make the best nest for birds

1. Name of the project:

make the best nest for birds

2. Subjects covered from STEAM areas:

Science,
Engineering,
Arts

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

26 forth-grades students in an inclusive elementary school (age 9-12)

4. Duration of the activity:

90 minutes

5. Key words:

nesting boxes,
titmouse,
topicality,
need

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

Within the lessons, the students will learn to identify different native bird species. For this purpose, they will study the different characteristics of the bird and the conditions that are necessary for their living and Environment. Due to current and future conditions (forest dieback, urban sprawl, deforestation, increasing surface settlement), the learners identify the need for increased nesting boxes as well as feeding sites (targeted feeding, insect hotels, nature reserves, flower strips). According to the need for action, they independently design drafts for a possible nest box construction adapted to the needs of native tits. Through a reflective exchange phase, the learners highlight a model that they build and hang to complete the row.

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

An iPad with an appropriate pen, Internet access, and a drawing program are needed

for the lesson. In addition, the prepared profile of the titmouse should be available. Material for the transparency of the daily routine and the social forms anchored in the lesson should be used in a structuring way.

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

After a repeated discussion of the importance of nesting boxes, characteristics for such boxes are collected on the blackboard. The characteristics of the tits are taken into account and, if necessary, adapted accordingly. This is followed by a research session in which the learners use the tablet to collect ideas for nest box implementations. After some children have shared interesting results, the learners develop possible construction drawings within small groups (4-5 persons), which they record on their tablets. This process will be taken up in another lesson.

9. Learning objectives/competencies:

On the one hand, the students acquire professional competencies regarding the climate situation and its requirements, knowledge about native bird species, characteristics of the titmouse and technical planning competencies. In addition, they casually learn a competent handling of different functions of the tablet and practice social exchange processes. They also deal with aesthetic components of nest box planning. In this way, the three components of the STEAM model are addressed and at the same time, areas of the media literacy framework are considered. On the one hand, the students practice operating and using digital tools (1.2), and on the other hand, they inform and research with modern media (2.1, 2.2). In addition to these areas, students gain skills in media production and presentation (4.1).

10. Evaluation/assessment guidelines:

This series of lessons can be evaluated by means of a subsequent assessment, for example, of content-related competencies.

11. Lessons learned:

For me personally, I have gained a deeper insight into the media literacy framework and knowledge about the STEAM model. I find the extension to the aesthetic component interesting, since creativity is an important criterion in many ways.

12. Additional Information/links: -

13. Contact person:

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