

Recommended style of activity

Public engagement: Family drop-in activity

Schools: Class activity or presentation

Suggested age range: 6+ years

Approximate time : 5-10 minutes

Background Science

Creatures in the deep sea often look quite alien to us but can still be generally classified into the traditional 'animal, vegetable and mineral' groups. Realising that all of the images here are animals highlights an important point: there are no plants in the deep sea! As you go deeper in the sea, you lose the light—beyond 1000m you are into the 'midnight zone'. This means there is no light for photosynthesis so plants cannot survive.

Corals and related animals often have a tree or bush-like shape and can be 'rooted' to the ground, making them appear very plant-like. This shape can help them gather food by trapping particles or creatures which are actively moving through the water, or are drifting by on ocean currents.

The images in the 'AnimalVegetableMineralactivity' pack can be used as printed resources, where participants have to turn the page over to reveal if their guess is correct, or you can run it as a group presentation and introduce a competitive element by getting participants to vote and award prizes for correct answers!

Scottish curriculum links (CfE):

I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. **SCN 1-01a**

By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. **SOC 1-13b**

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2-01a**

I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution. **SCN 3-01a**



Kit List:

For running as a drop-in family activity:

- Printed copy of the 'AnimalVegetableMineralactivity' pack, making sure the sheets are double-sided with the answers on the reverse.

For running as a class activity or presentation:

- Either printed images or view the 'AnimalVegetableMineralactivity' PDF in full screen mode.
- (Optional) Printed cards saying 'Animal', 'Vegetable' and 'Mineral', cut up into the different categories for individuals to vote with—see next sheet.
- (Optional) Tokens or similar for keeping score.
- (Optional) Some way of keeping a visual tally of results e.g. a whiteboard—this will help participants spot the fact that they are all animals. Then you can award a bonus point if they can explain why!

For more oceans-themed activities and experiments, please visit <https://www.eu-atlas.org/education/education-packs>



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Animal



Vegetable



Mineral