

## **Student Classroom Activities: Basic Science - "The Chain of Life"**

**class 5**

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### **Class 1: Introduction to Food Chains**

#### **Activity 1: Create a Food Chain**

##### **Materials Needed:**

- Construction paper
- Markers or crayons
- Scissors
- Glue

##### **Instructions:**

1. Draw and cut out pictures of different organisms (e.g., grass, grasshopper, frog, snake, hawk).
2. Arrange the pictures in the correct order to form a food chain.
3. Glue the pictures onto construction paper.
4. Label each organism and write a brief description of its role (producer, primary consumer, etc.).

**Objective:** Students will understand the concept of a food chain and the roles of different organisms.

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### **Class 2: Exploring Food Webs**

#### **Activity 2: Build a Food Web**

##### **Materials Needed:**

- Large chart paper
- Markers
- Pictures of various organisms (can be printed or drawn)

##### **Instructions:**

1. Start with one producer (e.g., grass) in the center of the chart paper.
2. Add primary consumers around the producer and connect them with lines.
3. Continue adding secondary consumers, tertiary consumers, and decomposers, showing how they are connected.
4. Use markers to draw arrows showing the flow of energy between organisms.

**Objective:** Students will learn how multiple food chains are interconnected in a food web.

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### **Class 3: The Role of Producers, Consumers, and Decomposers**

#### **Activity 3: Sorting Game**

##### **Materials Needed:**

- Cards with pictures of different organisms (plants, herbivores, carnivores, omnivores, decomposers)
- Three large hoops or circles made from string (one for producers, one for consumers, and one for decomposers)

##### **Instructions:**

1. Lay out the three hoops or circles on the floor.
2. Give each student a card with an organism.
3. Ask students to place their cards in the correct hoop (producers, consumers, decomposers).
4. Once all cards are sorted, discuss why each organism was placed in its respective category.

**Objective:** Students will be able to classify organisms as producers, consumers, or decomposers.

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### **Class 4: Human Impact on Food Chains and Food Webs**

#### **Activity 4: Case Study Discussion and Poster Making**

##### **Materials Needed:**

- Case study handouts (on pollution, deforestation, etc.)
- Poster paper
- Markers and crayons

##### **Instructions:**

1. Divide students into small groups and give each group a case study to read.
2. Ask each group to discuss the human activity described in their case study and its impact on food chains and food webs.
3. Each group creates a poster illustrating the issue and suggesting solutions to mitigate the negative impact.
4. Groups present their posters to the class.

**Objective:** Students will understand the impact of human activities on ecosystems and explore solutions to these issues.

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## **Class 5: Assessment and Review**

### **Activity 5: Quiz and Reflection Journal**

#### **Materials Needed:**

- Quiz sheets
- Notebooks for reflection journals
- Pencils

#### **Instructions:**

1. Administer a quiz covering key concepts from the unit (food chains, food webs, roles of organisms, human impact).
2. After the quiz, ask students to write a reflection in their journals about what they learned, what they found interesting, and how they think humans can help protect ecosystems.

**Objective:** Students will review and assess their understanding of the unit and reflect on the importance of protecting ecosystems.

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### **Additional Activity: Food Chain Mobile**

#### **Materials Needed:**

- Hangers
- String
- Paper
- Markers
- Scissors
- Tape or glue

#### **Instructions:**

1. Draw and cut out pictures of different organisms.
2. Color and label each picture.
3. Attach strings to the organisms and hang them from the hanger in the correct order to form a food chain.
4. Display the mobiles in the classroom.

**Objective:** Students will create a visual representation of a food chain, reinforcing their understanding of the concept.