

British Dragonfly Society Education



Dragonfly Words Activity

Curriculum Links

Age: 6–9 years

England: KS1: •Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. •Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. •Identify and name a variety of plants and animals in their habitats, including micro-habitats. **KS2:** •Construct and interpret a variety of food chains, identifying producers, predators and prey.

Wales: KS2: •Pupils should use and develop their skills, knowledge and understanding by investigating how animals and plants are independent yet rely on each other for survival.

Scotland: •By exploring interactions and energy flow between plants and animals (including humans) learners develop their understanding of how species depend on one another and on the environment for survival.

Activity

This activity can be carried out in conjunction with the relevant sections in the BDS Dragonfly Lecture Pack, using the appropriate set of activity cards for that section e.g. life-cycle. This can also be an outdoor activity.

The children are divided into two groups. Each team should be at one end of the room/outdoor space and a table at the other. The table should have on it cards with words from the chosen set/s. The teams stand in a line with the first person in the lines racing to reach the table to retrieve a correct card first in response to the question. The child should then explain to the group why they chose that card. If the meaning of the card is correctly explained (e.g. they explained that the picture shows an animal with 6 legs which makes it an insect) that child scores a point for the team. The more sets of cards used at once, the more difficult the activity with a wider range of topics explored at once. The 'variety of incorrect cards' are an optional choice which can make the activity more challenging. The activity can be made more interesting by asking the children to imitate a dragonfly adult/larva as they race to the table, instead of running to the table.

Card sets:

1. What makes a dragonfly an insect?

•A photo of an insect showing all 6 legs • A photo of compound eye • A photo of a skeleton (representing exo-skeletons) • A photo of an insect showing segmentation • An insect sun-bathing on rock (representing insects are cold-blooded) • A variety of cards with incorrect answers

2. What do dragonflies need in a habitat? Why?

•Water (to live in as a larva and breed as an adult) • Food (to eat and as a source of water for adults) • Oxygen (to breathe) • Plants (to shelter, to hide, to lay eggs and to emerge) • Correct Temperature (dragonflies are cold blooded, getting warmth and energy from their surroundings) • A variety of cards with incorrect answers

3. Food chains: each child must race for the next correct step in the food chain

• Sun, duckweed, water snail, dragonfly larva
•Sun, pond weed, mayfly larva, dragonfly larva
•Sun, dandelion, bee, dragonfly, bird (hobby)
•Sun, nettles, moth, damselfly, spider
•Sun, water lily, tadpole, dragonfly larva, kingfisher

For the purposes of the activity, the water plants are interchangeable, the terrestrial plants are interchangeable, the snail, mayfly and tadpole are interchangeable and the moth and bee are interchangeable.

Picture credits:Top: Frédéric Barszezak,Neil Phillips, Pam Taylor, Mark Tyrell, Mark Tyrell.