



# FOREST OF BOWLAND

Area of Outstanding Natural Beauty

Spring 2013

## Introduction

These activities can be used in a variety of suitable locations. As an example, they are great for showing children just how many different creatures can be found on the profiled farms in the Forest of Bowland, thanks to the habitat management and conservation work of the farmers.

**National Curriculum Subject:** Science

**Key Stage:** 2

### Learning Outcomes:

- Children know that farms managed for conservation can have a variety of different habitats
- Children can name some of the creatures which are found in habitats including woodland, hedgerow, drystone wall, grassland etc
- Children can recognise some of the adaptations which different creatures use in order survive in their particular habitat

**Please note:** You will need a large, safe space for running around.  
A number of the downloadable resources will need laminating once you have printed them.

## Activity 1: The Adaptation Game

(Based on a game from Lancashire Wildlife Trust)

### Key Theme

The requirements of different creatures and the adaptations they have developed in order to survive in their particular habitat.

### Resources

Downloadable:

[A set of "creature" labels](#)

[A set of adaptation cards](#)

### What to do

- Explain to the children that different creatures are found in different habitats. This stops everything competing for the same resources (as with seed distribution in the "Suncatchers" activity). Animals and plants have become adapted, over many years, to their particular habitats, and these adaptations help them to survive and be successful there. Farms aren't just fields! A good farm has lots of different habitats which support lots of different animals and plants.
- Line the children up next to each other behind an imaginary starting line. Give each of the children a creature card but tell them not to show it to anyone else. (Choose creatures which are relevant to the farm you are visiting - you can double-up on cards if you have a large group.) At the other end of the playing area, lay out the adaptation cards, face down, spacing them out so that the children aren't going to bump into each other too much. (You may need to double- or even treble-up on some of the adaptations depending on which creature labels you choose.)
- Tell the children that they are going to pretend to be the creature on their card, and must race to find the adaptations which apply to them. (You can talk over some of the adaptations before your visit so that the children know the kind of things they are looking for.) At the word "go", the children run down to the far end of the playing area and turn over an adaptation card. If it "fits" them, they can race back to the starting line with it. If it's not relevant to them, they must put it back, face down and carry on turning over cards until they find one that fits. (You will need to put a time limit on this.)
- Play the game a few times, so that each child has chance to find one or more of their adaptations. After each round, choose a few of the children and ask them which cards they have collected, and why. (This is a good way to check that children are picking up the right cards!)
- After a few rounds like this, get the children to put all their cards back, face down, at the far end of the playing area then ask one of the adults to remove about half of them. Play a further two or three rounds of the game. This time, some of the children should struggle to find any adaptations which suit them. At this point, you can discuss what would happen to those creatures which weren't able to adapt successfully to their environment. (They would be out-competed by more successful creatures.) If appropriate, you could also bring in the idea of climate change at this point and talk about how this might affect habitats and the creatures which depend on them.

## Activity 2: House For Sale

### Key Theme

Investigating the habitat requirements for a selection of Bowland's animals and birds.

### Resources

Downloadable:

["For Sale" description cards](#) (or you can make your own up)

["For Sale" description master](#) – leader's copy

[Client profiles](#)

[Arrow card](#) (for "bat" habitat)

### What to do

**(This activity requires "For Sale" description cards to be set up (prior to the children's arrival) at various points on a route around the farm, taking in the relevant habitats. If using the "bat" client, you will need to use the arrow card to point to the roof of a building and keep the description card at a readable height.)**

- Talk to the children about the role of estate agents and how they help to match people with right houses. They do this by finding out what people's preferences are: what size of house they need, which area they would like to live in, whether they would like a garden, how far from the shops they would like to be etc.
- Split the class into six groups (or however many "clients" you have decided upon) and give each group a client profile card. Explain to the children that their job is to find the right home for their client.
- With children keeping in their groups, guide the class around the pre-set trail. Each time you come across a "For Sale" sign stop, and ask one of the children to read the description out.
- The groups must then decide which client would be best suited to living in this habitat. Once the correct decision has been made, collect up the "For Sale" sign and carry on round the rest of the trail. By the end of the walk, each client should have found a home!
- The activity may also be a good way to introduce the idea of overlapping habitats and the fact that some creatures will move between different environments depending on their feeding/breeding requirements and the time of year etc. For example: lapwings breed on grassland/farmland in the spring and summer and then move to the coast during the winter.

## Activity 3: Creature ABC

### Key Theme

The rich diversity of animal and plant life on Bowland farms managed for conservation.

### Resources

None needed

### What to do

- Split the class into two groups and get the members of each group to line up next to each other. Position the lines so that they are facing each other a few feet apart.
- The child at the beginning of the first line shouts out the name of a creature which can be found in Bowland, and which begins with the letter "A". The child at the beginning of the opposite line then calls out the name of a creature beginning with "B".
- Carry on, alternating between the lines, with each child calling out a creature beginning with the next letter and see how far along the alphabet you can get.