

# Bird's Nest



## 1. Name of the project:

Bird's Nest

## 2. Subjects covered from STEAM areas:

- Science (natural science perspective: Which bird species are there in Germany? How do they nest? How many eggs do they lay? How long is the breeding season?)
- Engineering (technical perspective: What makes a nest stable? Which Materials do I use best? How do I arrange them?)
- Arts (aesthetic perspective: Which bird's nest is most visually appealing?)
- Mathematics (mathematical perspective: How much weight can our bird's nest hold? Is it suitable for heavy birds?)

## 3. Target group (age range and size of the group):

- Age group: 7-8 years
- 25 students

## 4. Duration of the activity:

6 lessons

## 5. Key words:

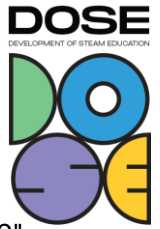
- native bird species
- breeding season
- nesting site
- nest
- bird egg
- nesting material
- stable construction
- natural materials

## 6. Key sentence describing context of the activity, followed by short description (200 words):

We are going to be nest builders!

During the lesson, the students first learn about different native bird species. It should be taken into account that the lesson can best be carried out if excursions into nature are

## Bird's Nest



also possible in order to be able to observe different bird species and also to examine nests with a necessary distance. During the field trip, the observation task "Look at the nests. What materials did the birds use? How do the birds make sure the nest is stable?" can be given to students to help them follow up on in subsequent lessons. The students should then plan how they can build their own nest that is particularly stable. First, considerations are made as to which materials are needed. It should be noted that different bird species build different nests, since the nests must meet different requirements, for example, in terms of size and location. When the students start building the nests, only materials from nature should be used so that auxiliary materials such as adhesive tape can be dispensed with. When the students have finished building the nests, it can be determined which nest is the most stable by adding weights to the nests to see if the nests are sustainable for birds. The aesthetic aspect can be used in a final evaluation of the nests by asking the students to justify which nest they find most appealing. A comparison can also be made with birds' nests from nature and the nests and the nests they built themselves to find similarities and differences.

### **7. Description of the activity environment, including the list of materials and tools needed:**

The teaching activities take place both in the classroom and outside (material search).

#### **Materials:**

- worksheets on native bird species and their nests,
- natural materials (e.g., grass, branches, leaves, clay, stones, animal wool/hair, feathers,...),
- a chicken egg

### **8. Step by step, detailed description of the activity, including teaching and learning strategies:**

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### **9. Learning objectives/competencies:**

Learning Objectives

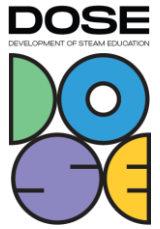
Students will...

- acquire knowledge about native bird species (with respect to living and nesting conditions)
- plan in a structured way how the construction of a nest can be accomplished
- work together in groups with their classmates
- train their communicative competence

Competencies (cf. Curriculum 2021)

The students...

## Bird's Nest



- check the stability of self-constructed models and describe features of stable construction methods (in the science subject for juniors)
- Evaluate and optimize self-constructed models (physical education)
- distinguish between typical animals in their habitats (physical education)
- examine different every day and natural materials with regard to their properties and possible uses (art)
- select suitable tools and aids for the processing of tasks (mathematics). tools and aids (mathematics)

### 10. Evaluation/Assessment guidelines:

The series is not intended to evaluate the product as such - that is, the nest itself - but rather the students' journey in planning and creating the product. The teacher thus takes on an observational role, as the final evaluation is primarily based on observations. A reflection phase at the end of the lesson ("What have I learned? What has worked well? What I could have done better?") is intended to give each student a chance to speak and to and for the students to assess their own performance.

### 11. Lessons learned:

We have learned that the subject area is very well suited for interdisciplinary and integrative teaching projects. and subject-integrative teaching projects, especially through the interaction of STEAM.

### 12. Additional information/Links:

(All german)

- Erklärvideo Nestbau: <https://grundschul-blog.de/vogelnest-bauen/>
- Lerne mit einem Wissenschaftler - Wir bauen ein Vogelneest  
<https://www.youtube.com/watch?v=ulAB9wfooao>
- Netzwerk frühkindlicher Bildung: <https://www.bibernetz.de/wws/nester-bauen.html>
- Naturpark Detektive: <https://www.bibernetz.de/wws/nester-bauen.html>
- Vogel & Natur: <https://www.vogelundnatur.de/voegel-nester-nestbau/>
- Arbeitsblätter für den Unterricht:  
[https://www.storchenforscher.ch/files/Download/89/Auftrag\\_EinVogelneestbauen.pdf](https://www.storchenforscher.ch/files/Download/89/Auftrag_EinVogelneestbauen.pdf)

### 13. Contact person:

Prof. Dr. Claudia Tenberge