



MAKE YOUR FAVOURITE FUNGUS

With Play-Dough or Clay



BRITISH MYCOLOGICAL SOCIETY FUNGAL EDUCATION & OUTREACH

PRIMARY RESOURCE

INTRODUCTION

This simple and fun activity will introduce children to the variety of shapes and forms produced by fungi produce in the natural world, as well as generating a very colourful display for the classroom.

Provide the children with a choice of different coloured clay or play dough and a selection of images of fungus fruit bodies that can be found in nature (these are not just the traditional mushroom shape!). Encourage them to look in detail at the different shapes, colours and textures of the fruit bodies. Do they

have spots? Do they have a stalk and a cap? Do they have gills, spikes or pores under the cap? Or are they a different shape all together? Are they smooth or rough?

Ask the children to replicate these details to create their own fungus model.

If time permits, use the additional links to explain more about fungi and how fungi spread their spores? Or, why not try out a fun interactive game, placing the fungus fruit body in its correct shape group?





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MATERIALS NEEDED

1. COLOURED PLAY DOUGH OR CLAY
2. PHOTOS OF A VARIETY OF FUNGI
3. (OPTIONAL) A LOG OR WOOD FOR THE DISPLAY
4. (OPTIONAL) GRASS OR GREEN BASED OIL CLOTH TO DISPLAY FUNGI MODELS



USEFUL LINKS TO RESOURCES:

Fungus playing cards:

<http://www.wildforms.co.uk/mushrooms-playing-cards.html>

An introduction to fungi from BMS resources:

http://www.ukfungusday.co.uk/index.php/download_file/242/

http://www.britmycolsoc.org.uk/files/1313/5948/5304/Leflets_booklets.pdf

<http://www.ukfungusday.co.uk/gallery>

Visit the Children's University of Manchester pages for more information on fungi and to play the interactive 'matching fungi' game:

<http://www.childrensuniversity.manchester.ac.uk/interactives/science/microorganisms/matchthemushroom/>



THIS ACTIVITY SUPPORTS THE FOLLOWING STATUTORY CURRICULUM REQUIREMENTS:

Year 1: Seasonal Changes

Observe changes across the four seasons

Year 2: Living things and their habitats

Identify that most living things live in habitats to which they are suited

Year 3/ 4: Living things and their habitats

Recognize that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

