

Animal Gallery

Outdoor Learning Plan

Session Leader:		No. of children: 15-60		Age range: All Primary	
Location: E.g. School Grounds, Park, Woodland, Beach		Resources: Natural Bits and Bobs e.g. leaves, sticks. Red & Green Wool. A Ball.		Success criteria: Students create an animal from bits and bobs and present to class.	
Subject: Animal Gallery		Learning Objective (Rationale): Develop understanding of The Rainforest, its animals and plants and consider how we are connected and impact each other.		Keywords: predator, prey, camouflage, food web, rainforest layer, deforestation, photosynthesis	
Time: 90 mins					
5 mins	Circle	Boundaries & safety briefing.			
5 mins		Warm up game		Rainforest layers – 4 layers – leader calls them out, children get into positions. 1 – Forest Floor – get low to the ground, wave your wimpy branches (because they don't get much light), show me your insect tentacles or how	

			<p>the worms are moving, or become a forest floor fungi.</p> <p>2: - Understory – all stretch up an arm to try to reach through the leaves above up to the sky. Twist around like lianas and snakes circling the slender trunks of fast growing trees.</p> <p>3: - Canopy – spread out your branches (arms) and feel the sunlight and rain on your leaves. Crossover with other trees. This is the crowded canopy where most of the animals live and come to find food and shelter.</p> <p>4: - Emergent – start low crouched to the ground then jump up as high as you can shouting ‘emergent’ - these are the forest giants, fast growing and ancient trees, towering over the canopy up to 100m tall. Instead of jumping, everyone could climb onto something a log, bench, tree etc to get as high as possible or in pairs or groups – lift one person above all the rest.</p>
10 mins	Circle	Discuss Learning Objective and pool knowledge	Rainforest layers – which type of animals might live where?
10 mins	Pairs / Threes	Activity to develop / consolidate knowledge, e.g. finding hidden	Teacher hides lengths of red and green wool prior to session. Children are birds finding the worms.

		items, collecting or spotting something in area	
5 mins	Circle	Share findings briefly Introduce creative activity	Find out what the children already know about food chains e.g. predator, prey, carnivore, omnivore, food web – what do animals eat? / what do we eat? You could also consider camouflage (maybe following a classroom session looking at different rainforest animals)
20 mins	Groups	Creative activity	In groups children create their own rainforest animals using bits and bobs from the forest floor. Teacher moves on learning by asking questions like ‘which layer will your animal live in?’ ‘What does it eat?’ ‘Is it in danger?’ ‘Is it poisonous?’ Etc. The children may re-create an animal they have already seen or they can invent their own new animal. It does not have to be realistic.
15 mins	As 1 or 2 groups	Feedback from Creative activity - presentation by children	Go round to view gallery of animals – groups present their animal to the rest of the group and answer questions from other children about it. Encourage a wide variety of questions about the animals e.g. physical / appearance / behaviour / habitat – how many legs does it have? What colour are its feathers? What part of the forest does it live in? Can it fly? What does it eat? Is it an omnivore? How long does it live? Is it poisonous? Is it under threat from

			<p>poachers? And a few questions about the process: - What gave you the idea for the eyes? Was it easy to find the materials you wanted? Did your group have to overcome any challenges working together? The idea of this is to really develop their curiosity in Rainforest animals so they feel strongly about protecting them.</p>
10 mins	As 1 group	Game - to suit the mood / group	<p>Shy Elephant game Explain that Rainforest Elephants are very shy, so when you try to take their picture, they hide 'like this' demonstrate by standing up very straight and still, raising your eyebrows and looking startled, perhaps moving your eyes from side to side without moving your head. Ask the children to hide 'like an elephant'. Now make a camera using your hands + a clicking noise (or use a toy camera if you have one) and explain that you will turn around to look for elephants. When your back is turned, children should become elephants, waving their trunks, stamping and trumpeting. When you turn back to take a picture, they should 'hide like elephants'. See if you can catch anyone still waving their trunk. Also - baby elephants hide crouching down on the floor with their hands over their heads. Change the animal and the photographer as many times as you like.</p> <p>Scatter (a hide & seek variant)</p>



			<p>All children in a long snaking line behind you. This needs to be in a place with some cover, eg. a few trees and bushes or obstacles. Preferably in the woods. Tell the story of a trip to the Rainforest, stressing all the words you can that begin with s or sc / sk... (here are a few to get you started) scaly branches, scary roaring, skillful hunters, scrapping, scrambling, scaling, skulling, skulking, skipping, sky, telescope, school, scan, scab, scat. Children listen and when you use the word, 'scatter', they run and hide as quickly as they can, while you stop on the spot and count slowly to 3 or 5. Then you turn around, staying on that spot, while you try to spot as many hiding children as you can and call them out by name. When you can't spot anymore, ask them all to 'come out, come out, where-ever you are' and see how close by some were hiding.</p>
10 mins	Circle	Review learning, reflect on experience	<p>Go round the circle OR "The sun shines on" E.g. 'The sun shines on anyone who... can think of a predator / used great team work today / whose animal lived in the canopy' etc.</p>