



<h1>Icarus</h1>	
	<p>Main objectives</p> <ul style="list-style-type: none"> - Understand the basic characteristics of birds: what they are, description and type of feeding - Differentiate between migratory and non-migratory birds - Approach the concept of "bird migration" - Link climate change to migration - Create a birdhouse
	<p>Vocabulary – Keywords</p> <ul style="list-style-type: none"> - Birds - Types of birds - Migration - Climate change - Bird house
	<p>Sustainability skills developed</p> <ol style="list-style-type: none"> 1. Systemic thinking: ability to recognize and understand the relationship between climate change and migratory birds. 2. Collaboration: the ability to learn from others by creating a birdhouse together. 3. Critical thinking: the ability to question, reflect and take a position in the sustainability discourse. 4. Self-awareness: the ability to reflect on one's own actions in the local community and (global) society.
	<p>Sustainability pillars included Ecological, Social, Economic</p>
	<p>STEAM Domains Science, Technology, Engineering, Art, Mathematics</p>
	<p>Teaching methodologies / scheme of activities The teacher tells the children about the main characteristics of birds, and asks them questions to start a debate and assess previous knowledge: what are birds, how can we recognise them, how are they born, are they all the same, which ones</p>



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do they know, do they have birds at home, do they see them on the street, do they like how they sing, etc.

Next, the concept of bird migration is introduced, explaining the process that describes the movement that birds make in response to their needs. However, as not all birds migrate, the different types of birds are addressed depending on whether they migrate or not.

The reasons for bird migration are also explained, and they are compared to human migration, since the reasons are similar: looking for places to settle, changes due to the climate, etc.

Then, climate change and the alterations it has caused in bird migration are addressed.

Finally, the students are asked to create a model of a bird house in groups. As we mentioned earlier, birds migrate to reproduce and look for food. We can therefore offer them shelter in the school playground. We can observe them and enjoy their company and singing.

The bird house will be built as follows:

- o use a clean empty milk carton to encourage reusing a container
- o decorate the milk carton to make it beautiful
- o seal it with adhesive tape so that it is waterproof
- o with the help of the teacher, make a hole in it for the birds to enter and exit, using scissors
- o make two holes in the top part with a punch to pass a string, and then hang it.
- o make several small holes in the bottom to let the guano (bird droppings) out.
- o finally, when the ideal season arrives, we can hang the bird houses in the playground.



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	<p>Expected learning outcomes</p> <p>The child will be able to:</p> <ul style="list-style-type: none"> - Understand the basic characteristics of birds: what they are, description and type of feeding - Differentiate between migratory and non-migratory birds - Approach the concept of "bird migration" - Link climate change to migration - Built a bird house
	<p>Evaluation</p> <ul style="list-style-type: none"> - Initial rubric to observe previous knowledge - Participation rubric - Self-assessment for the bird feeder activity - Self-assessment for the bird house activity
	<p>Equipment and materials to be used in the learning unit (tools, ingredients, etc.)</p> <ul style="list-style-type: none"> - Recycled material and consumables: scissors, milk brik, adhesive tape, rope...
	<p>Type of environment: laboratory, kitchen, outdoor, etc.</p> <ul style="list-style-type: none"> - Classroom and playground
	<p>References – source:</p> <p>Dark swallows will return - Gustavo Adolfo Bécquer</p>



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