

**Module 2 Where is my home?**  
**Bird Box Session Plan (Upper KS2)**

<b>Intended learning outcomes</b>	
Children to know: <ol style="list-style-type: none"> <li>a) that bird boxes can be helpful to birds during the nesting season</li> <li>b) the characteristics of a good bird box</li> <li>c) how to put together a bird box kit</li> <li>d) where bird boxes should be sited</li> <li>e) signs to look for when monitoring bird box use</li> </ol>	
<b>Introduction (Input 1) (Approx 20 mins)</b>	Resources
<ul style="list-style-type: none"> <li>• Short presentation to cover LOs (a) and (b)</li> <li>• Short demonstration of learning outcome (c) including health and safety issues regarding tool use.</li> </ul>	<ul style="list-style-type: none"> <li>• projector/screen / computer / USB stick</li> <li>• 1 bird box kit</li> <li>• 1 completed bird box</li> <li>• examples of bird nests (cling filmed)</li> </ul>
<b>Group practical work (i) (Approx 45 mins)</b>	
<ul style="list-style-type: none"> <li>• Children to split into groups of 4 to make bird boxes (1 between 2) using the ready-made kits available.</li> <li>• Boxes need to be numbered.</li> <li>• Children to wash hands after this work.</li> </ul>	<ul style="list-style-type: none"> <li>• bird box kits</li> <li>• hammers</li> <li>• screwdrivers</li> <li>• power screwdrivers</li> <li>• G clamps</li> <li>• screws</li> <li>• nails</li> <li>• table covers</li> <li>• large felt tip pens</li> </ul>
<b>Input 2 (Approx 10 mins)</b>	
Continue with second part of the presentation to cover LO (d). This will include discussion of compass direction – <i>see ppt file and accompanying notes for key information to be passed on.</i>	<ul style="list-style-type: none"> <li>• Directional compasses</li> <li>• 1 pair loppers (to show what is used to cut vegetation)</li> </ul>
<b>Group practical work (ii) (Approx 20 mins)</b>	
<ul style="list-style-type: none"> <li>• Children to work in their groups to identify suitable places for their two bird boxes outside in the school garden, accompanied by their supporting adults. <i>NB Coats and outdoor shoes to be worn.</i></li> <li>• Adults to lead discussion on: where may be appropriate places to site the boxes; which direction is NE; does any vegetation need removing to allow easy access?</li> <li>• Groups to decide on one member to be the scribe. Scribe to draw rough sketch map of the garden and mark on where their numbered boxes <u>could</u> be placed. Adults to help them decide on possibilities.</li> <li>• Gather groups together and check where they have considered. Allocate positions to boxes if different groups have selected the same places.</li> <li>• Adults to erect boxes according to the sketch maps.</li> </ul>	<ul style="list-style-type: none"> <li>• clip boards, pencils, paper</li> <li>• Directional compasses</li> <li>• hammer</li> <li>• long nails (2 per bird box)</li> <li>• 1 pair loppers</li> <li>• ladder</li> </ul>
<b>Plenary (Approx 15 mins)</b>	
<ul style="list-style-type: none"> <li>• Continue with final part of the presentation to cover LO (e).</li> <li>• Show the children the record sheet that they could use to keep a log of the nest box use.</li> <li>• Explain that ID sheets will be available to them to remind them of the different birds they may see investigating or using the boxes.</li> <li>• Inform children that in the autumn term we will look at their record sheets; to help them find out exactly how the boxes have been used; and to clean out the boxes ready for their use the following spring.</li> </ul>	<ul style="list-style-type: none"> <li>• example of record sheet</li> </ul>