

## PRIMARY ACTIVITIES

### Identification and Classification

#### Who Am I?

This is a good game for getting children to think about the characteristics used to identify sea creatures.

You will need:

- Cards with pictures or names of sea creatures on
- Pins

Pin a card with the name or picture of an animal on the back of each child so they can not see it. The children then have to ask each other questions to try to find out which animal they are. The person being questioned can only answer yes or no. One question per person, then the child moves on to the next person. The children move around the room asking different people different questions and being questioned themselves, until everyone has worked out which animal they are.

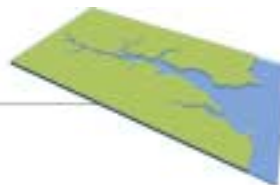
It helps to give the children some idea of the sort of questions to ask before hand, eg: 'Do I have tentacles?', 'Do I have claws?', 'Am I stuck to the rock in one place?', 'Can I swim?' etc.

#### Animal Theatre

This is another good way to highlight the different characteristics of sea creatures and how these are used to identify animals. A good deal of imagination is needed!

Split the group into groups of 4 or 5 and give each team the name of a seashore creature without the other teams knowing. Each team must work out how to act out their creature as a team, each member being a particular part of the creature. Tell them to think about any distinguishing features (legs, tentacles etc), how it moves, any sound it makes. Let each team go off for a few minutes to work out who is doing what etc. (Go around each team at this point as some will need help with their impersonations!)

When everyone is sorted, settle everyone into an audience and get each team to act out their creature. The audience must guess what each is at the end, hopefully!



## **Fantasea Animals**

This activity is based around how different animals have different ways of feeding, moving and protecting themselves. The aim is to get the children to use their imaginations to try and come up with their own animals that is adapted to a certain habitat and lifestyle.

You will need:

- Paper
- Pencils and pens.

Discuss with the group how different animals feed, move and protect themselves in real life. Eg: crabs have claws to eat, legs to run and a hard shell for protection. Then ask them to design their own 'fantasea animal' on their piece of paper.

Some options to help them get started are:

What and how does the animal eat?

Catches small particles floating in the water  
Grabs and scavenges, breaks shells open  
Licks and grazes algae off rocks  
Drills through shells to suck up the animal  
Inside

How does it protect itself?

Spines and spikes.  
Poisonous stings  
Camouflage colour  
Hard scaly body, armour plating  
Rubbery and slimy, covered in mucus

How does it move?

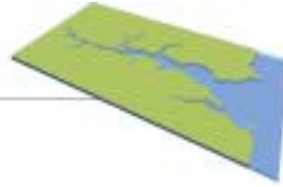
Swims through water  
Stuck to rock, sessile  
Slides slowly over rocks  
Walks and runs over and under rocks

You usually find, the gorier the method or adaptation, the better!

It's fun to get them to explain their adaptations and how their animal works at the end and to get them to give it a name.

Another idea is to split the paper into thirds and play a game of consequences.

The first person draws the head in the first third then folds the paper over, making sure they leave marks where the neck ends. Pass it onto the second person who then draws the body, folds over the paper again and the next person draws the tail. When the picture is finished, unfold the paper to reveal the weird animal.



## Meet a Shell

This activity uses children's sense of touch to identify objects they can't see. It also develops their descriptive skills and communication to their partners. The game highlights the fact that there's more to a simple shell than meets the eye!

You will need:

- A variety of empty shells
- Blindfolds

Split into pairs and blindfold one child. Each blindfolded child is given a shell and told to study it closely with their hands, feel for its unique identification features and explain what they can feel to their partner.

Questions to prompt the exploration of their shell:

How big is it? Does it fit in the palm of your hand easily?

What shape is it?

Is it one shell or two halves joined together?

Does it have any spikes or sticking out bits?

Rub it on your cheek. Does it feel rough or smooth?

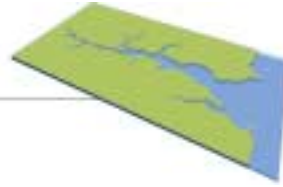
Does it smell?

Does it have any grooves / lines indented in it?

When they have fully described their shell, get the partners to put the shells back in the middle of the table and mix them up.

Take off the blindfolds and let each child try to find their own shell from all the others by relating what they felt earlier to what they can now see.

Swap the children over so that the other partner then gets a go being blindfolded.



## **Animal Shapes**

This is a basic introduction to simple keys and how different animals can be grouped according to their shape and specific features.

Print off the worksheet and get the children to work through it. It has instructions on it.

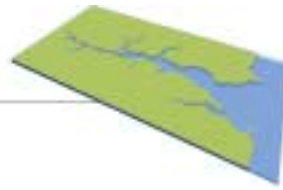
## **Design Your Own Key**

Keys are a series of questions that can help us identify different plants and animals. This activity aims to get children to look closely at different animals to pick out specific identification features.

Get the children to design a key for the different animals they might find in a rockpool. Use the CDROM for ideas on which animals to include.

When they have finished, get the other members of the class to test them to see if they work.

Another idea is to use a selection of shells which have been collected during a shore visit, or by the teacher. Use the worksheet provided to identify the different shells, or as a base to build up your own class key for your specific shells.



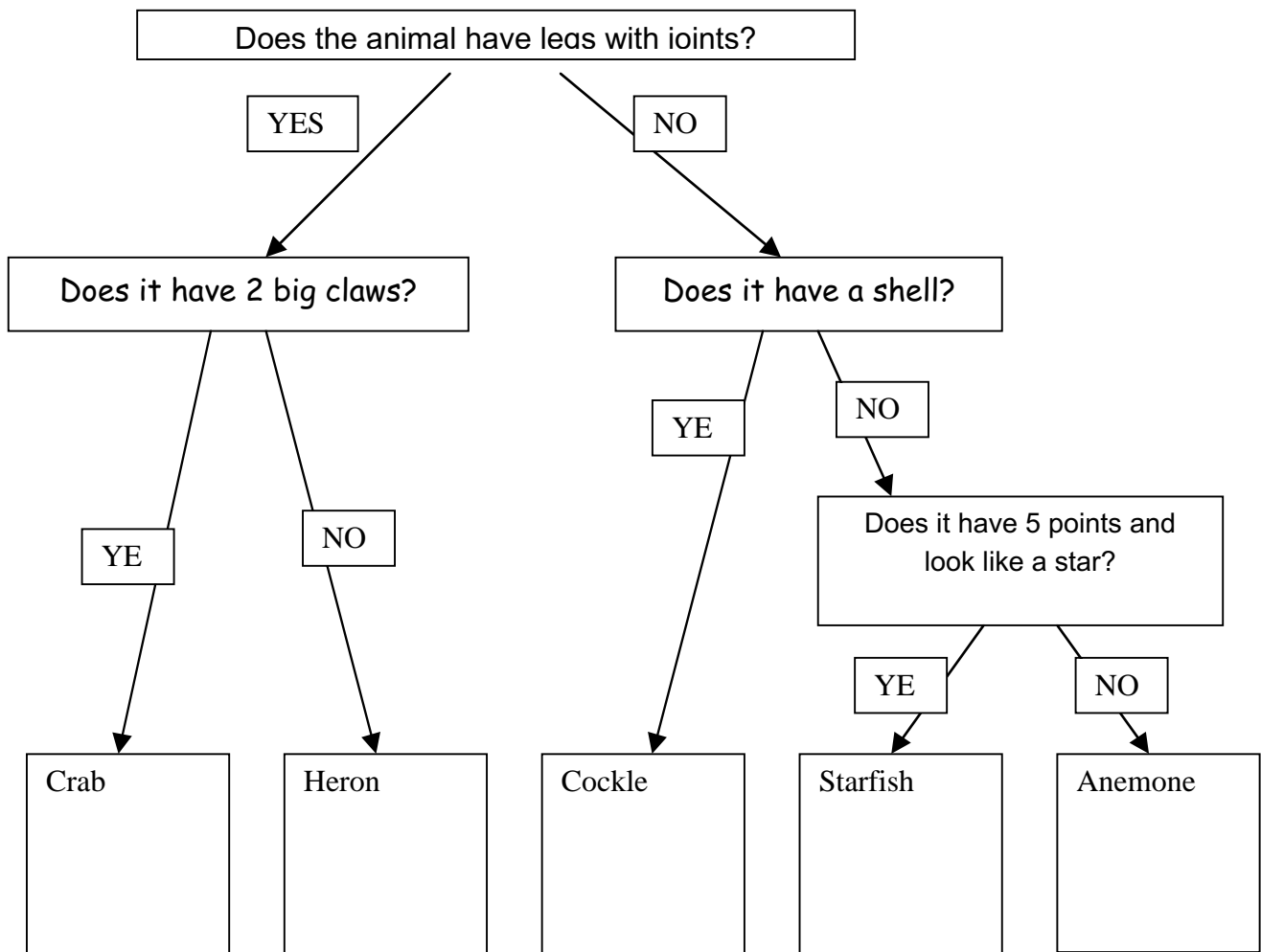
## SORTING OUT ANIMAL SHAPES!

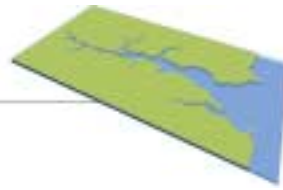


Pick one of these animal pictures and look at the questions below.

Answer the question at the top, and follow the arrow to the next one.

When you have answered all the questions and got to the end you will find out what the animal is called. Draw the animal in the box and then try another one! This is called a KEY and is used to identify animals into different groups.





## Shell Key

Look at your shell carefully then answer the first question 'yes' or 'no'. Whichever you answer follow the line downwards until you come to the next question, answer 'yes' or 'no' and continue following the line until you reach the end and identify your shell. Draw a picture of your shell next to it's name.

