

# Lesson 9 – Build your own Den/ Shelter



## Survival

**Grade Level:**

**Lesson Title:** Build your own Den/ Shelter

**Learning Objective:**

- As a class/small groups, determine 9 Children's Rights important to our survival and development – teacher to pre-select if necessary.
- Express ideas and opinions of children's rights to develop pupil voice
- Work as a team to succeed in the task

**For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.**

**Some Learners:** Will be able to identify the key rights important to their development and survival offering their ideas and opinion as to why.

**Most Learners:** Will be able to identify a right important to their development and survival

**All Learners:** Will further develop their understanding of children's rights in relation to survival

**Key Questions:**

- Who can remember what we learnt about in our last rights lesson?
- Can anyone remember a right?
- What does surviving mean?
- Who can think of something we need to survive?
- Who can think of something that helps us to learn?

**Materials/ Resources needed:**

- Social Story – "Survival"
- Picture pack – "Survival"
- Symbols Cards
- Objects of reference
- "My Rights Booklet"

- Materials for an outdoor shelter
- Healthy snack/ picnic

### **Introduction:**

Recap the previous lesson, highlighting the key aspects for the pupils.

Ask pupils what children's rights they can remember. Ask pupils to talk about the rights they think are important to help us survive.

Refer back to their Diamond 9 activity from the last lesson.

You may wish to revisit the "Survival" Social Story or picture pack.

### **Main Activity:**

Following on from lesson 8 (Rights Hunt), pupils can utilize an outdoor area (indoor if necessary) and collaborate as a team to design and build a den/ shelter to include some specific criteria such as:

It must be waterproof, warm and big enough for 2 people (this is an example; you can adapt this to suit your pupils' needs).

Support should be offered when needed.

Test your shelters to see how they perform and enjoy a healthy outdoor snack/ picnic – this could be made into a cookery session.

### **Extension Task:**

Depending on your school's policy and pupil ability, it may be a great opportunity to introduce some outdoor cookery lessons.

### **Plenary:**

As a class, have a brief recap of the lesson and get the pupils to self-assess/ peer-assess each other's shelters. What have we learned today? What was your favourite part? How can we make our shelters better?

**AFL:**

Understanding can be assessed through questioning and verbal feedback. Self assessment will further AFL with the learners providing appropriate reasons and understanding for what you need to survive. Refer back to the lesson objectives, have they been achieved?

**Differentiation:**

- Support hearing impaired learners with appropriate sign language
- Support ASD/ low-level learners with PECS/ pictures of reference
- PMLD learners can explore a sensory box to look for the appropriate objects of reference during the introduction activity.

Lessons and activities created by Jonathan Whitchurch of Heronsbridge School in collaboration with the Children's Commissioner for Wales. Tell the Children's Commissioner about your work on rights by tweeting @childcomwales or e-mail [post@childcomwales.org.uk](mailto:post@childcomwales.org.uk)