

## Imagine you are a...

The following activity is an engaging way for pupils to view the world from the perspective of the animals and plants that they share it with. This will hopefully allow pupils to develop empathy for these organisms and consider what they can do to help protect them.

### **Experiences & Outcomes supported by this activity:**

EXA 1-4-03a, EXA 1-4-04a, EXA 1-4-05a, EXA 1-4-07a, LIT 1-4-20a, LIT 1-4-21a, LIT 1-4-22a, LIT 1-4-23a, LIT 1-4-24a, ENG 2-4-27a.

Also, LGL 1-12a, LGL 2-12a, LGL 3-12a, LGL 4-12b for perspective writing in Gaelic.

### **Before the activity:**

As a way of introducing the concept that different species perceive the world in a different way depending on their senses, you might want to show pupils one of the following videos:

[“How to see like an animal”](#), BBC Earth Kids.

[“How animals see the world”](#), Bright Side.

[“How trees secretly talk to each other”](#), BBC News.

### **Description of the activity:**

#### **Materials you will need:**

- Paper / other medium to draw / write on
- Drawing / writing materials
- Outside space

#### **Activity:**

- Take pupils outside and ask them to spend some time sitting quietly, observing the animals and plants around them.
- Once they have had this quiet time, ask pupils to select one of the animals or plants that they have seen and imagine how that animal or plant perceives the very same place. It can help to go through each sense and imagine how the world appears from the animal or plant’s perspective. For example, can the animal or plant see, and if so, what does the world look like from where they are? Go through sight, sound, smell, touch and taste.
- If there are not many animals or plants available where you are, you could suggest pupils to imagine their playground or outside space from the perspective of any of the following: a snail, a bee, an ant, the tallest part of a tree, the roots of a tree, a passing bird, a squirrel.
- Invite pupils to either draw the perspective of their animal / plant or write a description / story about the perspective of their animal / plant.

- Once pupils have created their drawings / writings, invite them to share and discuss what they have created with each other.

#### Follow up to the activity:

Discuss the differing perspectives of the animals and plants that have been drawn / written about.

Discuss the following question: What could be done to protect the world that these animals and plants inhabit and how could pupils help with this?

#### Extensions to the activity:

##### **Extension 1**

Research the sensory perceptions of the animal and plants pupils drew / wrote about in more detail. For example, did you know that some birds, such as kestrels, can see ultraviolet light and use it to find their prey by looking for their urine? Did you know that rats talk to each other using ultrasound communications, that include a form of laughter?

##### **Extension 2**

Invite pupils to write to their local MP to ask them to ensure these animals and plants are protected as part of the COP15 negotiations. Our [letter and email template](#) will be helpful for this activity.