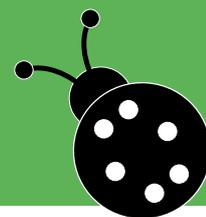


# Build a Bug Hotel



EYFS, KS1 & KS2  
Science

## Overview

All living things depend on their natural surroundings (habitat) for food, water, shelter and space. To encourage understanding of this concept, pupils will design then build a bug hotel (habitat). Pupils can create their own rooms in their Bug Hotel, which they can use to learn about different habitats. They then observe and record insect activity and behaviours over time.

This is designed as a hands-on activity to engage children of different ages and stages. The activity can run over 2 or 3 sessions with the option to study insects in more detail if required.

## Materials & Resources:

Tarpaulin or large sheets of paper

Magnifying glasses

Bug pots – optional

Bug hotel materials e.g. straw, twigs – various sizes, stones, bricks, leaves, grass, moss etc.

You can use corrugated cardboard/ old cardboard boxes instead of pallets or tiles or any re-usable natural materials they can find around school.

## Curriculum Links: Science

### ELG1 The World

- Children know about similarities and differences in relation to places, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### KS1 - Working Scientifically

- Observing closely using simple equipment
- Identifying and classifying.

#### Living Things and their Habitats

- Identify and name a variety of common insects
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other

### KS2 - Working Scientifically

- use and develop keys and other information records to identify, classify and describe living things and materials.

#### Animals, including Humans

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

**Note: Pupils must wash hands after touching any wildlife.**

## Background Information

We have created a short 3min 'How to Build a Bug Hotel Video' and have pictures of different bug hotels on our Facebook page.

[What is an insect? You Tube video](#)

When you are investigating insects you can set up a [pitfall trap](#) if you have more time.

For an overview of the different categories of insect you will find the Woodland Trust has a simple [webpage here](#). They also sell a small booklet which can help you identify common insects.

The [Bug Life website](#) can help you identify any insects you can't.

# Goals

- Pupils recognise and name local species of insect life.
- Pupils identify key features of a habitat and to be able to use this knowledge to create microhabitats for different bugs.
- Pupils explore and understand that a range of wildlife can be found in one habitat and to begin to communicate the differences between microhabitats.
- Pupils will gather materials and make a Bug Hotel from twigs, straw, stones, soil, leaves etc.

## 1) Introduction

Hold a brief discussion to find out what the children already know. What sort of insects would they expect to find on the school field/in their garden at home? What do they think encourages insect life? Alternatively, what might discourage it? Why is it important to encourage insects and other natural life?

## 2) Research, Observation & Identification

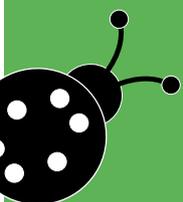
Take the pupils into different areas around the school grounds to explore a few different habitats: school field, wild/natural area, underneath a tree or bush.

**On the field**, place the tarpaulin or large sheet of paper in the middle of a grassy area. Brush the vegetation towards it and collect insects in a bug pot or use magnifying glasses to look at the different insects on the sheet.

**In the wild area/underneath a tree or bush**, place a sheet of paper or tarpaulin under a tree branch or bush, shake the tree branch (teacher should do this). Pupils then observe the insects that drop. Can they identify them?

KS1+2 pupils could draw some of the insects found looking carefully at the various body parts, eyes, wings, and legs. KS2 pupils could use or create keys to identify specific insects. Can they also suggest the different purpose of each body part?

Ask the pupils to explain how the insects get their food, water and shelter in each habitat.



## 3) Design

EYFS pupils talk about what materials they think would be suitable for an insect home.

KS1 pupils could be given a bug they know e.g. a woodlouse and choose from several different materials. Which materials would be suitable for a woodlouse habitat? A slug? A beetle?

KS1 + 2 pupils use their knowledge of the insects that they have seen and the different habitats they have explored to design a habitat for various bugs.

Discuss with pupils where will be the best location of their bug hotel within the school grounds, to encourage the most wildlife. What considerations need to be made?

## 4) Gather Materials and Build a Bug Hotel

Walk around the school grounds to collect various suitable natural and man-made materials. Materials could include leaves, twigs, stones, wood, moss, cardboard, bricks etc. Children will then use the materials around them to create their own bug hotel.

Return to the hotel over the next few days/weeks to record their visitors, identifying the different types of insects in each room of the hotel making notes of the changes.