

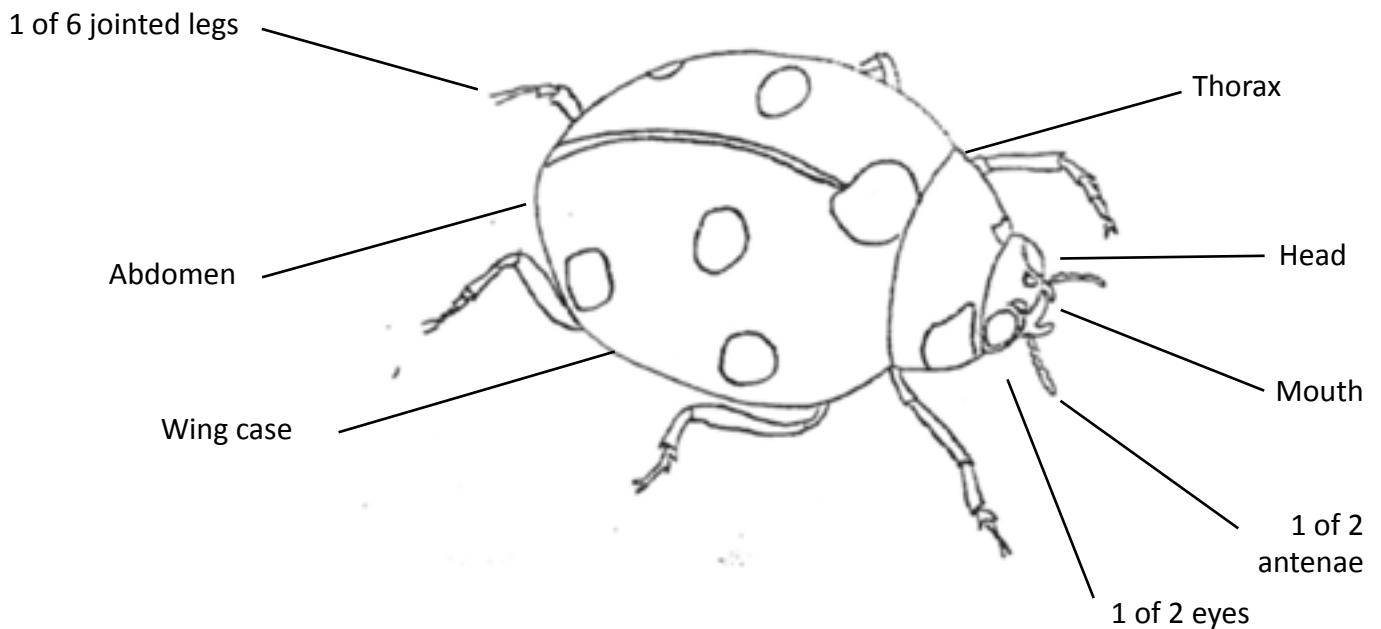
1. Scientific drawing

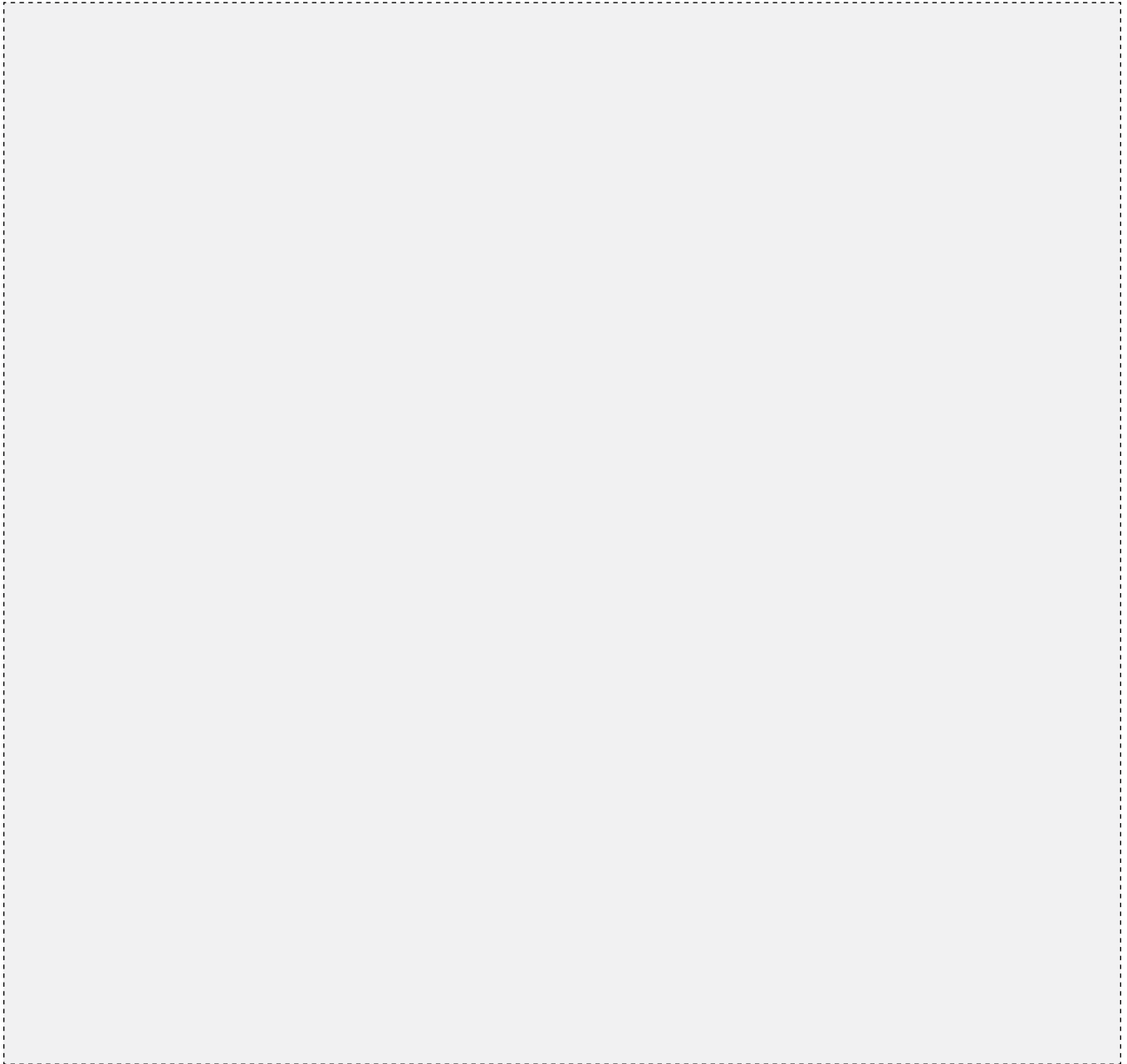
We are learning about: the different body structures of invertebrates.



Use this handout as part of the live lesson

Use the space on the next page to draw and label your scientific drawing of an invertebrate found during the live lesson. Use the word bank below to help you with your labelling. An example has been included to help you.





Word Bank

body	legs	jointed leg	exoskeleton
head	antenna	wings	eyes
thorax	wing case	foot	mouth
abdomen	body segment	shell	gills

2. Microhabitats around your home

We are learning about: how to manage habitats for invertebrates and other wildlife.



Have a look in your garden or out of a window, what microhabitats can you see?

During the live lesson the you will be asked to create a frame to highlight these microhabitats. Can you predict how these microhabitats might change throughout the year?

What would the microhabitat be like?	Spring	Summer	Autumn	Winter

Imagine you are a scientist who has been asked to provide advice to people who would like to make their garden more wildlife friendly;

Can you draw what a wildlife friendly garden means to you?





Using your drawing, write down your thoughts to the following questions.

- Would providing more habitats for invertebrates increase the amount of other wildlife in the garden? Why?

- What things could people do in their gardens to increase the number of invertebrates and introduce different microhabitats?

- Are there any questions you would like to ask the tutor leading your live lesson about habitats that would help you with your task as a scientist making people's gardens more wildlife friendly?

If you would like to investigate how invertebrate friendly your garden is OPAL have different surveys that you can do and submit your findings for scientists to use.

www.opalexplornature.org

