

*This learning resource was created by LEEDS 2023 Year of Culture as part of The Wild Escape project, in partnership with Art Fund and Leeds Museums and Galleries*

## The Wild Escape: Hedgehog Learning Resource

**Who this resource is for:** Key Stage 1

**What materials you'll need:** different coloured post-it notes, paint, pens, clay, old newspaper or tissue paper, coloured card or paper, foraged natural materials, pine-cones, egg-boxes.

### **Aims & objectives:**

The activities in this resource are designed to take 2-3 hours but can be adapted depending on your group and setting.

Learners will:

- Explore a native UK creature
- Learn about its natural habitat, ecosystem and threats to its environment
- Use this knowledge to create an artistic response which can be entered into The Wild Escape online exhibition.

### **Curriculum links:**

*Art & Design: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*

*Science: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.*

*English: develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.*

### **Useful links:**

[Hedgehog fact file](#)

[10 ways to help hedgehogs](#)

[Hedgehog craft video](#)

### **Activities:**

1. Introduce learners to the hedgehog with a hi-definition image and/or a video that shows hedgehogs in the wild, providing a few key facts related to the questions below. (5-10 minutes) Elicit from learners what they might already know – e.g. ask if anyone has seen or spotted a hedgehog before, or if anyone has had a pet hedgehog, ask them to name specific identifiable features using descriptive terms such as spiky, soft, small. Elicit why they are called hedgehogs (hedge & hog) with reference to where they hang out and the noises they make.



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2. Create a human exploded hedgehog fact file! Each question about hedgehogs is written on a post-it note and the answers are written on another set of post-it notes. Questions and answers are differentiated by colour. Divide the class into 2 groups, 1 group are the questions and 1 group are the answers (give each learner a relevant post-it note). The 'questions' will find the 'answers' by moving around the space towards each other. You can organise this as you see fit depending on the size of the class and the space available. Encourage learners to talk to each other to find the correct pairing. When learners find what they think is the correct pairing they can sit down together in their groupings. Try to create 'atmosphere'/excitement by putting on some nature sounds and/or a countdown timer while they complete the activity. You can give them 5-10 minutes for this. You can then check knowledge by asking each pairing to feed back their questions and answers.

*Example questions: What do they look like? (Describe their main features) What noises do they make? How long are their bodies? Where do they live? What do they eat? How do they defend themselves against predators? Who are their predators? In which season do they hibernate? Do they move around during the day or at night? (Diurnal or nocturnal) How many different species of hedgehog exist in the world? How do they move around? (they crawl, swim and climb trees).*

3. Tell a story about 2 endangered hedgehogs. Helly the urban hedgehog and Hattie the rural hedgehog. Why are they vulnerable? What different dangers do they face? These answers can be written on the board. Refer to page 2 of the hedgehog fact file where there's a fact file of specific dangers to urban and rural hedgehogs. You can use images with reference to the resources to show learners the different dangers faced by hedgehogs.
4. Movement activity! Learners imagine they are a city dwelling hedgehog in danger! Divide the class up into threat/danger (A) and hedgehogs (B). The 'danger' group can decide what kind of threat they pose to the hedgehogs: e.g. they could be a garden fence, a busy road full of cars, a farmer spreading poisonous pesticides, or a gardener who is removing the hedgehogs' natural foraging spots. The danger group then form a still-image that depicts the type of danger they pose. The hedgehogs must then move cautiously around them, occasionally curling up into a ball to try and protect themselves. As learners make their physical images, encourage them to consider the effect of traffic and fences on hedgehogs and how that impacts their environment. Groups can swap around so that everyone has the chance to be a hedgehog. If you have a large class size, you might want to consider doing this activity in smaller groups and using a 'freeze' frame so that learners can guess what a group's physical image depicts.



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5. After the movement activity, ask learners to think about what they could do to protect hedgehogs from harm. Encourage learners to be imaginative and come up with playful, utopian solutions. You can use the 10 Ways to Help Hedgehogs resource for ideas.

6. Create a hedgehog – using the available materials, make a hedgehog with learners. Here are some ideas below which can help you think about texture, colour and shape, paying particular emphasis to the spikes.

- Use clay to emphasise the hedgehogs' spikes. Paint their spikes different colours.
- Use pine cones for the hedgehog's body and cut-outs from egg boxes to make the nose and eyes (see video above for reference).
- Use colourful stars to depict spikes.
- Experiment with making a fan to depict the spikes.
- Use scrunched up newspaper to create a spiky texture.
- You could ask learners in advance of the session to bring in natural materials from their garden or a park to use for this activity – ask them to forage for the materials like a hedgehog!

