

Habitat

Session 6

TIME

90 min.
including
break



Art of learning

THEME
20



WARM-UP: RHYTHMIC COUNTING

This will happen:	Rhythmic counting.
Materials needed:	
Preparations in advance:	Practise the rhythms so they are committed to memory (see film in resources).
Preparations in the space:	
The space looks like this:	Open space – inside.

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.
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 – BUILD THIS INTO THE MAIN ACTIVITY

This will happen:	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.
Materials needed:	Digital tablet or camera, one for each pair.
Preparations in advance:	Check the digital tablets can withstand the temperature. Alternatively, make cardboard picture frames (See T2001 in resource bank) to take mental pictures.
Preparations in the space:	
The space looks like this:	Outside (but the session finishes inside).

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 and shares their photos and a sentence about what they have photographed and why.

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MAIN ACTIVITY: CONNECTING THEIR MODEL AND PHOTO, PHOTOGRAPHING THE HOUSE'S STRENGTHS AND WEAKNESSES

This will happen:	Improve the models based on the vulnerability maps (resource bank). Explore the link between model and real house.
Materials needed:	The models, natural material and equipment (as in Session 5), T2006 Photo without explanation (resource bank), T2006 Photo with explanation (resource bank), T2006 Vulnerability card (resource bank) and a digital tablet for each pair.
Preparations in advance:	Decide how best to display the photos from the entire theme, prepare to reveal the real homes that correspond to the challenge cards and models. Print out resources. Prepare reflection and the big reveal.
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

- The pairs find their model. Ask the pairs to consider: How would their house have coped if, for example, there was a lot of wind/storm? Or a lot of rain so there was a flood? Or was it very hot/very cold? A lot of snow? Earthquake? Tidal wave? Avalanche? What strengths and weaknesses does their model have?
- Optional: Each pair takes a picture of their model's strengths and weaknesses.
- Each pair is given a vulnerability card (NB! These correspond with the Challenge Cards A- F). Ask the pairs to consider: What can they do with their models to meet the challenges of the climate? Ask the pairs to strengthen and secure their model so that it can withstand the climate challenge.
- Optional: Each pair photographs the reinforcements made.
- Reveal: The real homes that correspond to the challenge cards T2006 Photo without explanation (resource bank) and T2006 Photo with explanation (resource bank)
This can be done by the pairs looking at T2006 Photo without explanation and they choose which of the homes they think matches with their model or they look at T2006 Photo with explanation (resource bank) and receive the sheet that belongs to their model and read about it.
- Optional: Ask the pairs to explain which of the photographs surprised them the most and to identify similarities between the model and the house in the picture.

Ask the whole class some questions (choose the ones that are most relevant to the students). Ask: What did they do to secure their model house? Was it easy or difficult to think of what they could do? (Refer to the fact that people all over the world live in many different types of houses adapted to their specific circumstances, depending on both geographical and environmental conditions, the economy and locally available resources, but that changes in climate can affect this). What surprised them when they saw the real homes in the photos? How similar/different was their model and the house in the picture? Could a number of the houses in the photos fit the same challenge card? What traces do human homes leave behind in nature? If 'their' house from the photo had been demolished – would it have left a lot or a little behind in nature? Compare the houses with those the students live in. Preferable: End the theme by showing all the photographs from all the groups from the whole theme on a screen preferably with some suitable background music.

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