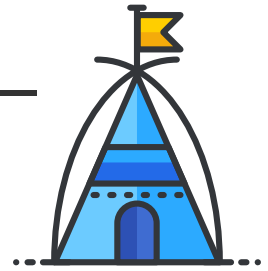
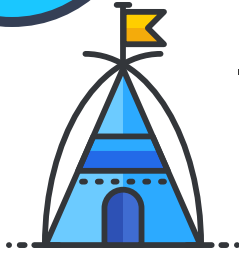


#1 To Construct Dens

To relate to everyday experience-What types of shelter have you used/seen?
To link with emotions -Why is feeling safe important?What is feeling safe?
To link learning with curriculum-STEAM Constructing and designing.
To understand how habitats support life,identifying types of habitat and adaptions in plants and animals.



LESSON PLAN

LESSON PLAN INFORMATION

Subject/Course: Forest School/Peer Mentoring project

Grade: Year 2

Topic: Den Making and Hide-Outs
Habitats/Ecology

Name: Children's University
session:1

Time: 10:00-12:00
13:30-14:30

Materials

- Bamboo Canes & String
- Yoga Mats/Leaves/ Fauna
- Sketch/ brainstorming sheet & Pencil (Art-straws for pre-construction)
- Locally-sourced twigs&Flora
- Information sheets/Source material



Lesson Plan

1. Children to assemble in open space and practice the Whistle game:instructor gives a child a bird or animal to copy and move around as
2. On whistle once,they move;when they hear the whistle twice they are to stop.This is to embed the stopping and starting behaviors required for safe practice.
3. Children provided with materials for planning and copies of the information source material sheets showing different types of shelter and den.
4. Brief group discussion about types of shelter that they have been in and seen and the link made between formal shelters and housing
5. Those made from natural resources by animals and discussion about temporary and permanent structures in preparation for designing their own mini-dens
6. Children to create their own mini dens from art-straws and string and test them for stability using models or toys
7. At this point ability to tie knots can be assessed and support given if needed
8. ,After lunch instructions given to students regarding safe conduct outside in open spaces and boundaries of exploration set.
9. Larger canes provided for children to use against trees ,at this point they are allowed to work in teams to create their own large,full-scale shelters in which they can fit.
10. End of session plenary -the sharing of the day's experiences and the children's reflections: habitats and how important they are,what went well with their construction and what they might change?What they liked about working in the teams and the work of others?

TEACHER'S NOTES

The Lean to Shelter

A large branch is positioned either against a standing tree or a Y shaped stick to form a ridge pole.

Large sticks can then be leaned against it to form a lattice which makes up the structure for the sides of the shelter.

Bracken, large leaves and grasses can then be placed on top of and weaved into the structure of the shelter to reduce wind and water ingress.

The Dugout Shelter

Either look for a natural depression in the ground or dig one out. If a natural depression is not deep enough for your body you may also need to dig it out slightly.

Once the depression is big enough for your body place branches over the top. It may be worthwhile raising the roof on one side to make it angled and help shed water. Leave a space at one end to crawl into.

Cover the branches with smaller branches, leaves and bracken. Placing branches on top of the vegetation will prevent it from blowing away.

ASSESSMENT (data collection) /Observation of initial designs

EVALUATION (interpretation of data)Comparison between first and final den,ability to link and feed back orally on learning.

CONVERSATIONS

- Students communication amongst group members
- Students reflection on creative process
- Student's thoughts on products
- Planning Next Steps
- Negotiating
- Prepositional language
- Instruction language

OBSERVATIONS

- Observe participation of students and engagement with peers in group work
- Strength of structure
- Ability to negotiate
- Ability to link to everyday experiences
- Ability to share feelings on safety and security
- Ability to support guide others