



11. What do we think of minibeasts?

Requirements: [set of minibeast cards](#); large (approx. A1 size) sheet of paper and pen; desk or floor space

7 – 11 years: teacher-led to discuss sensitive emotions vocabulary, then in pairs or groups of 3 – 5

12 – 14 years: in pairs or groups of 3 – 5

Curriculum: Science (animals and their habitats); English (Oracy); Wellbeing (expressing emotions)

Time: 20 minutes

Take one large sheet of paper for your pair or group. Divide the paper into 4 and write these words, one in each corner: 'in wonder', 'curious', 'disgusted', 'scared'. Take turns to pick up a [card](#) and say what you think the minibeast is. Add whether you like or dislike the minibeast on the card. Put the card on the large sheet and express what emotion the minibeast invokes in you.

For example: "I am in wonder of the snail because..."; "I am curious about the earthworm and I would like to learn more about how it..."; "I am disgusted by the beetle because..."; "I am scared of the spider because....".



EarthLearn

Scientists & Data Analysts Learning Activities

Using scientific enquiry to explore vital role
minibeasts play in supporting ecosystems

Once all the cards have been picked up, discuss each minibeast with your partner or group. Make sure you agree with what the minibeast is called. You can change your opinion of the minibeast during the discussion. Move each card on the large sheet to where the general feeling of your pair or group is.

Choose one person in your pair or group to feedback to the class.

