

# Creating friendly habitats

Grade: Year 1-6

Subject: Aesthetics and Sustainability

Date:

Topic: Animal habitats

Time: 1 lesson (45-60 min)

## Lesson Focus and Goals:

- Human needs
- Produce creative artwork
- Learn about animal habitats and their needs
- Increase their proficiency in the handling of different materials
- Interacting with peers
- Respecting peers thoughts and ideas
- Analyse and evaluate their own performance7work in order to strengthen and develop their ability to interact and express themselves orally and artistically

## Materials Needed:

- Paper plates
- Scissors
- Glue
- paper materials
- seeds
- pasta
- sand
- pebbles
- sticks
- Fabrics
- buttons

## Learning Objectives:

- Reflect on their own needs
- Reflect on future generations needs
- Reflect on the needs of other species
- See and understand the similarities
- Being able to discuss these matters in groups
- Awareness of the importance of preserving balance in nature.
- Creating landscapes/habitats for another species
- Connect this content using aesthetic learnig processes
- Coming up with ideas/practise for how to use recycled materials when creating art

Structure / Activity:

- Activity 1. Make them reflect about our needs as human beings.  
What do they need to live?  
What would future generations need?  
What things do we not really need?  
What do all living creatures need?
  - Activity 2. Give the instructions for the arts task. Creating a habitat for a specific animal/insect.  
Show pupils a couple of examples already made (1 insect & 1 animal habitat).  
Show pupils all the arts they can use when making the habitat.  
Pairing pupils up and providing them with a creature per pair
  - Activity 3. Pupils building the habitat for their creature
- Letting pupils show the habitats they have made, explaining what and why.

Assessment:

- Observing pupils' ability to interact
- Making sure they respect each other when interacting
- Checking if pupils are able to express valid thoughts and ideas connected to the topic
- Observing if students are able to present their artwork to the class
- Observing if they are able to discuss the wildlife concern they have represented
- Assessing students creativity and ability to use recycled materials to create something new.



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