

# Habitat

## Session 2

TIME

90 min.  
including  
break



Art of learning

THEME  
**20**



### WARM-UP: RHYTHMIC COUNTING

<b>This will happen:</b>	Rhythmic counting.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	Practise the rhythms so they are committed to memory (see film in resources).
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	A suitable place outdoors in the local areas.

**GUIDANCE:**  
 Students stand (or sit on benches/chairs) and they pat their own thighs with their hands.  
 The adult introduces a rhythm with 8 beats, where the 8th beat is silent (hands up style, "hands up"). The students repeat this.  
 Repeat each rhythm at least 4 times before introducing another.  
 Session 2: Use rhythm 1 + 2 + 3 + 4 and develop the students' confidence with them. Add difficulty when the students are ready for it (but don't leave it too long – it needs to be hard fun!)  
 Rhythm 1: X X X X X X X – (pat thighs x 7, hands up (quietly) on 8)  
 Rhythm 2: X \* X \* X \* X – (pat thighs, clap hands every other time x 7, hands up (silent) on 8)  
 Rhythm 3: X \* = X \* = X – (pat thighs, clap hands, click fingers x 7, hands up (silent) on 8)  
 Rhythm 4: X □ X \* X □ X – (pat thighs, pat on opposite thighs, click fingers, pat thighs, clap hands x 2 (minus clap 2nd time), hands up (silent) on 8)

Increased difficulty: Complete a complete series, where rhythms 1-4 follow each other 2 times each and can be endlessly repeated.  
 Increased difficulty: Gradually increase the pace.

### PHOTO REFLECTION: HIDDEN TREASURES

<b>This will happen:</b>	Each group takes a photo of something they think no one has noticed before. Each group shares their photo and a sentence about what it is/what they think it could be in the reflection session.
<b>Materials needed:</b>	Digital tablet or camera, one for each group (swap). Alternatively, a cardboard picture frame which the groups use to take a mental picture (See T2001 in resource bank)
<b>Preparations in advance:</b>	Check the digital tablets can withstand the temperature. Alternatively, make cardboard picture frames (See T2001 in Resource Pack) to take mental pictures.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Outside (but the session finishes inside).

**GUIDANCE:**

- Working in groups or in pairs each student should take a photo from today's session, choosing two from the following:
  - A: Something beautiful.
  - B: Something they don't know what it is.
  - C: Something they think no one will have noticed before.
- When the groups are ready, they use a digital tablet, camera, or a cut-out cardboard picture frame to take a mental picture.
- When all the groups have completed the task, everyone gathers (either in groups or the whole class) to share both their photos and a sentence about what they took and why.

### NOTES

Blank area for notes.

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### MAIN ACTIVITY: BUILDING YOUR OWN SHELTER, PART 2

<b>This will happen:</b>	Outdoors: The students build their own shelter in nature in the local area.
<b>Materials needed:</b>	Whittling knives (blunt knives cause the most serious injury), thin, strong hemp rope, small first aid kit including plasters in case of minor injuries. A camera to document the processes. Firewood, kindling, matches. Print out T2002 The Adventure of the Three Little Pigs (resource bank).
<b>Preparations in advance:</b>	Learn the story of the Three Little Pigs off by heart and practise telling it. Light a fire outside before the session.
<b>Preparations in the space:</b>	Light a fire.
<b>The space looks like this:</b>	Outdoors, in nature in the immediate area.

- GUIDANCE:**
- By the fire, tell the story of 'The Three Little Pigs and the Wolf'. Ask (inspired by the story) what things do they have to protect their shelter and its habitat from? Wolf? Wind? Cold? Snow? What else?
  - Before everyone continues with the building, ask them if anything happened during the night? (Footprints, other tracks?)
  - Let the groups continue building their shelters/hiding places and ask them to think more about what natural elements they need to protect it against.
  - Practise whittling and angle lashing branches to each other with hemp rope when necessary (see resource bank).

### NOTES