

Habitat

Overview



Art of learning

THEME
20



OVERVIEW OF THEME 20

GOALS	Investigate how the physical environment affects the settlement of people.
SUMMARY	The students build shelters in nature in their own local area. They learn skills that are needed, become aware of the building's vulnerability, and learn about nature in the immediate area. Indoors they then create a model of a shelter from another place in the world from natural materials. They explore the vulnerability of the shelter and reflect on different homes and their vulnerability linked to climate and society.

GENERAL GUIDANCE ON THEME 20: The theme is about seeing nature, people and society in context. All over the world, people live in a myriad of different homes adapted to their specific circumstances, depending on both geographical and environmental conditions, finances and locally available resources. This theme is about reflecting on one's own local environment and circumstances and getting to know other local conditions around the world. The theme can be used to discuss climate change, sustainability, (societal) geography and equal/different opportunities.

THEME 20	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Content Summary	<p>Warm-up: Rhythmic counting.</p> <p>Main activity: Building your own shelter, part 1.</p> <p>Reflection: Photo reflection: Proud of or learned.</p>	<p>Warm-up: Rhythmic counting.</p> <p>Main activity: Building your own shelter, part 2.</p> <p>Reflection: Photo reflection: Hidden treasures.</p>	<p>Warm-up: Rhythmic counting.</p> <p>Main activity: See suggestions for activities.</p> <p>Reflection: Photo reflection: Proud of, learned or want to remember.</p>	<p>Warm-up: Rhythmic counting.</p> <p>Main activity: Building shelter models for play figures.</p> <p>Reflection: Photo reflection: Shelter models.</p>	<p>Warm-up: Rhythmic counting.</p> <p>Main activity: Connecting the models to real houses.</p> <p>Reflection: Photo reflection: Shelter models strengths and weaknesses.</p>
Space	Outdoors, in nature in the immediate area.	Outdoors, in nature in the immediate area.	Outdoors, in nature in the immediate area.	Open space.	Open space.
Materials	<ul style="list-style-type: none"> Digital tablet or camera, one for each group. Whittling knives (blunt knives cause the most damage!) Thin and strong hemp rope Small first aid kit. Camera to document the process. 	<ul style="list-style-type: none"> Digital tablet or camera, one for each group (swap). Whittling knives (blunt knives cause the most damage!) Thin and strong hemp rope Small first aid kit. Camera to document the processes. Firewood, kindling and matches. Printout of T2002 The Adventure of the Three Little Pigs. 	<ul style="list-style-type: none"> Digital tablet or camera, one for each group (swap). 	<ul style="list-style-type: none"> Digital tablet or camera, one for each pair. 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 types of glue, hemp thread, tape, adhesive. Scissors, possibly a knife. One figure for each pair who will work together. Can be a mixture of dolls, LEGO figures, Playmobil figures, teddy bears etc, preferably in different sizes. 	<ul style="list-style-type: none"> Digital tablet or camera, one for each pair. The models natural material and equipment (as in Session 5) T2006 Photo without explanation T2006 Photo with explanation T2006 Vulnerability card Digital tablet for each pair.

NOTES

Habitat

Overview



Art of learning

THEME
20



THEME 20	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Preparations in advance	<ul style="list-style-type: none">• Practise the rhythms and remember them.• Find a suitable outdoor area• learn angle lashing: T2001 Angle lashing• remember whittling rules; T2001 Whittling rules and tips.	<ul style="list-style-type: none">• Learn the story of The Three Little Pigs by heart and practise telling it.• Light a fire before the session.		<ul style="list-style-type: none">• Plan how the models can be used further in Session 6 (use a room where they can remain, or create them on plates that can be moved).• Prepare the materials.• Find the figures/toys to be used	<ul style="list-style-type: none">• Find out how best to display the photos from the entire theme• Prepare to reveal the real houses that correspond to the challenge cards and models.• Print out resources.• Prepare reflection and the reveal of the real houses.

NOTES

Habitat

Session 1

TIME

90 min.
including
break



Art of learning

THEME
20



WARM-UP: RHYTHMIC COUNTING

This will happen:	Rhythmic counting with clapping, rhythm 1+2 (+3).
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:	Outdoors, where the activities will take place.

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 1: Use rhythm 1 + 2 (+3), to develop the students’ confidence. 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 (quietly) on 8)
(Rhythm 3: X *= X *= X – (pat thighs, clap hands, click fingers, 3 times x 7, hands up (quietly) on 8))
Increased difficulty: increase the tempo.
Increased difficulty: cannon (see warm-up in Theme 13): Divide the group into 2, do the rhythm in order but with each group starting in a different place.

PHOTO REFLECTION: PROUD OF OR LEARNED

This will happen:	The students take a photo of something they are proud of or have learned today. They share their photo and a sentence about it in the reflection (or in their group).
Materials needed:	Digital tablet or camera, one for each group (students to share). Alternatively, a cardboard picture frame which students use to take a mental picture (See T2001 in resource bank).
Preparations in advance:	Check the digital tablets can withstand cold temperatures (in some climates). 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 groups or in pairs, each student should take a photo from today’s session of something they are proud of, have learned today or that they will remember after today. Give them time to think.
- When they are ready, the students use a digital tablet, camera, or a cut-out cardboard picture frame to take a mental picture.
- When all the students have completed the task, everyone gathers (either in groups or the whole class) to share their photos and a sentence about what they took and why.

NOTES

Habitat

Session 1

TIME

90 min.
including
break



Art of learning

THEME
20



MAIN ACTIVITY: BUILDING YOUR OWN SHELTER, PART 1

This will happen:	Outdoors. The students build their own shelter in nature in the local area.
Materials needed:	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.
Preparations in advance:	Find a suitable outdoor area, learn how to do angle lashing (see T2001 in resource bank), learn whittling rules; whittling materials/tools and rules (resource bank).
Preparations in the space:	
The space looks like this:	Outdoors, in nature in the immediate area.
GUIDANCE:	
<ul style="list-style-type: none">• Provide the students with an introduction to the rules in nature (treating it with respect, leaving it tidy, which branches they can cut, how far they can go, cooperation, knife rules). Hand out the equipment.• Divide the students into small groups and allocate each group an area to build in or let them choose.	<ul style="list-style-type: none">• The groups will work to create a shelter or place that would allow them to survive outdoors on a cold night. Ideally, they create a hiding place for all their group. Alternatively, it can be made for just one person, or for an animal, if you want/need to make it on a smaller scale.• Practise nailing, angle lashing branches to each other with hemp rope when necessary (see resource bank).

NOTES

Habitat

Session 2

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:	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

This will happen:	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.
Materials needed:	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)
Preparations in advance:	Check the digital tablets can withstand the temperature. Alternatively, make cardboard picture frames (See T2001 in Resource Pack) to take mental pictures.
Preparations in the space:	
The space looks like this:	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

Habitat

Session 2

TIME

90 min.
including
break



Art of learning

THEME
20



MAIN ACTIVITY: BUILDING YOUR OWN SHELTER, PART 2

This will happen:	Outdoors: The students build their own shelter in nature in the local area.
Materials needed:	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).
Preparations in advance:	Learn the story of the Three Little Pigs off by heart and practise telling it. Light a fire outside before the session.
Preparations in the space:	Light a fire.
The space looks like this:	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

Habitat

Session 3-4

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

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 3 times x 7, hands up (quietly) on 8)

Rhythm 4: X α X * X α 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.

PHOTO REFLECTION: PROUD OF, LEARNED OR WANT TO REMEMBER

This will happen:	The students take a photo of something they are proud of, have learned today or that they will remember. They share their photo and a sentence about it in the reflection (or in their group).
Materials needed:	Digital tablet or camera, one for each group (students to share). Alternatively, a cardboard picture frame which students use to take a mental picture (See T2001 in resource bank).
Preparations in advance:	Check the digital tablets can withstand the temperature. Alternatively, make cardboard picture frames (See T2001 in Resource Pack) to take mental pictures.
Preparations in the space:	
The space looks like this:	Outside (but the session finishes inside).

GUIDANCE:

- Each student should take a photo from today's session of something they are proud of, have learned today or that they will remember after today. Give them time to think.
- Students who are ready use a digital tablet, camera, take a picture and return. Or they use a cut-out cardboard picture frame to take a mental picture.
- When all the students have completed the task, everyone gathers (either in groups or the whole class) to share their photos and a sentence about what they took and why.

NOTES

Habitat

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME
20



PROPOSALS FOR MAIN ACTIVITIES

Continue outdoor activities:

- Continue to build shelter.
- Learn to make a fire.
- Chop wood.
- Make campfire food.
- Practise putting nails in rough wood.

Explore:

- Which animals live in nature around them? How do they live in winter? What do they need from their 'homes' so that they are safe places to live (hiding place, shelter from the elements, food storage, etc.).
- Look for animal tracks. Guess which animals made the tracks, track signs overview for winter (see T2003-4 Track signs fortune teller (resource bank) and T2003-4 Track footprint poster (resource bank)).
- If you can access a wildlife camera, set it up and discover if there have been any night time visitors in the area.
- Guerrilla naming of trees: Use plastic pockets or laminated sheets, attach them to trees and other plants in the immediate area with rope. Photograph the named trees.
- Work with 'Sustainability Goal 11: Sustainable Cities and Local Communities', through, for example, books and materials from the following websites:
<https://www.un.org/sustainabledevelopment/wp-content/uploads/2023/02/SDG-BookClub-Reading-Catalogue-website.pdf>

un.org



<https://en.unesco.org/themes/education/sdgs/material/11#:~:text=A%20sustainable%20city%20is%20one,harmony%20with%20their%20surrounding%20nature>

en.unesco.org



NOTES

Habitat

Session 5

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

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 T20Ø1 in resource bank) to take mental pictures.
Preparations in the space:	
The space looks like this:	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

Habitat

Session 5

TIME

90 min.
including
break



Art of learning

THEME
20



MAIN ACTIVITY: BUILDING SHELTER MODELS FOR PLAY FIGURES

This will happen:	In pairs, the students build shelter models in natural materials, for a toy figure, based on the specification on a challenge card.
Materials needed:	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.
Preparations in advance:	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.
Preparations in the space:	Prepare the materials.
The space looks like this:	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

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.

NOTES

Habitat

Session 6

TIME

90 min.
including
break



Art of learning

THEME
20



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.

NOTES