

# I am an Insect!

## Essential Question:

What are the body parts of an insect?

## Background:

See *Background Information for Garden Earth –Pest and Disease Control and “Who is an Insect”?* Background Information. This is a group activity where the class makes a giant human insect.

## Getting Ready:

Make sure you have a lot of space to do this activity.

## Procedure:

1. Assign each student a different insect part. Have the child take his or her place inside a circle according to the directions you give.

**(Head)** Person 1, sit on the floor, Indian style. You are the insect head.

**(Thorax)** Person 2, sit on the floor behind Person 1, in the middle of the circle with your legs stretched out. Leave a space between person 1 and 2. You are the insect thorax.

**(Abdomen)** Person 3, sit on the floor behind Person 2. Leave a space between 2 and 3. You are the abdomen.

**(Antennae)** Person 4, stand to the left of the head, hold your arms straight up over your head. Person 5, stand to the right of the head, hold your arms straight up over your head. You are the insect's antennae.

**(Wings)** Person 6, stand with your back to the left leg of the thorax, stretch your arms out in front with your palms together. Person 7, stand with your back to the right leg of the thorax, stretch your arms out in front of you with your palms together. You are the wings.

**(Legs)** Person 8, get on your hands and knees with your head under Person 6's outstretched arms (Leg 2). Person 9, get on your hands and knees to the left of Person 8 (Leg 1). Person 10, get on your hands and knees to the right of Person 8 (Leg 3). All three heads are toward the insect's body. You are three legs.

**(Legs)** Person 11, get on your hands and knees with your head under Person 7's outstretched arms (Leg 5). Person 12, get on your hands and knees to the right of

**Location:** Indoors/outdoors

**Objectives:** Learners will  
1) identify the parts of an insect.

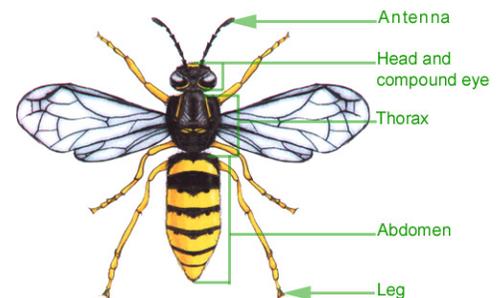
**Skills:** communication, observation, listening,

### Supplies:

- directions for making human insect
- slips of paper with role assignments

**Subjects:** science

**Time:** 10 minutes



Person 7 (Leg 4). Person 13, get on your hands and knees with the left of Person 7 (Leg 6). All three heads are toward the insect's body. You are three more legs.

2. Once you have completed your insect, state: *"this is the basic design of all insects. Our insect is a fly. It only has two wings; many insects, like bees, have four wings. Insects do not have bones inside their bodies as we do. They have a hard covering called an exoskeleton. It is a hard shell that covers the body.* (Identify children who are the head, thorax and abdomen).

Let each child state what part of the insect he or she represents. Tell learners to remember what part they are and where they are located.

3. Form an insect with different learners to reinforce student understanding and to assure that all learners get a chance to participate. Tell learners that each part of this "insect" will go back to the circle and tag someone from the circle to replace them. *Tell the new person what part you were and see if you can put the insect back together with new learners as the parts.*
4. Have learners name their part as they take their place.

**Discussion/Assessment:**

How many body parts does an insect have?

Which body part do the legs come from?

Which body part do the wings come from?

What are the names of the three body parts?

Do all insects have wings?