

# Habitat

## Session 5

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 until they are committed to memory (see film in resources).
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

**GUIDANCE:**  
Students squat (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.  
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 (quietly) on 8)  
Rhythm 3: X \* = X \* = X – (pat thighs, clap hands, click fingers every 3 times x 7, hands up (quietly) on 8)  
Rhythm 4: X ◡ X \* X ◡ X – (pat thighs, pat opposite thighs (crossing hands), 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.  
Increased difficulty: Adult (only) keeps the beat and marks all beats 1-7 and is silent on 8. The students repeat the series on their own.  
Increased difficulty: Cannon. Adults keep the beat. Divide the group into 2, do the cannon in serial order but starting at different times.

### PHOTO REFLECTION: THE SHELTER MODELS

<b>This will happen:</b>	In pairs, students take a photo of their shelter model and a photo of something they are proud of or have learned today. Each pair shares their photo and a sentence about what they are proud of and why in the reflection session.
<b>Materials needed:</b>	Digital tablet or camera, one for each pair.
<b>Preparations in advance:</b>	Check the digital tablets can withstand the temperature. Alternatively: make cardboard picture frames (See T20Ø1 in resource bank) to take mental pictures.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

**GUIDANCE:**

- Working in pairs the students should take 4 photos from today's session which documents their 1) shelter model 2) shows the strongest part of the model, 3) shows the weakest part of their model and finally 4) something they are proud of.
- When the pairs are ready, they use a digital tablet, camera, or a cut-out cardboard picture frame to take a mental picture.
- When all the pairs have completed the task, everyone gathers and each pair comes forward to share their photos and a sentence about what they have photographed and why.

### NOTES

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### MAIN ACTIVITY: BUILDING SHELTER MODELS FOR PLAY FIGURES

<b>This will happen:</b>	In pairs, the students build shelter models in natural materials, for a toy figure, based on the specification on a challenge card.
<b>Materials needed:</b>	A table filled with natural materials (wool, newspaper, naturally coloured fabric, twigs, sticks, shells, stone, straw, popsicle sticks, clay, nuts) and glue gun with glue, other type of glue, hemp thread, tape, adhesive and any other suitable natural materials). Scissors and possibly a knife. One figure for each pair which can be a mixture of dolls, Lego figures, Playmobil figures, teddy bears and so on, preferably in different sizes.
<b>Preparations in advance:</b>	Plan how the models can be used in Session 6 (use a room where the models can be left or create them on paper plates that can be moved). Find the shapes to use.
<b>Preparations in the space:</b>	Prepare the materials.
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

- The students work in pairs and are given a figure and a challenge card (resource bank). The pairs must create a place for their character to live, which protects them and is adapted to the living area described on the challenge card.
- Let the students work on their own. Only offer assistance if necessary.
- Let each pair's figure go on 'visits' or viewings to each other's homes. Before they go, they should prepare some questions they would like to ask and also be ready to answer questions from visitors and be able to explain why it is good for their figure to live there, and what the 'home' has to offer.

Leave the models in place for Session 6 when they will be used again.

Reflection: Why do people in different parts of the world build different types of houses? Compare the houses with the shelters you made outdoors in Sessions 1 and 2. What are the similarities and differences between the different houses? Why have they become different? (Houses adapted to geographical and environmental conditions and locally available materials and resources.)

#### NOTES