

Introduction

Question loops are useful recap activities. This loop can be used as revision for simple environmental concepts. Key vocabulary for particular topics can be focused on each time the loop is played. There will be several sets of cards in the *Fun-Size* sections of the Science Year ASE CD ROMs.

Running the activity

There are 27 cards, two to a page, all different. Print out the set of 27 cards on 14 sheets of paper (card 28 is a front cover card). It is helpful to print the cards on different coloured paper for each subject area. Cut the A4 sheets in half lengthwise to make a "card" and laminate it for maximum durability. You may also need a stop-clock.

Give out individual cards to each pupil, or split the pupils into small groups and give a certain number of cards to each group until none are left. It is important that all the cards are used every time, or there will be a gap in the loop.

Start the activity by getting one pupil to ask their question. Another pupil will recognise the correct answer on their card and read it out. They should then read their question and so on until the loop returns to the starting person. This should happen with the 27th question asked. Pupils should turn their card over when they have finished. Record the amount of time taken to complete the loop and see if the class can better their time at the end of the lesson

For information and a blank template file contact nigel.heslop@scienceyear.com

Safety

Not applicable.

More ideas

The questions can be used as the basis of a quiz. Key words could be displayed beside the teaching station. Sticky Velcro patches make a good support for the word display. There should only be a few key words to focus attention on the target vocabulary for that session.

Learning outcomes

Develop pupil knowledge of:

- Adaptations
- Food chains and webs
- Predator-prey relationships

Where the activity fits in

Revising Year 7 Biology topics.
QCA SoW Unit 7C Environment and feeding relationships

Skills

Vocabulary

Acknowledgements

This idea was one originally seen used in a science context by Mike Evans and Linda Ellis.

Q1 What adaptation could a plant have for living in water?

A27 The number of predators decreases, because they have less food.

Q2 What adaptation could an animal have for living in a forest?

A1 Long stems to reach the surface.

Q3 Why do bluebells in woods grow and flower before the trees grow their leaves?

A2 Coat or feather colours that camouflage it against the trees.

Q4 What adaptations could an animal have if it lives underground?

A3 There is more light available before the tree leaves shade them.

Q5 Why do no plants live *totally* underground?

A4 Feet shaped for digging, and a good sense of touch and smell. Eyesight is unimportant.

Q6 If a bird eats nuts, what may its beak look like?

A5 There is no light for photosynthesis.

Q7 If a bird digs in the mud for worms to eat, what may its beak look like?

A6 Short and strong to crack the shells.

Q8 Where on land would you look to find snails?

A7 Long and thin, to probe deep into the mud

Q9 Where do woodlice prefer to live?

A8 Snails live in damp places, like under leaves. They eat the leaves. They hide from predators under the leaves. They like damp places so their bodies do not dry out.

Q10 Owls can see very well when there is very little light. When do they hunt their prey?

A9 They prefer dark, damp places under pieces of wood. They eat the wood, and the moisture stops their bodies from drying out.

Q11 Why do hedgehogs hibernate?

A10 Just after sunset.

Q12 How can you tell that an eagle is a predator?

A11 Hedgehogs hibernate through the winter because their food is in short supply.

Q13 How can you tell that a fox is a predator?

A12 It has sharp claws and a hooked beak for tearing flesh.

Q14 How does an antelope avoid being eaten?

A13 It has sharp pointed teeth to kill small animals.

Q15 Why do cats lose some of their fur in spring?

A14 An antelope can run faster than most predators.

Q16 Grass -> rabbit -> fox: This is an example of a

A15 They do not need their thick winter fur to keep them warm.

Q17 Food chains link together to make a

.....

A16 It is an example of a food chain.

Q18 The arrows in a food chain show

us.....

A17 Food web.

Q19 Why do some plants produce fruit that it is easy for animals to eat?

A18 The direction of energy flow through the food chain.

Q20 What are the *producers* in a food web?

A19 The fruits contain seeds that are spread in animal waste.

Q21 What is a herbivore?

A20 They are the plants. They make their own food.

Q22 What is the name for an animal that only eats other animals?

A21 An animal that only eats plants

Q23 What is an omnivore?

A22 Carnivore.

Q24 What word means the total number of one type of plant or animal?

A23 An animal that eats both plants and animals.

Q25 If the prey population *increases*, what happens to the number of predators?

A24 Population.

Q26 If the predator population *increases*, what happens to the number of prey?

A25 Predator numbers increase, because they have more food. There is a short delay while the predators breed.

Q27 If the prey population *decreases*, what happens to the number of predators?

A26 The number of prey decreases, because more of them are eaten.

Question loop: Environment and feeding relationships (7C)