

British Dragonfly Society Education



Dragonfly Survival 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.

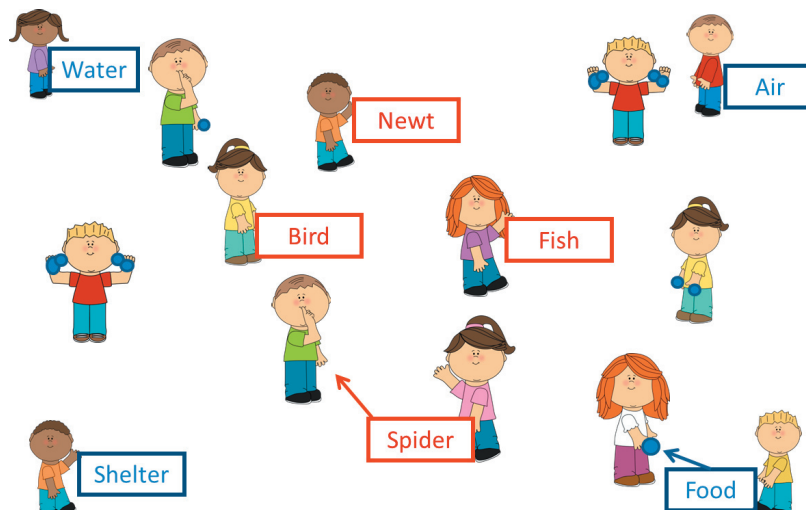
Scotland: •By exploring interactions and energy flow between plants and animals (including humans) learners develop their understanding of how species depend on one another and on the environment for survival.

Activity

This activity is suited to use outdoors. It is well placed to follow the sections on habitat, food chains and life-cycle in the BDS Dragonflies Lecture Pack. Discuss what resources animals need to survive, resulting in four main resources: food, water, air, shelter. Choose four children who will each represent a resource, tying a label around their waist and positioning them to make the four corners of a large square within which the game is restricted. All the other children are dragonfly larvae. They must race to collect a token from each of the resource children in any order. Once a child has collected one token from each resource, they can enact a larvae emerging into an adult dragonfly, flapping their 'wings' (arms) to signify they have completed the task. Afterwards, discuss with the children whether this is a realistic scenario: would they all survive and grow into adults in reality? Use this to introduce the idea of predators.

Next, choose four children to represent the predators: fish, bird, spider, newt, tying a label around their waist. The rest of the children are larvae and again try and to collect the four resource tokens each in order to emerge. However, the 'predators' must try and catch the 'larvae'. Any 'larvae' which are caught by 'predators' must enact the 'larva' dying and stop. Use a whistle to co-ordinate the predators and larvae: larvae start on the first whistle and predators on the second whistle, ten seconds later. While in a queue for a resource, larvae are safe from predators. Once complete, do the activity again but with four more children as predators. Afterwards, discuss with the children how more predators means fewer dragonflies survive. You can then include human-induced factors, such as pollution, climate change and habitat change, and re-play the game. Afterwards, discuss how these factors reduce dragonfly survival and how the children can help dragonflies e.g. through using public transport, not littering and digging a pond.

Activity cards provided.



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