
look at it.*

*You'll have to be quick to catch the
carnivores (animals which eat other
animals). They tend to run much faster
than the vegetarians.*

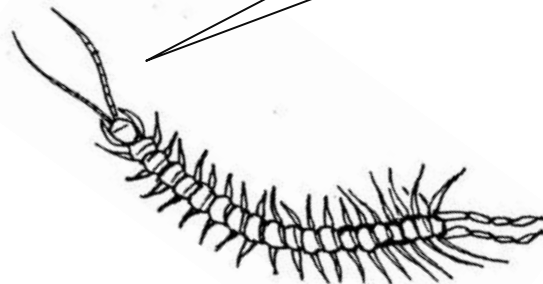
Use a tally sheet to record what you find.



***Make sure you put
me back where
you found me!***



***OUCH! Be careful
not to hurt me!***



What to do

Try this technique **among fallen leaves
and leaf litter:**

- ♦ Under the trees, scoop up handfuls of dead leaves and twigs and put them in a soil sieve.
- ♦ Gently shake the sieve to and fro over a pale piece of cloth.
- ♦ Look for the animals which fall through.
- ♦ Carefully catch them.

If you can't identify something, make a drawing of it and look it up in books or on the internet.

KIT:-

Each child needs

- Bug box
- Paint brush

Each group needs

- Tally sheet for recording
- Soil sieve
- Pale cloth squares





Bughunting on Broomscot Common



**Garboldisham
Primary school
children -
future experts ?**

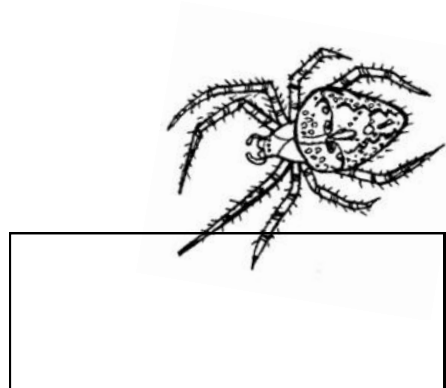
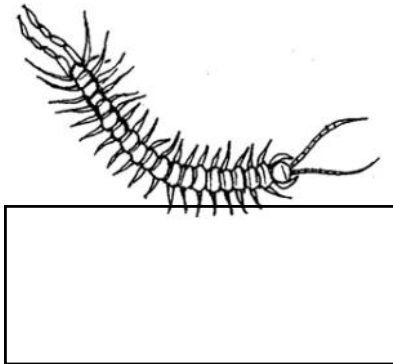
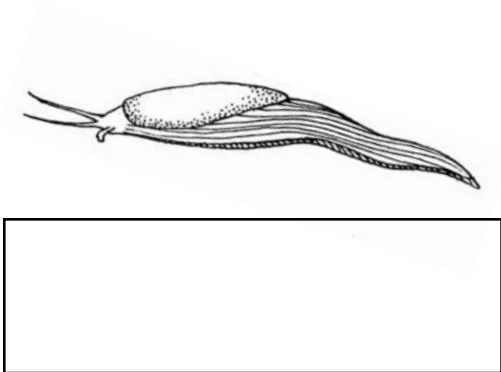
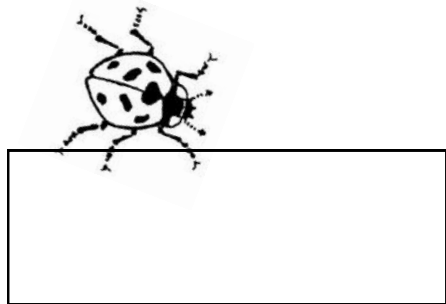
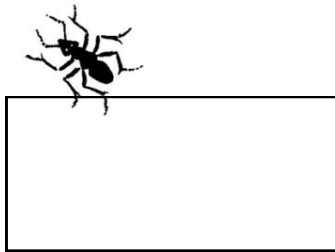
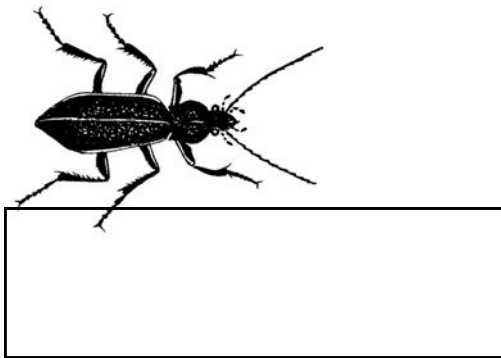
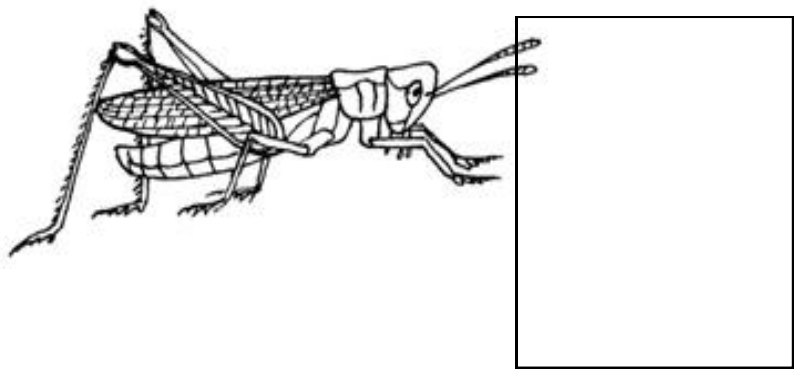
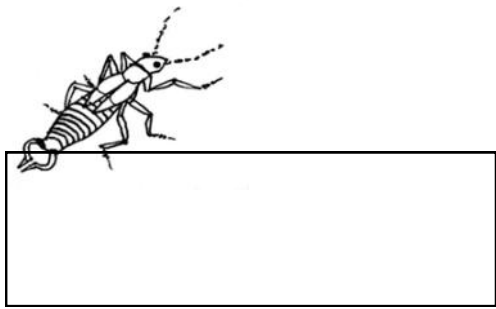
**Every animal
carefully put
back where it
came from.**



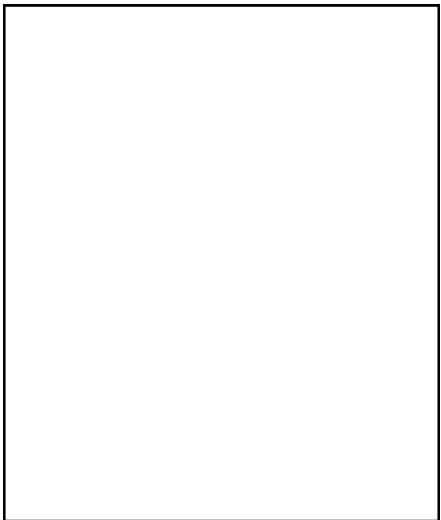
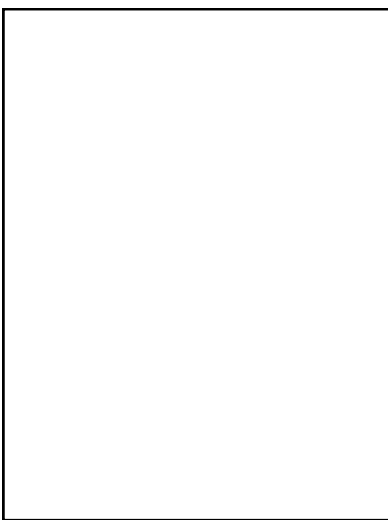
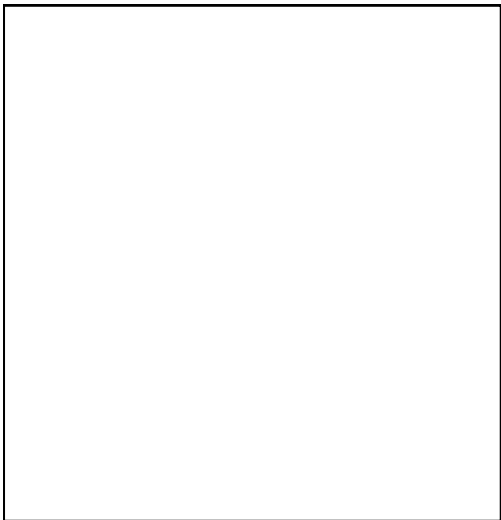
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Bug hunting - tally sheet 1

Put a mark in the right box
for every animal you find.



Use these empty boxes to draw (and count) animals you find which are not on this sheet.

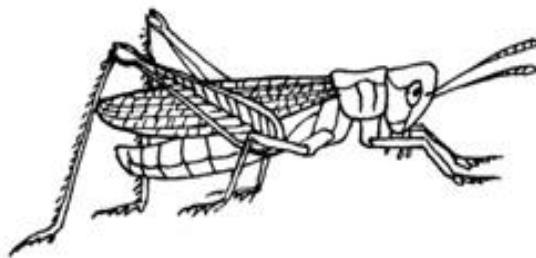


Bug hunting - with names

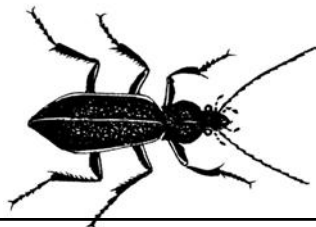
Put a mark in the right box
for every animal you find.



Earwig - an insect



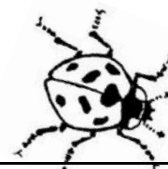
Grasshopper -
an insect



Beetle - an insect



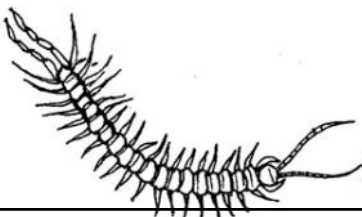
Ant - an insect



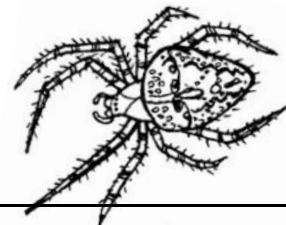
Ladybird - an insect



Slug - a mollusc (like snails)

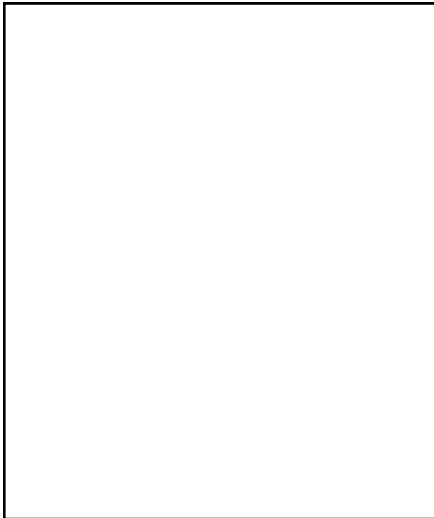
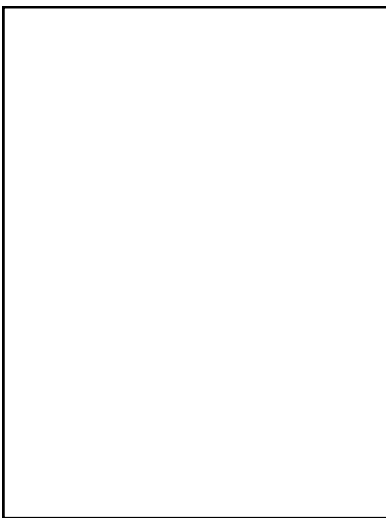
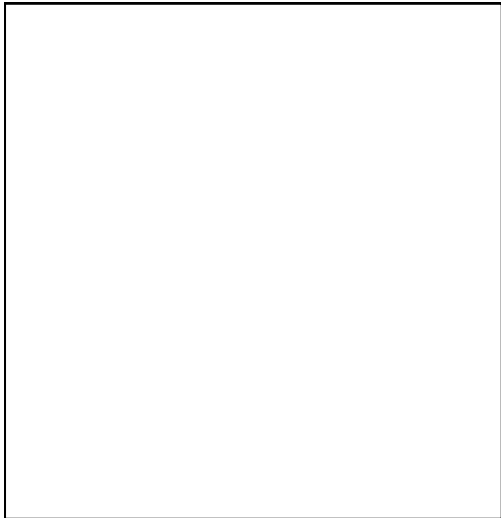


Centipede - one pair of
legs on each segment



Spider - an arachnid (8 legs)

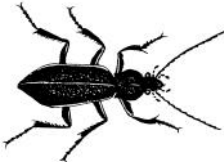
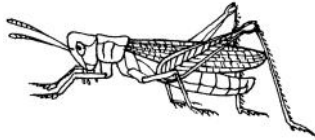
Use these empty boxes to draw (and count) animals you find which are not on this sheet.



Bug hunting - tally sheet 2

Surveying and recording in two contrasting areas.

Example of a grid used to collect data to construct a simple IT database or graph.
Better still—make your own.

	Search and record your finds in two contrasting areas – e.g. a wet area compared with a dry area, or an area of short grass compared with long grass	
	Area 1 is	Area 2 is
 Ant		
 Beetle		
 Ladybird		
 Earwig		
 Grasshopper		
 Spider		
 Centipede		
 Slug		
Other		

Get creative!

After a minibeast hunt, Garboldisham Primary school children, Years 5-6, enjoyed designing their own minibeasts and thinking about their adaptations.

