



Wild Trout Trust Guide Plan – Mayfly in the Classroom

Activity: Mayfly in the Classroom Project

Key Stage: ONE- develop to (KS TWO)

Aim: Develop awareness of the similarities and differences between organisms and habitats and how their environment affects what lives there. Discover what living things need to survive. Life cycles.

Curriculum Links: KS1 Sc2 Life processes and living things – 1b,c; 2a,b,e,f,g; 4b; 5a,b,c (**VAK column links to whether the teaching / learning approach is visual, aural or kinesthetic in style ensuring**)

Relevant Risk Assessment: Wild Trout Trust Risk Assessment Checklist and specific RAs of group / school.

Sometimes schools / groups will just have invertebrates in trays in the class that are taken in, then set up apparatus. This could depend on weather or availability of transport.

Activity (approx. time)	Equipment	Location	Learning Objectives	VAK
<p>Preparation discussions prior to the field trip (45 mins) with the class</p> <ul style="list-style-type: none"> Introduce Mayfly in the Classroom project Possibly show video from website Look at life cycle and use word search Show photos of equipment we are going to make later State aims – what they are going to achieve 	<p>WTT Website Use large mayfly life cycle poster Word search for new terms as in LO (can complete this afternoon if not enough time here) Play game to act out life cycle of mayfly</p>	School	<ul style="list-style-type: none"> To introduce terms such as habitat, aquatic habitat, river, mayfly, nymph, sub imago, imago, life cycle <p><i>All children will recognise the word habitat Most...will have some understanding of the term aquatic habitat and life cycle Some...will be able to describe what an aquatic life cycle is</i></p>	V A K
<p>Introduction (10 minutes) Health and safety discussion with the children ask them to listen carefully, walk not run and make them aware of river / stream – ask questions about what</p>		At the river / stream	<ul style="list-style-type: none"> To introduce terms such as river habitat and wildlife habitat (simple level – listen for birds in the trees and look for fish or birds in the river) to 	V,A



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<p>problems they could have.. Have a good look around – ask.. What is a habitat? What habitats can we see here? What kinds of wildlife live in the habitats?</p>			<p>stimulate children to look at what is around them <i>All children will have the opportunity to observe habitats and wildlife in their surroundings.</i> <i>Most...will understand that a habitat is a place where animals live.</i> <i>Some...will understand that different animals live in different habitats.</i></p>	
<p>The River Habitat (one hour or more to include break)</p> <ul style="list-style-type: none"> • How is the river different from a pond environment? Moving water / stillwater. Where do they think they need to look to find the animals? – sheltering under the stones. • Demonstrate how to kick sample safely. • Working in pairs everyone will have the opportunity to do a kick sample(based on risk assessment). • Discuss that all living things living in the stream need water to survive and the importance of handling them carefully. • Towards the end of the session everyone will stop sampling and have a really close look at the animals in the trays. • Discuss how they can look more closely at the animals they have caught using the magnifiers etc. 	<ul style="list-style-type: none"> • Nets • White trays • White spoons • ID charts 	<p>River / Stream</p>	<ul style="list-style-type: none"> • <u>To experience the river habitat and compare it with a pond</u> <i>All...will experience standing in a stream and notice that the water is flowing and there are stones on the bottom of the river.</i> <i>Most...will understand that one of the differences between the river and pond habitat is that the water is flowing.</i> <i>Most...will be able to recall that the river flows to the sea.</i> <i>All... will use a kick sampling technique to search for animals living in the river.</i> • <u>To find out about the different animals that live in the river</u> <i>All... will recognize that a wide variety of animals live in the river.</i> <i>Most...will understand that the animals are hiding under the stones so that they can shelter from the flow.</i> 	<p>V,A,K</p>



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<ul style="list-style-type: none">• Encourage them to compare what the different animals look like and how they move.• Use charts to identify the animals they have caught.• Discuss life cycles whilst looking at the larvae and nymphs on the charts.• Gather together at the end to discuss the different animals that they found showing pictures or examples.• Select a few nymphs to take back to class gather river water and substrate.			<p><i>Some...will be able to talk about adaptations to their environment.</i></p> <ul style="list-style-type: none">• <u>To introduce the things animals need in their habitat and to treat them with care and sensitivity.</u> <p><i>All...will know that the animals in the river need to be in water to survive.</i></p> <p><i>Most...will understand the need to return the animals to the river at the end of the session.</i></p> <p><i>Some...will be able to name 2 or 3 things that the animals need to survive.</i></p> <ul style="list-style-type: none">• <u>To recognise and compare the main external parts of the animals</u> <p><i>All...will observe similarities and differences between the animals that they have caught.</i></p> <p><i>Most...will be able to use the charts to be able to identify some of the more common animals.</i></p> <p><i>Some...will be able to discuss their observations of the animals' behavioural and physical adaptations to the river environment where the water is flowing.</i></p> <ul style="list-style-type: none">• <u>To understand that animals can produce offspring and that these offspring grow into adults</u> <p><i>All...will observe larvae, nymphs and adults.</i></p>	
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			<p><i>Most...will understand that the larvae and nymphs are babies and will grow into adults.</i></p> <p><i>Some... will begin to understand the full life cycle of some of the river animals.</i></p> <ul style="list-style-type: none"> • <u>To understand that animals move, feed, grow, use their senses and reproduce</u> <p><i>All...will observe animals moving and responding to their surroundings.</i></p> <p><i>All...will see the eyes and antennae on some of the animals.</i></p> <p><i>Most...will understand that the animals are using their senses to find their way around.</i></p> <p><i>Some...will begin to understand the feeding relationships between animals in a habitat.</i></p> <p><i>Some...will be able to recall the terms herbivore and carnivore and give an example of each.</i></p>	
Lunch Break / Return to school				



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<p>In the Class – Whole afternoon session</p> <p>1. Setting up the aquaria for mayfly nymphs to hatch from: (working in small groups on different tasks)</p> <p>2. Working on own life cycle diagram</p> <p>Activities to be run in parallel so all children are engaged</p>				V,A,K
<p>1. Setting up</p> <ul style="list-style-type: none"> • Demonstrate how to set up the tanks. Watch WTT video, discuss equipment • Working in small groups on rotation carry out the set up process • Encourage children to ask questions and make sure they understand the living requirements of the mayfly • Discuss the daily recording and checks that need to be undertaken. Discuss why? Make rota with teacher <p>2. Life cycles</p> <ul style="list-style-type: none"> • Use information on WTT sheets to draw own life cycle. • Revise the names of each stage and the correct spellings • Complete wordsearch if not finished this morning 	<ul style="list-style-type: none"> • Bottles • Pump • Airline • Airstones • Recording documents • Rota chart • Clips and clamps • River water • Substrate <ul style="list-style-type: none"> • WTT mayfly life cycle sheets • Blank paper • Pens and colours • wordsearch 	Class	<ul style="list-style-type: none"> • <u>To understand the mayfly habitat and how they will feed and hatch</u> <p><i>All...will understand that mayfly nymphs need river water and food to live.</i></p> <p><i>All...will understand the mayfly survival is down to them looking after the mayfly.</i></p> <p><i>Most... will understand that mayfly need to leave the water to become adult flies.</i></p> <p><i>Most.. will understand that the water needs to be well oxygenated and cool.</i></p> <p><i>Some...will recall all the sections of the mayfly life cycle and its habitat requirements for each stage.</i></p>	V,A,K



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<p>Review the day activity (20 mins) Recall the term 'habitat' as a home that provides food, water, oxygen, shelter Ask children to share their favourite part of the day and one thing they have learnt that they didn't know before</p> <ul style="list-style-type: none"> • Discuss the different habitats they have visited and recall the animals they found in each • Discuss the mayfly life cycle • Act out the mayfly life cycle again • Discuss what they are going to do now with their project (record temperature, check water level, check for hatching mayfly, release mayfly) <p>End the day by reading "The Mayfly Day book"</p>	<p>Tony Ross Book – Mayfly Day (small inaccuracy in the book about mayfly tasting honey – easy to gloss over though and it is such a lovely book otherwise)</p>		<ul style="list-style-type: none"> • To reinforce similarities and differences between the habitats and ways in which these affect the animals that are found there <p><i>All...will be able to recall the term 'habitat'.</i> <i>Most...will understand that a habitat is a home for animals.</i> <i>Some...will recall all the things provided by a habitat.</i></p> <ul style="list-style-type: none"> • To reinforce the Mayfly project objectives <p><i>All...will be able to recall the name of the invertebrate for their project (mayfly)</i> <i>Most ... will be able to describe some of its life cycle</i> <i>Some...will be able to recall the names of each life cycle stage</i></p> <p><i>All...will understand they now have to care for the mayfly so it can hatch and be released</i></p>	<p>V,A</p>
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<p>Follow up –Some ideas often shared with teachers:</p> <ul style="list-style-type: none">• Food chain Activity sheets sent back to school• Information given to teachers about the Wild Trout Trust Website where there are other activities and game ideas. Such as “Trumps”• Mayfly life cycle activity sheets and simple colour sheets to reinforce learning• Options to develop learning to trout life cycle and the link between mayfly and trout in our rivers• Ecosystems	<ul style="list-style-type: none">• Food Chain activity sheet / colour sheets and mayfly life cycle sheets• Wild Trout Trust website www.wildtrout.org – other links available in introduction pack• Leaflets to offer more advanced learning options			
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