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Activity Handbook

Module 5

ANIMAL NEIGHBOURS



CITIES FOR THE FUTURE

TUDEC – Through Upcycling
to the Design of Eco Cities

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TUDEC Website

<http://www.citiesforthefuture.eu>



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5.1 Animal Charades

1. Type of activity

Activity inside the classroom

2. Topic

Animals

3. Learning objectives

- Develop communication and teamwork skills through group activities
- Enhance creativity and imagination
- Learn about different animals and their characteristics

4. Target group

6 – 14 year-old learners

5. Necessary materials

- List of animal names (for charades)
- Whiteboard and markers
- Drawing materials
- Music player for the song

6. Duration

45 minutes

7. Main activities

Introduce the game of Animal Charades. Children take turns acting out an animal without speaking while their group guesses. Write down the names of different animals on separate cards. Ensure that the animals chosen are diverse, including mammals, birds, reptiles, and aquatic creatures. Shuffle the cards and place them face-down in a container.

Begin the activity by gathering the learners and explaining the rules of charades. Emphasize that during charades, participants should act out the behaviors or movements of the animals without speaking.

Divide the children into small groups. The size of each group depends on the total number of learners. Ensure that each group has enough space to perform the charades without disturbing other groups.

Animal Charades

In each group, have one learner pick an animal card without showing it to the others. The selected learner then acts out the behaviors or movements of the animal while the rest of the

group guesses. Rotate the role of the actor within each group, allowing every child to participate. After the charades, bring all the groups together for a final discussion.

Ask questions like:

- What did you learn about different animals during the activity?
- How did teamwork play a role in guessing the animals correctly?
- Did you discover any surprising facts about the animals you acted out?
- Allow each group to perform multiple charades rounds.

8. Final activities – drawing a conclusion

- After the children have finished the activities in the learning centers, a final discussion is held, and the educator asks questions, sings songs, draws, etc.
 - What did the children learn about animals during the activity?
 - How did this activity improve teamwork and communication within the groups?
 - What was the most enjoyable part of the activity?
 - Encourage children to draw their favorite animal or a scene from the charades.

9. Reflection, review of the objectives

- Discuss with the children what they liked and learned during the activity. Review the learning objectives and ask:
- Were the communication and teamwork objectives achieved?
- How did the activity enhance creativity and imagination?
- What other activities could be done in the future to continue exploring the topic of animals?

10. Inspiration

The idea is from Pinterest

<https://www.pinterest.com/business/hub/>

5.2 Animal Mask Creation

1. Type of activity

Activity inside the classroom

2. Topic

Creative Arts - Animal Mask Making

3. Learning objectives

- Enhance creativity and imagination
- Develop fine motor skills through cutting, pasting, and decorating
- Encourage teamwork and collaboration in group activities
- Provide an opportunity for self-expression

4. Target group

6 – 14 year-old learners

5. Necessary materials

- Cardboard or paper plates
- Markers, crayons, or colored pencils
- Glue and scissors
- Elastic cord or string
- Decorative materials such as feathers, googly eyes, and stickers

6. Duration

45 minutes

7. Main activities

To start the educator explains the activity. Encourage children to research their chosen animals. Provide access to age-appropriate resources such as books, pictures, or online materials to help children gather information about the animals they are representing. Emphasize the importance of learning about the animals' habitats, behaviors, and unique traits. Provide materials for making masks representing various animals.

Include cardboard or paper plates, markers, crayons, colored pencils, glue, scissors, elastic cord or string, and a variety of decorative materials such as feathers, googly eyes, and stickers.

As the children work in their groups to create animal masks, foster discussions about the researched information.

Encourage them to share interesting facts about their chosen animals with their group members.

Facilitate conversations about the different habitats and ecosystems the animals inhabit. Foster teamwork by having the children collaborate on incorporating their newfound knowledge into their mask designs.

Allow the children to display the work in their groups.

8. Final activities - drawing a conclusion

- Ask the children what they learned during the activity
- Inquire about how their creativity and teamwork skills were improved
- Encourage them to share their experiences and feelings during the mask-making process
- Engage in a fun and interactive session where children can showcase their masks, answer questions, or even role-play as the animals they created
- Conclude with a celebratory song or a drawing session related to the animal theme

9. Reflection, review of the objectives

- Allow children to reflect on their creations and share their thoughts on the animal masks they made
- Discuss how the activity contributed to achieving the learning objectives
- Provide positive feedback and encourage children to express what they enjoyed most about the activity
- Review the importance of creativity, collaboration, and self-expression in the learning process

10. Inspiration

The idea is from Pinterest

<https://www.pinterest.com/business/hub/>

5.3 Animal Olympics

1. Type of activity

- Activity inside the classroom
- Activity outside the classroom

2. Topic

Exploring the abilities and characteristics of different animals through interactive and engaging activities

3. Learning objectives

- Identify and appreciate various animal traits and abilities
- Foster teamwork and collaboration among learners
- Enhance knowledge about different animal species
- Develop creative thinking through drawing and storytelling

4. Target group

6-14 year-old learners

5. Necessary materials

- Drawing materials (paper, pencils, colors)
- Audio device for playing animal-related songs
- Large fabric bag

6. Duration

45 minutes

7. Main activities

Start with an opening ceremony, including the singing of an animal-inspired anthem or song. Introduce the Animal Olympics concept and the idea of exploring different animal abilities.

Warm-Up:

Lead the learners in a warm-up activity that mimics animal movements. Encourage them to stretch, jump, and imitate various animal actions.

Set up different stations with fun and interactive games inspired by animals.

- Bunny Hop: A hopping race to the finish line.
- Flamingo Balance: A balance challenge on one leg.
- Turtle Crawl: A crawling race on hands and knees.
- Monkey Swing: A swinging activity on monkey bars or ropes.
- Elephant Stomp: A stomping activity where learners mimic elephant movements.

Sort the children into 2 groups and start with the races. First, they enter the bag and start to hop like a bunny, crawl like a turtle etc. When you finish all the challenges you measure the points and announce the winning group.

Discuss how teamwork played a role in completing the challenges. Discuss the lessons or morals from the stories and relate them to teamwork and individual strengths.

Bring all teams together for a closing ceremony. Ask reflective questions about what they enjoyed, what they learned, and how teamwork played a crucial role.

Drawing and Creative Expression:

Allow children to express their experiences through drawing or crafting. Provide materials for them to create their own animal-inspired artwork.

Award Ceremony: Conclude with an award ceremony, acknowledging individual and team achievements. Present "Animal Olympics" certificates or badges to each participant.

8. Final activities - drawing a conclusion

- Holding a final discussion with the whole class
- Asking questions such as: What did you learn about animals today?
- Inquiring about improvements resulting from the activity
- Encouraging children to share their experiences through drawing or other creative means.

9. Reflection, review of the objectives

- Reflecting on the set objectives and discussing what was achieved during the Animal Olympics activity
- Assessing the impact on teamwork, creativity, and knowledge about animals.
- Encouraging children to share their perspectives on the overall experience and what they enjoyed the most.

10. Inspiration

Cheetah Sprint: A race for speedsters with a timed sprint.

Giraffe High Jump: Test how high a giraffe can stretch its neck to reach overhead targets.

Elephant Weightlifting: Elephants could showcase their strength by lifting or balancing heavy objects.

5.4 Animal Puppet Show

1. Type of activity

Activity inside the classroom

2. Topic

Animals and their characteristics

3. Learning objectives

- Identify and recognize different animals and their characteristics.
- Develop teamwork and communication skills through group activities.
- Enhance creativity and imagination through puppetry.
- Encourage active participation and engagement in the learning process.

4. Target group

6 – 14 year-old learners

5. Necessary materials

- Animal puppets
- Puppet stage or designated area
- Song lyrics or music related to animals
- Visual aids or pictures of animals
- Storybooks about animals
- Drawing materials (paper, crayons, markers)

6. Duration

45 min.

7. Main activities

Educator explains: The children choose materials for making puppets.

Decide what kind of paper craft or cotton material you want to make. It could be a greeting card, an animal, or any other craft project.

Collect all the materials you need for your chosen project.

Sketch a rough design or plan for your puppet craft. This will help you visualize the final product and guide your cutting and folding.

Use scissors to cut out the shapes you need for your craft. If precision is important, you can use a ruler to measure and mark before cutting.

If your project involves folding, follow the instructions carefully. Score along the fold lines with a pencil or ruler before folding to make the creases neater.

Use glue or tape to assemble the different parts of your craft. Follow any specific instructions for the project you're working on.

If you want to add details or personalize your craft, use markers, crayons, or colored pencils to decorate. Get creative with colors and patterns.

If you've used glue, allow your project to dry completely before handling or displaying it. Once your paper craft is complete, you can display it or share it with others. It could be a decoration, a gift, or simply a piece of art.

8. Final activities – drawing a conclusion

Initiate a discussion with the learners by asking the following questions:

- What did the children learn about animals during the activity?
- How is their understanding or knowledge improved by participating in this activity?

Ask additional questions based on the specific focus of the activity.

Engage in a final discussion, sing songs, or allow the children to draw pictures related to the animal puppet show.

9. Reflection, review of the objectives

- Reflect on whether the learning objectives were achieved.
- Discuss how the puppet show contributed to the understanding of animals and their characteristics.
- Review the creative and collaborative aspects of the activity.
- Allow learners to share their thoughts and reflections on the experience.

10. Inspiration

- Plot: A group of animal friends embarks on a quest to find a hidden treasure or solve a mystery in their forest. Along the way, they face various challenges and learn valuable lessons about teamwork and friendship.
- Animals: Brave Lion, Clever Fox, Kind Rabbit, and Wise Owl.

5.5 Animal Track Identification

1. Type of activity

Activity outside the classroom

2. Topic

Animal Track Identification

3. Learning objectives

- Recognize and identify different animal tracks.
- Understand the connection between animal behavior and tracks.
- Develop observational skills in nature.

4. Target group

6 – 14 year-old learners

5. Necessary materials

- Field guides or resources on animal tracks
- Pictures or replicas of various animal tracks
- Notebooks and pencils for each learner
- Facts about living space of the animals

6. Duration

45 min.

7. Main activities

The educator can start with group time with questions to engage learners in thinking about animals and their tracks. Then group time is for stories about tracking animals, the importance of animal tracks in nature and finding the place the animals live and what kind of surroundings any animal needs.

Take the groups on a guided nature walk in a nearby natural area or park. Encourage learners to observe the ground for animal tracks and signs. Group leaders can guide discussions about the tracks, making it interactive and informative.

Gather learners back together and discuss the animal tracks observed during the walk. Use field guides or resources to identify the tracks collectively. Allow learners to share their observations and experiences.

Distribute guide or booklet templates to each learner. In their groups, learners create a simple guide or booklet containing drawings and descriptions of the animal tracks they identified. Encourage creativity and accurate representation.

Each group presents their guide or booklet to the class. Discuss commonalities and differences in the tracks observed by different groups. Emphasize the importance of collaboration and sharing knowledge.

8. Final activities – drawing a conclusion

After the children have finished the activities in the learning centers, a final discussion is held, and the educator asks questions, sings songs, and encourages drawing. Some example questions include:

- What did the children learn about animal tracks?
- How is nature improved by understanding and identifying animal tracks?
- What other questions or thoughts do the children have about animals and tracking?

9. Reflection, review of the objectives

Gather the learners for a reflection session. Ask questions such as:

- What did you learn about animal tracks during the nature walk?
- How did working in groups enhance your experience?
- What surprised you during the activity?

10. Inspiration

- Plot: A group of animal friends embarks on a quest to find a hidden treasure or solve a mystery in their forest. Along the way, they face various challenges and learn valuable lessons about teamwork and friendship.
- Animals: Brave Lion, Clever Fox, Kind Rabbit, and Wise Owl.

5.6 Community Clean-Up of Animal Habitats



1. Type of activity

Activity outside the classroom

2. Topic

Community Clean-Up of Animal Habitats

3. Learning objectives

- Raise awareness about the importance of maintaining clean and safe environments for animals.
- Foster a sense of responsibility and community involvement among learners.
- Encourage teamwork and collaboration.

4. Target group

6-14 year-old learners

5. Necessary materials

- Gloves
- Trash bags
- Hand sanitizers
- Educational materials about local fauna and their habitats
- Clipboards and paper for recording observations

6. Duration

45 minutes

7. Main activities

The educator divides the learners into small groups, promoting diversity in each group to encourage collaboration and communication. Begin the session with an interactive and engaging song related to environmental conservation. This helps set a positive and enthusiastic tone for the activity.

Each group engages in a structured discussion facilitated by the educator. Pose questions such as:

- Why is it important to keep animal habitats clean?
- How does pollution affect wildlife?

- What role do humans play in maintaining a healthy environment for animals?

Preparation for Clean-Up:

Briefly explain the clean-up process, distribute necessary materials (gloves, trash bags, etc.), and emphasise safety guidelines. Groups embark on the community clean-up, focusing on designated areas. Educators and volunteers supervise and guide the learners during the clean-up process.

While cleaning, learners use clipboards and paper to record their observations. Encourage them to note the types of litter found, the impact on the environment, and any interesting discoveries. After the clean-up, groups return to a central area to sort and categorise the collected litter. This provides an opportunity for further discussion on the types of waste and their potential harm.

Conclude the activity with a brief celebration, acknowledging the learners' efforts. This could involve a symbolic gesture, such as planting a tree or creating a collaborative artwork representing their commitment to environmental stewardship.

Each group shares their overall experience and lessons learned during the clean-up. The educator facilitates a final reflection, tying back to the initial questions and objectives. This encourages a sense of accomplishment and reinforces the educational aspects of the activity.

8. Final activities – drawing a conclusion

- After the children have finished the clean-up activity, gather for a final discussion.
- Ask questions such as:
 - What did the children learn from the clean-up activity?
 - How is the environment improved by this activity?
 - What other actions can they take to continue helping animal habitats?

9. Reflection, review of the objectives

- Have a reflection session where learners share their experiences and observations.
- Review the learning objectives and discuss how the community clean-up contributes to achieving these objectives.
- Encourage learners to think about how they can apply these lessons in their daily lives.

10. Inspiration

Organizing a community clean-up of animal habitats is a fantastic initiative that benefits both local wildlife and the environment.

5.7 Community Garden for Wildlife

1. Type of activity

Activity outside the classroom

2. Topic

Creating and maintaining a community garden to support wildlife

3. Learning objectives

- Understand the importance of creating habitats for wildlife.
- Learn about different plants and their role in supporting local ecosystems.
- Develop teamwork and collaboration skills through group activities.
- Enhance environmental awareness and responsibility.

4. Target group

6 – 14 year-old learners

5. Necessary materials

- Gardening tools (shovels, rakes, gloves)
- Seeds and plants suitable for local wildlife
- Watering cans or hoses
- Drawing materials for the final activity

6. Duration

45 min.

7. Main activities

Begin the session by gathering the learners and introducing the concept of creating a community garden for wildlife. Explain the importance of supporting local ecosystems and the role the learners will play in this project. Form groups by dividing the learners based on their interests or assigning them randomly.

Ask questions such as:

- Why are wildlife habitats essential for the environment?
- How does supporting local ecosystems benefit both wildlife and humans?

Hands-On Gardening Activity: Provide each group with gardening tools, seeds, and plants suitable for local wildlife. Guide them through the process of planting and caring for the garden. Emphasize the significance of selecting native plants that support local biodiversity. Gather the groups and share stories or anecdotes about the positive impact of community gardens on local wildlife and ecosystems. Encourage learners to relate these stories to their own gardening experiences during the activity.

Allow time for learners to explore the garden area and observe any immediate interactions with local wildlife. Discuss their observations and connect them to the importance of creating a welcoming environment for diverse species.

8. Final activities – drawing a conclusion

Bring the groups together for a final discussion.

Pose questions such as:

- What did you learn during the gardening activity?
- How do you think the local environment is improved by creating this community garden?

After the children have finished the activities in the learning centers, a final discussion is held.

The educator asks questions such as:

- What did the children learn about creating a community garden for wildlife?
- How is the local environment improved by this activity?
- Encourage children to share their thoughts and reflections through drawing, singing, or other creative means.

9. Reflection, review of the objectives

- Reflect on the initial learning objectives and discuss how the activities contributed to achieving them.
- Review the experience of working together in groups and how it enhances their understanding of environmental responsibility.
- Encourage learners to share their reflections on the overall impact of the community garden for wildlife projects.

10. Inspiration

Idea from YouTube

<https://youtu.be/F1o8Gk7WNzg?si=zIAtlagV3yDSJ6co>

5.8 Cooking Class – Animal-Themed Treats

1. Type of activity

Activity inside the classroom

2. Topic

Animal-Themed Treats

3. Learning objectives

- To enhance learners' creativity and fine motor skills through hands-on cooking.
- To introduce basic cooking techniques and kitchen safety.
- To promote teamwork and collaboration through group activities.

- To reinforce knowledge about different animals and their characteristics.

4. Target group

6 – 14 year-old learners

5. Necessary materials

- ingredients for animal-themed treats
- cooking utensils
- aprons, recipe cards
- additional materials for drawing or decorating

6. Duration

45 min

7. Main activities

Start with a lively song related to animals to create a fun atmosphere. Discuss the importance of teamwork, kitchen safety, and introduce the animal-themed treats they will be making. Begin a group discussion about birds, their nests, and their diets. Ask questions such as:

- What do birds eat?
- How do birds build their nests?
- Why are nests important for birds?

Introduce the concept of creating a "bird's nest" snack with pretzels, chocolate, and candy eggs. Emphasize the importance of teamwork and kitchen safety during the cooking process. Cooking Activity:

Guide the groups through the process of creating the "bird's nest" snacks. Instruct them on how to use pretzels to form nests, melt chocolate to bind the pretzels together, and carefully place candy eggs within the nests. This hands-on experience enhances their fine motor skills and introduces basic cooking techniques.

8. Final activities – drawing a conclusion

Ask questions such as:

- What did you learn during the cooking class?
- How did working in a group contribute to the cooking experience?
- In what ways did this activity improve your skills or knowledge?

Engage in a final discussion, sing songs related to the theme, and allow the children to showcase their finished treats.

Encourage the children to draw or create something related to the animal-themed treats.

9. Reflection, review of the objectives

Discuss with the learners:

- What was the most enjoyable part of the cooking class?
- How did the activity contribute to their understanding of animals and cooking?
- Were the learning objectives achieved? If not, what could be improved for next time?

10. Inspiration

Cooking classes with an animal theme can be a lot of fun and can inspire creativity in the kitchen.

5.9 Food Chain Collage

1. Type of activity

Activity outside the classroom

2. Topic

Understanding the concept of food chains in ecosystems



3. Learning objectives

- To comprehend the concept of a food chain
- To identify and differentiate between producers, consumers, and decomposers
- To understand the interdependence of organisms in an ecosystem

4. Target group

6 – 14 year-old learners

5. Necessary materials

- Pictures or illustrations of various plants and animals
- Scissors
- Glue
- Large sheets of paper or cardboard
- Markers or crayons

6. Duration

45 min

7. Main activities

Gather the learners outside, explain the purpose of the activity, and form small groups. Briefly discuss the importance of understanding food chains in nature. Provide clear instructions on the food chain collage activity.

Encourage learners to explore their local ecosystems by creating a visual representation of a food chain. In this activity, learners can identify various animals in their neighborhood and depict their interconnections through a chain, showcasing the flow of energy from one organism to another. This hands-on exercise not only enhances their understanding of ecological relationships but also fosters an appreciation for the diverse wildlife in their immediate surroundings.

Distribute materials and explain their purpose in creating the collages. Emphasize the importance of including producers, consumers, and decomposers in their collages. Allow groups to work on their collages, cutting out pictures and arranging them to depict a food chain.

8. Final activities - drawing a conclusion

After the children have finished creating their food chain collages, initiate a final discussion. Ask questions such as:

- What did you learn about food chains today?
- How does each organism in a food chain depend on the others?
- How is an ecosystem affected if one part of the food chain is disrupted?
- Encourage children to share their thoughts through drawings, singing, or other creative expressions.

9. Reflection, review of the objectives

- Reflect on the learning objectives set at the beginning of the activity.
- Review the collages created by each group, discussing how well they represent a functioning food chain.
- Summarize the key takeaways and reinforce the importance of understanding food chains in maintaining ecological balance.

10. Inspiration

Creating a food chain collage is a fantastic way to visualise how energy and nutrients flow through an ecosystem.

5.10 Interactive Maps Exploration

1. Type of activity

Activity inside the classroom

2. Topic

Geography and World Exploration

3. Learning objectives

- Develop basic geography knowledge and map-reading skills.
- Enhance teamwork and collaboration through group activities.
- Foster curiosity and interest in different cultures and countries.

4. Target group

6 – 14 year-old learners

5. Necessary materials

- World maps (physical or digital)
- Markers, crayons, and drawing materials
- Projector or smartboard for interactive maps
- Music player for the introductory song

6. Duration

45 minutes

7. Main activities

The educator divides the children into groups. Group time with questions to encourage discussion and critical thinking about geography.

The educator will offer large, detailed world maps or allow the children to create their own maps on poster-sized paper.

Provide coloring materials, markers, and other art supplies for the children to personalize their maps. Explain the concept of habitats to the learners, emphasizing that different animals thrive in specific environments. Provide information or resources about various animals and their natural habitats. This could include polar bears in the Arctic, kangaroos in Australia, elephants in Africa, etc. In their groups, have the children mark the habitats of different animals on their maps using symbols, colors, or stickers.

Use interactive maps (either physical or digital) to enhance the exploration experience. Allow children to virtually explore different regions, zoom in on habitats, and learn more about the animals that inhabit those areas.

Use drawing, coloring, or crafting to allow children to express their understanding of animal habitats. This could involve creating a collage, diorama, or a visual representation of a specific habitat.

8. Final activities – drawing a conclusion

After the children have participated in the learning centers, a final discussion is held.

Ask questions such as:

- What did the children learn during the activity?
- How has their understanding of geography improved?
- Encourage children to share their experiences and insights.
- Use drawing or other creative methods to express their understanding

9. Reflection, review of the objectives

- Reflect on the learning objectives set at the beginning of the activity.
- Discuss how interactive maps helped in achieving these objectives.
- Evaluate what aspects of teamwork, geography knowledge, and curiosity were improved by this activity.
- Encourage learners to ask questions and express their thoughts about the activity.

10. Inspiration

Interactive maps are a productive way to engage users and provide information dynamically.

5.11 Nature Scavenger Hunt - Food indulge

1. Type of activity

Activity outside the classroom

2. Topic

Exploring and appreciating nature

3. Learning objectives

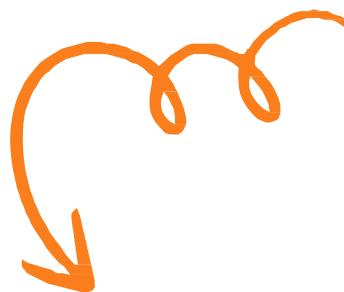
- Identify and observe various elements of nature.
- Develop teamwork and collaboration skills through group activities.
- Foster an appreciation for the environment.
- Enhance observational and problem-solving skills.

4. Target group

6 – 14 year-old learners

5. Necessary materials

- Clipboards
- Paper and pencils
- Magnifying glass (optional)
- Binoculars (optional)
- Field guidebooks (optional)
- Bags or containers for collecting items



6. Duration

45 min

7. Main activities

The educator can split the children into groups. Explain the rules of the scavenger hunt and distribute materials.

Allow time for groups to explore the outdoor environment and find items on the scavenger hunt list.

Deer Tracks: Deer tracks are distinctive with a cloven-hoof pattern. These animals play a crucial role in controlling vegetation by grazing, which helps maintain a balanced ecosystem. Additionally, their presence attracts predators, contributing to the overall biodiversity of the area.

Bird Nests: Bird nests can be found in trees, bushes, or even on the ground. Birds are essential for pollination and seed dispersal, promoting the growth of various plant species. They also control insect populations, serving as natural pest controllers within the ecosystem.

Butterfly Habitats: Butterflies, with their delicate tracks on flowers, are important pollinators. They aid in the reproduction of flowering plants, ensuring the diversity and abundance of plant species within the ecosystem.

Beaver Dams: Beavers construct dams in water bodies, influencing the flow and distribution of water. This impacts the vegetation and creates new habitats for various aquatic species. Beavers, in turn, are considered keystone species, shaping the landscape and supporting biodiversity.

Squirrel Nests: Squirrels build nests, or dreys, in trees using leaves and twigs. They contribute to seed dispersal by caching and forgetting seeds, promoting the growth of new plants. Squirrels also serve as prey for larger predators, contributing to the overall balance of the ecosystem.

Raccoon Tracks: Raccoons have distinctive paw prints and are omnivores, playing a role in controlling insect and small mammal populations. Their foraging habits help maintain a balance in the ecosystem and prevent overpopulation of certain species.

Ant Hills: Ants are ecosystem engineers, creating intricate underground structures that aerate the soil and enhance nutrient cycling. They also play a role in seed dispersal and contribute to the decomposition of organic matter, influencing plant growth.

Bring the groups together for a group discussion to share their findings and experiences. Share stories or interesting facts related to the items found.

8. Final activities – drawing a conclusion

Ask questions such as:

- What did you learn during the scavenger hunt?
- How did working in a group enhance your experience?
- In what ways does nature contribute to our well-being?
- Encourage children to express their thoughts through drawing or other creative means.

9. Reflection, review of the objectives

- Discuss with the learners how the activity met the learning objectives.
- Reflect on the importance of nature and how the scavenger hunt contributed to their understanding and appreciation.
- Provide positive feedback on teamwork, observation skills, and engagement during the activity.

10. Inspiration

Participants appreciate the natural world's edible bounty while enjoying a fun and sensory-rich activity.

5.12 Nature Scavenger Hunt – Home to live

1. Type of activity

Activity outside the classroom

2. Topic

Exploring and appreciating nature

3. Learning objectives

- Develop observation skills
- Learn about different elements of nature
- Foster teamwork and collaboration
- Enhance appreciation for the environment

4. Target group

6 – 14 year-old learners.

5. Necessary materials

- List of items for the scavenger hunt
- Clipboards and paper for each group
- Pencils or markers
- Binoculars (optional)
- Magnifying glass (optional)
- Field guidebooks (optional)



6. Duration

45 min.

7. Main activities

The educator needs to:

Choose a suitable location: Identify a local park or nature reserve with diverse flora and fauna. Ensure it is safe and accessible for the age group you're working with. If required, get any necessary permissions to conduct the scavenger hunt in the chosen location. Develop a list of animals or their traces that can be found in the chosen environment. This could include tracks, feathers, nests, or even specific types of plants.

Divide the children into small groups. Each group should ideally have a mix of ages and abilities to encourage collaboration.

Begin the activity with a brief introduction to the scavenger hunt. Explain the rules, emphasize the importance of respecting nature, and provide safety guidelines.

Hand out the scavenger hunt lists to each group. Include pictures or descriptions of the animals or traces to help younger participants. Ensure each group has a clipboard and pencil for recording their findings.

Set the groups loose in the park or nature reserve to search for the items on their lists. Encourage them to explore and observe their surroundings carefully. Consider providing tools such as binoculars or magnifying glasses to enhance their exploration experience.

Discussion and Exploration:

Once the scavenger hunt is complete, gather the groups together.

Discuss each item on the list, allowing children to share their findings. If they found tracks or feathers, discuss the animals they belong to.

Explore the concept of habitats by talking about where each identified animal is commonly found and why.

8. Final activities – drawing a conclusion

After the children have finished the scavenger hunt, gather them for a final discussion.

Questions to ask:

- What did the children learn during the activity?
- How is the environment improved by appreciating and understanding nature?
- Any other questions that encourage reflection on the experience

9. Reflection, review of the objectives

- Allow children to reflect on their experience during the scavenger hunt.
- Review the learning objectives and discuss how each objective was met.
- Encourage children to share their thoughts, drawings, or any items they collected during the hunt.
- Conclude with a summary of the importance of connecting with and respecting nature.

10. Inspiration

A Nature Scavenger Hunt at home can be a fantastic way to connect with nature and engage in some fun, educational activities. Whether you have a big backyard, a small garden, or even just a balcony with a few plants, you can design a scavenger hunt that fits your space.

5.13 Squirrel Feeder Workshop

1. Type of activity

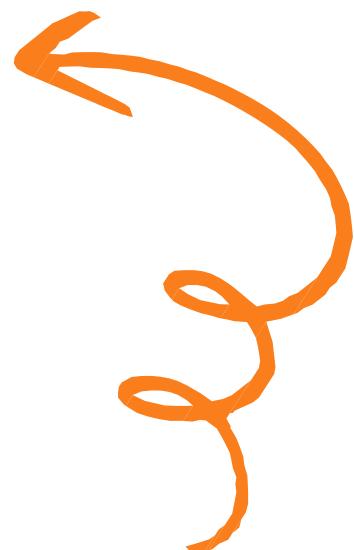
Activity outside the classroom

2. Topic

Squirrel behavior and environmental awareness

3. Learning objectives

- Understand squirrel behavior and habitat
- Develop an appreciation for wildlife



- Enhance teamwork and collaboration skills
- Foster creativity through the construction of squirrel feeders
- Promote environmental responsibility

4. Target group

6 – 14 year-old learners

5. Necessary materials

- Wood,
- nails,
- hammers,
- paint, brushes,
- strings,
- seeds,
- and other materials for building squirrel feeders

6. Duration

45 min

7. Main activities

The educator can split the children into groups. Start with a song related to nature or wildlife conservation. Group time with questions about squirrels, their habits, and the importance of providing them with food.

Preparation: Set up a designated area with workstations for each group. Ensure that each group has the necessary materials. Briefly discuss the importance of providing food for squirrels and the role it plays in promoting wildlife conservation.

Provide each group with wooden boards, nails, and hammers. Guide them through the process of constructing a simple squirrel feeder. They can create a platform with attached sides to hold the birdseed or nuts. Set up a painting station where learners can personalize their squirrel feeders. Encourage them to use vibrant colors and designs.

Once the paint is dry, assist the groups in assembling the feeders. Ensure that they are sturdy and safe for outdoor use. Attach strings or wires to the feeders, allowing them to be hung from branches or other outdoor structures. Fill each feeder with birdseed or nuts. Discuss the importance of selecting appropriate food for squirrels.

8. Final activities – drawing a conclusion

- After the children have finished building squirrel feeders in learning centers, a final discussion is held.
- The educator asks questions such as:
- What did the children learn about squirrels and their habitat?
- How is the environment improved by providing food for squirrels?
- Encourage children to share their thoughts, sing songs related to nature, or create drawings.

9. Reflection, review of the objectives

- Reflect on the learning objectives, discussing what the children achieved during the activity.
- Review how teamwork, creativity, and environmental awareness were fostered through the construction of squirrel feeders.

10. Inspiration

The idea is to provide the squirrels with food and easier access to the food.

5.14 Virtual Zoo Safari

1. Type of activity

Activity inside the classroom (conducted virtually, on Google, YouTube)

2. Topic

Exploring wildlife and habitats through a virtual zoo experience

3. Learning objectives

- To introduce learners to different animals and their habitats.
- To enhance observational and listening skills.
- To promote teamwork and group discussion.
- To encourage creativity through drawing and expression.

4. Target group

learners from 6 – 14 year-old learners

5. Necessary materials

- Internet-connected devices (computers, tablets, or smartphones)
- Virtual zoo tour software or website access
- Drawing materials (paper, pencils, colors)

6. Duration

45 min

7. Main activities

educators divide the children into groups. Start the session with an engaging and educational song related to wildlife.

Conduct the virtual zoo safari, where each group explores different sections of the zoo through online resources. The learners can virtually visit animal exhibits, learn about their

characteristics, and observe their behaviors in their habitats. They can learn about the foods the animals eat, how many times. How they find the food.

After the virtual safari, bring the groups together for a structured discussion. Pose questions related to the animals they encountered, encouraging critical thinking and sharing of observations. This promotes communication skills and reinforces the learning experience. Share engaging stories about the animals' habitats, behaviors, and unique characteristics, eating habits, foods, meal time. This storytelling session adds a narrative dimension to the virtual experience, enhancing the children's understanding and connection to the wildlife.

Allow each group to express their thoughts and experiences creatively. This could involve drawing their favorite animal, creating a group collage, or even composing a short song related to their virtual zoo adventure. This fosters creativity, teamwork, and individual expression.

8. Final activities – drawing a conclusion

- After the virtual zoo safari, hold a final discussion where children share their experiences.
- Ask questions such as:
 - What did you learn about animals?
 - How did the virtual safari improve your understanding of wildlife?
 - What was your favorite part of the activity?
- Encourage the children to express their thoughts through drawing, singing, or any other creative means.

9. Reflection, review of the objectives

- Reflect on the learning objectives and discuss how the virtual zoo safari contributed to achieving them.
- Allow learners to share their insights on what they gained from the activity.
- Review the importance of wildlife conservation and the role each person can play in protecting the environment

10. Inspiration

Idea is children to see the wilderness and the way animals live

<https://youtu.be/eyAxQxtmzlo?si=OsaYO7GgPoQQ1lIQ>

5.15 Animal Care Workshop with Veterinarian

1. Type of activity

Activity outside the classroom

2. Topic

Animal Care

3. Learning objectives

- Understand the basic needs of animals
- Learn about different types of animals and their specific care requirements
- Gain knowledge about the role of a veterinarian in animal care
- Develop empathy and responsibility towards animals

4. Target group

6 – 14 year-old learners

5. Necessary materials

- Whiteboard and markers
- Visual aids (pictures of animals, veterinary tools, etc.)
- Drawing materials for children
- Space for outdoor activities
- Guest veterinarian

6. Duration

45 min

7. Main activities

Introduction by the Veterinarian. The veterinarian starts by introducing themselves and explaining their role in taking care of animals. They share interesting stories or experiences from their work to capture the children's attention.

The educator organizes the learners into smaller groups to facilitate more personalized interactions during the workshop. Each group spends time with the veterinarian asking questions about different animals, their habits, and the importance of proper care. The veterinarian shows visual aids and discusses practical tips for responsible pet ownership.

Another round of group activities where the veterinarian shares captivating stories about specific animals they have treated. The stories highlight the significance of empathy and responsible actions towards animals.

Gather all the children for a concluding group discussion. Encourage each group to share one interesting thing they learned or a question they have.

Final Song and Drawing Session. End the activities with a closing song related to animal care. Ask children to share their favorite part of the workshop or any newfound insights about animals.

8. Final activities - drawing a conclusion

- What did the children learn during the workshop?
- How is animal care improved by understanding their needs?
- Share any interesting insights or experiences from the workshop
- Sing songs related to the workshop theme
- Drawing session where children can illustrate what they've learned

9. Reflection, review of the objectives

- Reflect on whether the learning objectives were met

- Discuss any challenges faced or areas for improvement
- Allow children to share their thoughts and feelings about the workshop
- Summarize key takeaways and encourage a continued interest in animal care

10. Inspiration

[Link](#)

5.16 Animal habitats

1. Type of Activity

Preparation as a project in an individual class, class level, or across classes; implementation as an activity in and for the whole school community.

2. Topic

Animal

3. Learning objectives

The learners are able to:

- explore how different animals can be found in different habitats and are adapted to the environment in which they live
- know what is environment and habitat
- know that different animals have different habitats
- find and identify similarities and differences between local living environments
- actively participate in the school community
- develop their communication skills
- use and improve their mental arithmetic skills.

4. Target group

6 – 14 year-old learners, whole school community

5. Necessary materials

Animal pictures, computer projector, presentation with animations, red and green cards

6. Duration

Preparation phase (depending on the number and organisation of the learners involved)

- 45 minutes: Presentation on computer - Agreement on the idea and its realisation [6 weeks in advance]
- 45 minutes: making cards, cutting pictures, worksheet [2 weeks before]
- 45 minutes: Setting up the classroom
- Implementation

2 hours in the afternoon (+ setup)

7. Main Activities

The purpose of this activity is to know the living conditions of animals that live in polar regions. At the same time, the basic skills (communication, visualization, creativity) are trained through the organization and implementation of the activity.

PRELIMINARY CONSIDERATIONS

Learning about habitats and the environment is not a one-lesson activity, but a project that takes place over a period of time. At the same time, however, this also means a much larger organisational effort up front. In this regard, the following questions should be considered in advance:

Who will organise this activity?

Individual lessons, class lessons or a project team of interested learners from all grades?

Who will the activity be for? Is it organised exclusively by and for learners? Is it organised by educators and student educators? Will it be open to other learners?

Depending on this, there are other issues that need to be considered, at least in part, by responsible educators:

- **Where should the activity take place? (Indoor or outdoor? In different classrooms, in a common room/dining hall, in the hall? In the school yard, in a suitable place in the neighbourhood? - Who must this be coordinated with and what authorizations might be required?)**
- **When should the activity take place? (When is it a good time for learners of the school year? What events can it be combined with?)**
- **What can the learners themselves take responsibility for? What can learners prepare/organise/design? Who will lead them?**

PREPARATION PHASE

Agreement on the idea and its realisation

The first step is to elaborate the animal habitat activity idea together with the learners. Beforehand, all conditions of the organisational framework over which the learners have no influence or which they are not yet able to assess or evaluate (see above) should be clarified. This unit gathers all learners who will/want to get involved in the organisation of the activity. First, an open brainstorming session can be used to gather ideas on the topic of 'polar animals'.

- **Who lives in polar places?**
- **What can you see there?**
- **Why do certain types of animals live in the polar regions?**
- **What do the animals that live in the polar regions eat?**
- **Can animals living in polar regions survive in warmer regions?**

Based on this, the relevant issues for the organisation of the activity are resolved and discussed. The following template - prepared as a presentation, for example - can be used for structuring. Student suggestions and ideas can be directly assigned and collected here.



The template should be customised according to your own framework conditions. If, for example, the date or location is already predetermined by the teaching team, this can be pre-entered as a set item.

Promotion of animal habitats

The promotion team prepares the presentation using the dates listed in the first session. Beforehand, learners think about how and where they can best find information, what information this audience needs, and whether the data needs to be presented in a certain way to reach the target audience (especially visually for younger learners and learners with reading difficulties, in other languages, etc.)

When making presentations, learners can either work individually to create different poster designs or collaborate on a design that is then reproduced.





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8. Final activities - drawing a conclusion

The organizational team takes care of the practical implementation:

- What is required for the activity?
- Where to place the color cards?
- When to hand out worksheets?
- Where to put the animal drawings?
- Should certain rules apply to the exchange and if so, how and where will they be published?
- Through the technique 'Storm of ideas', the learners express their opinion, which for them is represented by the word Zivealište - home. They list the types of habitats and the animals that live in them, and at the same time they see the habitats vividly in the presentation.
- Through a presentation, an explanation by the educator about what a habitat is and how animals adapt to life in the environment itself: with appearance, color, size, diet...
- Slide with environment - forest, habitats in the forest.

- Slide with animals living on a farm, in the desert, in the polar regions.
- Through quiz questions are answered.
- From the presentation, the educator reads the quiz questions, and the learners raise a green card for a correct statement, and a red card for an incorrect statement.
- Would our domestic animals survive in the cold, in the polar places, or the desert?
- Why do you think so?

IMPLEMENTATION

On the day of the activity, you should allow enough time to set up and - if you plan - to decorate the classroom. All this should happen before starting the activity.

TIPS

- During the individual work of the , the educator monitors them and, if necessary, guides them further
- If you work with different teams, it can be very useful to meet between them to update and discuss.
- It is important for the educator to pay attention to the schedule.

9. Reflection, review of objectives

The reflection of the participating educators should go in two directions:

1. They reflect on the basis of their observations during the preparation and implementation of the activity, as well as during the evaluation with the learners on how the objectives of the activity can be achieved and what further knowledge and experiences the learners have acquired.
2. Adapt their concept for this activity according to the experiences gained during the implementation.

10. Inspiration

Animal workshops and the place of residence of a certain group of animals.

5.17 Polar bear

1. Type of Activity

An activity for in the classroom and an activity outside

2. Topic

Eco system - Climate change

3. Learning objectives

The learners are able

- to list several basic factors and conditions for life in polar regions.
- to list polar animals and the necessary conditions for their survival.
- to describe polar animals and necessary conditions for their survival.

- to suggest several ways to save the lives of polar animals.

4. Target group

6 – 14 year-old learners, whole school community

5. Necessary materials

- computer, projector
- plastic container
- ice cubes
- water
- hairdryer
- lamp
- styrofoam

6. Duration

Several days due to the complexity of the activities

7. Main activities

Group time

The activities begin with a video presentation about life in the polar regions.

- What does this place look like?
- Who lives there?
- What is the weather like in the polar regions?

Photos of polar animals are shown. The conditions for the survival of polar animals are discussed.

- What do polar animals need to live?
- Did you notice how they move on the ice?
- What do they feed on and how do they find food?

Work in groups

Learners are divided into small groups (from four to six learners).

Learners are divided into centres (research, literary and artistic).

The activity of the first group in a research centre

They put large pieces of ice in a plastic container. Part of the ice is broken to simulate the breaking of the ice sheets. They put toys of polar animals on the ice.

A little water is added to simulate the melting of ice. A hair dryer or lamp can be used to increase the temperature.

- What happens to the ice?
- Do polar animals have enough space to live?

Learners focus on the concept of „global warming“.

The activity of the second group in a literary centre

They research polar animals and living conditions in the polar regions. They give suggestions on how to save the life of polar animals.

The activity of the third group in the art centre

On a piece of styrofoam, learners create a polar world and write messages for the protection of polar animals.

8. Final activities drawing a conclusion

A discussion ensues:

- Why is ice so important to polar animals?
- What do polar animals need to survive?
- What do polar animals eat?
- Why is the ice melting more and more?
- How can we help polar animals?

IMPLEMENTATION

On the day of the activity, you should leave enough time to set up the necessary materials for work. All this should happen before you start the activity.

TIPS

- **During the individual work of the** learners, the educator monitors them and, if necessary, directs them further
- **If you work with different teams, it can be very useful to meet between them to update and discuss.**
- **It is important for the educator to pay attention to the schedule.**

9. Reflection, review of objectives

The impressions of the realized activities are discussed

- What did we do today?
- Which activity was most interesting to you?
- How are you feeling?

A model of the polar world is placed in a visible place so that as many children and adults as possible can read the eco message for the protection of polar animals.

10. Inspiration

The idea is to protect polar animals due to global warming

<https://ecologic.mk/eco-logic-guide/>

5.18 Pollution of the animal world

1. Type of Activity

An activity for in the classroom and an activity outside

2. Topic

Living creatures and their habitats

3. Learning objectives

The learners are able to describe the characteristics of animals and plants such as respiration, movement, nutrition, sensitivity, reproduction and growth

4. Target group

6 – 14 year-old learners, whole school community

5. Necessary materials

Each group receives a strainer, two cups, a container with water, sand and various waste

6. Duration

Several days due to the complexity of the activities

7. Main activities

Group time

Learners follow a visual presentation about the aquatic world. Then they discuss the way of breathing, nutrition and movement in fish

Learners are divided into small groups/pairs. Groups/pairs receive the necessary means to work. The educator gives clear directions for the work of the groups/pairs and a detailed and clear description of the activities.

Before starting the activity, the educator asks the learners to give their guesses about the results they expect and to explain why they think so. They record the assumptions in their notebooks.

Each group/pair performs the activity.

The educator monitors the learners' work, guides them and helps them if necessary.

Activity:

Learners take two bowls and a colander. The strainer represents the gills through which fish breathe.

Learners place the strainer on top of one bowl.

Learners pour clean water into the strainer and observe the changes.

The learners fill the second glass 1/3 with water and put impurities (sand and various waste) in it.

The learners slowly pour the bowl of polluted water onto the strainer, that is, onto the 'gills of the fish'.

Using a magnifying glass, learners observe the remains of the colander.

8. Final activities – drawing a conclusion

The learners notice that the strainer, that is, the gills, are full of dirt.

The learners conclude that the polluted water in the oceans has a harmful effect on the living world.

IMPLEMENTATION

On the day of the activity, you should leave enough time to set up the necessary materials for work. All this should happen before you start the activity.

TIPS

- **During the individual work of the** learners, the educator monitors them and, if necessary, directs them further
- **If you work with different teams, it can be very useful to meet between them to update and discuss.**
- **It is important for the educator to pay attention to the schedule.**

9. Reflection, overview of objectives

- What did we do today?
- Did you find the activity interesting?
- How can we humans influence to reduce environmental pollution?
- What did you learn?
- How did you feel in class? (circle)

10. Inspiration

Animal world must be protected. We humans are key in polluting the animal world. We need to raise awareness among people to protect the animal world.

<https://ecologic.mk/%d0%bf%d1%80%d0%b8%d1%80%d0%b0%d1%87%d0%bd%d0%b8%d0%ba-%d0%b7%d0%bo-%d0%bd%d0%bo%d1%81%d1%82%d0%b0%d0%b2%d0%bd%d0%b8%d1%86%d0%b8-%d0%b7%d0%bo-%d0%b8%d0%bd%d1%82%d0%b5%d0%b3%d1%80%d0%b8%d1%80%d0%bo/>

5.19 Breathing in Animals

1. Type of Activity

An activity for in the classroom and an activity outside

2. Topic

Living creatures and their habitats

3. Learning objectives

The learners are able

- distinguish between respiration in terrestrial and aquatic animals and describe their respiratory organs (eg lungs, gills)

4. Target group

6 – 14 year-old learners, whole school community

5. Necessary materials

- two balloons,
- two tubes,
- paper masking tape,
- large container/bucket,
- waterproof marker,
- water.

6. Duration

Several days due to the complexity of the activities

Description of activities

Group time

Learners follow a visual presentation about the way land and water animals breathe. Learners describe the organs of respiration (eg, lungs, gills).

7. Main activities

Learners receive the necessary means to work. The educator gives clear directions for the student's work and a detailed and clear description of the experiment. Learners experiment. The educator monitors the learners' work, guides them and helps them if necessary.

Activity 1:

Learners take a tube and place the neck of the balloon on the top of the tube. The balloon is glued using a paper self-adhesive tape. They do the same procedure with the second tube. The learners place the tubes made in this way next to each other and join them in the middle with paper self-adhesive tape.

Before they start blowing the pipes, the educator asks the learners to give their guesses about the expected results and their explanation.

Learners record their guesses in a notebook.

Learners blow into the tubes and fill and deflate the balloons.

Activity 2:

At each group / pair, a large container with a mark of the starting point of the measurement is placed, somewhere in the middle of the container, which is filled with water up to the starting point of the measurement.

The learners have to blow into the tubes only once and through the tubes the balloons are inflated, so they close the tubes with the help of their fingers so that the air does not escape. Each learner alternately dips the inflated balloons into the water in the container.

The educator marks for each student how far the water level in the bowl has risen.

8. Final activities-drawing a conclusion

Learners notice that on inhalation the lungs inflate, and on exhalation the lungs contract / deflate. The learners note the rise of the water level in the container, which is actually the volume



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of air from the lungs. Learners conclude that the air we inhale enters the lungs and note the importance of clean air in nature, which is essential for the health of the living world.



IMPLEMENTATION

On the day of the activity, you should leave enough time to set up the necessary materials for work. All this should happen before you start the activity.

TIPS

- During the individual work of the learners, the educator monitors them and, if necessary, directs them further

- If you work with different teams, it can be very useful to meet between them to update and discuss.
- It is important for the educator to pay attention to the schedule.

9. Reflection, review of objectives

- What did we do today?
- Did you find the activity interesting?
- What did you learn?
- How did you feel in class? (circle)

10. Inspiration

Clean air is needed for all living things. From an early age, children should be taught how and in what way to preserve nature.

5.20 How do birds feed

1. Type of Activity

An activity for in the classroom and an activity outside

2. Topic

Living things and their habitats

3. Learning objectives

The learners are able to differentiate between the diet of herbivores, carnivores and omnivores

4. Target group

6 – 14 year-old learners, whole school community

5. Necessary materials

- 10 sunflower seeds with shell,
- deep bowl or plate,
- plastic bag,
- one teaspoon of water,
- about half a cup of sand.

6. Duration

Several days due to the complexity of the activities

Description of activities

Group time

Learners watch a visual presentation about the way birds eat their food, and they don't have teeth. Then they discuss how they peel and crush the seeds with their beaks.

7. Main activities

Learners are divided into small groups/pairs. Groups/pairs receive the necessary means to work. The educator gives clear directions for the work of the groups/pairs and a detailed and clear description of the experiment.

Before starting the activity, the educator asks the learners to give their guesses about the results they expect and to explain why they think so. They record the assumptions in their notebooks.

Each group/pair experiments.

The educator monitors the learners' work, guides them and helps them if necessary.

Activity:

Learners put the seeds in a deep dish, add water and leave them like that for an hour.

Learners put the seeds in a plastic bag along with the sand.

Learners place the bag between their palms and rub the seeds and sand in a back and forth motion for one to two minutes.

8. Final activities-drawing a conclusion

Learners notice that the seeds become like mush.

Learners conclude that birds have strong beaks and use their strong beaks to peel and crush seeds.



IMPLEMENTATION

On the day of the activity, you should leave enough time to set up the necessary materials for work. All this should happen before you start the activity.

TIPS

- During the individual work of the learners, the educator monitors them and, if necessary, directs them further
- If you work with different teams, it can be very useful to meet between them to update and discuss.
- It is important for the educator to pay attention to the schedule.

9. Reflection, review of objectives

- What did we do today?
- Did you find the activity interesting?
- How can we humans influence to reduce environmental pollution?
- What did you learn?
- How did you feel in class? (circle)

10. Inspiration

The idea is for learners to know the procedure of feeding birds.