

Garden for animals

1	<p>Overall aims:</p> <ul style="list-style-type: none"> • Engage with nature; • Emphasize with nature; • Develop observation skills; • Stimulate the imagination; • Respect nature; • Internalize the importance of teamwork; • Developing manual skills.
2	<p>Vocabulary - keywords</p> <p>Garden, Animals, Nature</p>
3	<p>Sustainable abilities developed</p> <ul style="list-style-type: none"> • Systematic thinking competency; • Critical thinking competency; • Collaboration competency
4	<p>Pillars of sustainability included</p> <ul style="list-style-type: none"> • Environmental
5	<p>STEAM domains</p> <p>S, T, E, A</p>
6	<p>Teaching methodologies/activity outline</p> <p>The science behind the fun:</p> <p>With habitats across the world being altered by human activities, it's more important than ever to transform available areas to support wildlife. Children can design and create valuable wildlife-friendly gardens using their school's yard. In return, children get to observe animals up close and benefit from the many services that they provide. The perfect wildlife-friendly garden includes native plant species, food, water, and shelter. The first step is to identify a usable space and research suitable plants. In this lab, children will start the</p>

process of designing and building a wildlife-friendly garden to support local and migrating animal species.

Safety Tips & Helpful Hints:

The great news is that children can create a wildlife-friendly garden with very little space. Children can consider setting their garden up in the yard where other plants already exist. Children can also transform an existing garden to make it more wildlife-friendly. It's best to design and build the garden in early spring, before it gets too hot for newly installed plants to survive.

Procedure:

1. Children can choose a location for the wildlife garden. Children, through teachers' help and guide, have to consider access to water for growing plants and filling ponds, access to sun and shade, hardness and composition of the soil if they intend to install plants in the ground. Children can take a photo of the space before beginning construction, so they can compare it to the end product.
2. Children can choose their plants. Teachers can do some research at school library or online to identify plants that are native to their area. Teachers can think about each species' mature size, when it blooms, how it smells, which animals it is likely to attract, how it is pollinated, and whether it needs any special soil or nutrients.
3. Children can sketch out their ideal garden in their lab notebook, placing each plants species and noting water sources, with teachers' help and guide. Will their plants go into the ground or in containers? How often will they need to water their garden? Some plants are always thirsty, but most natives do fine with rainfall once they adjust to their new location. What will they use to get water to the plants (sprinklers, watering can, hose...)? Children work with their teachers who is willing to pitch in to turn their design into reality. Depending on the size of the area, children should be able to complete the garden in one day. Children have to be sure to photograph their final product.

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Expected learning outcomes

The child will be able to:

- follow instructions;
- engage with nature;
- develop fine motor skills using experimental materials (e.g., scissors) under the teacher's supervision;
- coloring and painting;
- develop senses.



8	Assessment <p>The evaluation is implemented through observation of the activity by the teacher who assesses pupils' commitment and participation.</p>
9	Equipment and materials to be used in learning unit (tools, ingredients etc) <ul style="list-style-type: none"> • Native Plants • Bird bath (base size and shape on your available garden space) • Shovel • Small pond liner
10	Kind of setting - lab, kitchen, outdoor etc. <p>Outdoor</p>
11	References - source: <p>M. Reinbold, <i>Animal Exploration Lab for Kids</i>, Quarto Knows, San Diego (USA) 2020, pp. 124-125</p>

