**Name: Jeff Ofstedahl**

**Website Used: Iearn.org**

 **Lesson/Unit and Content Area:**

**Title: Together With Birds**

**Summary**

Participants research information about the birds of their community through birdwatching, organizing activities, and sharing information with each other.

**Description**

Participants learn about the birds of their community, their way of life and problems. They share information with each other through pictures they have taken and essays. During the project, various competitions and actions directed at maintenance of populations of birds of a city will be offered.

**Student Age Levels**

5-11 (Primary), 12-14 (Middle), 15-18 (Secondary)

**Dates**

Oct 01 2013 - Apr 30 2014

**Possible classroom activities**

Research and action projects, birdwatching, actions in support and protection of birds.

Organizing activities to support the birds:
October Birdwatching Days (watching the birds and writing stories about it)
December – March (winter time) Action “Feed wintering birds” (supporting wintering birds)
The first week of April Birds’ Week (organizing any activities, festivals, holidays devoted to the birds and writing stories about it)
March-April: Action “Houses for the birds” (making bird houses)

**Expected outcomes**

Student publications, a mobile exhibition of works of participants, media about actions/birds

**Group contributions to others and/or the planet:**

Awareness about birds around the world, and greater protection of them.

**Curriculum area**

Environment

**Related links**

[www.togetherwithbirds.blogspot.com](http://togetherwithbirds.blogspot.com/) (Belarus)

[www.newhorizons.blogspot.com/2011/03/together-with-birds-project\_26.html](http://www.newhorizons.blogspot.com/2011/03/together-with-birds-project_26.html) (Russia)

 **Assessment** for its Global Competence:

I chose this lesson/project because bird watching is an important part of our local economy. Our San Pedro River Riparian Area is the last free-flowing river in the US west of the Mississippi River, and an important migratory route for birds. We have approximately 80% of all of North America’s birds either living in this area or migrating through this area each year. I also selected this unit as I recently completed a graduate class on Ornithology and a large part of the class was tracking and logging migratory birds. If I were to include this unit in my classroom, I feel qualified to lead this project-based learning activity.

I chose to use the Global Competence Matrices from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Mansilla & Jackson, 2011, pp. 102-108). The first matrix is the Global Competence Matrix (p. 102). Since this is a science project, I also chose to use the Global Matrix for Science (p. 106). Following these two matrices is an evaluation of this program using Lori Reynolds’ matrix for assessing global competency in the classroom lessons.

Global Competencies Matrix (p. 102)

My findings show that the analyized unit on bird migration does in fact meet all of the criteria of the Mansilla & Jackson (2011) matrices on Global Competencies as well as their Scientific Conmpetencies.

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| --- | --- | --- | --- |
| Investigate the World | Recognize Perspectives | Communicate Ideas | Take Action |
| Students investigate theworld beyond their immediateenvironment. | Students recognize their ownand others’ perspectives. | Students communicate theirideas effectively with diverseaudiences. | Students translate their ideasand findings into appropriateactions to improve conditions. |
| Identify an issue, generatea question, andexplain the significanceof locally, regionally,or globally focusedresearchable questions. | Recognize and expresstheir own perspectiveon situations, events,issues, or phenomenaand identify theinfluences on thatperspective. | Recognize and expresshow diverse audiencesmay perceive differentmeanings fromthe same informationand how that affectscommunication. | Identify and createopportunities for personalor collaborativeaction to address situations,events, issues,or phenomena in waysthat improve conditions. |
| Use a variety of languagesand domesticand internationalsources and mediato identify and weighrelevant evidence toaddress a globallysignificant researchablequestion. | Examine perspectivesof other people,groups, or schools ofthought and identifythe influences on thoseperspectives. | Listen to and communicateeffectively withdiverse people, usingappropriate verbal andnonverbal behavior, languages,and strategies. | Assess options and planactions based on evidenceand the potentialfor impact, takinginto account previousapproaches, varied perspectives,and potentialconsequences. |
| Analyze, integrate, andsynthesize evidencecollected to constructcoherent responsesto globally significantresearchable questions. | Explain how culturalinteractions influencesituations, events,issues, or phenomena,including the developmentof knowledge. | Select and use appropriatetechnology andmedia to communicatewith diverse audiences. | Act, personally or collaboratively,in creativeand ethical ways to contributeto improvementlocally, regionally, orglobally and assess theimpact of the actionstaken. |
| Develop an argumentbased on compellingevidence that considersmultiple perspectivesand draws defensibleconclusions. | Articulate how differentialaccess to knowledge,technology, andresources affects qualityof life and perspectives. | Reflect on how effectivecommunicationaffects understandingand collaboration in aninterdependent world. | Reflect on their capacityto advocate for andcontribute to improvementlocally, |

Science Matrix (p. 106)

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| Investigate the World | Recognize Perspectives | Communicate Ideas | Take Action |
| Students investigate theworld beyond their immediateenvironment. | Students recognize their ownand others’ perspectives. | Students communicate theirideas effectively with diverseaudiences. | Students translate their ideasand findings into appropriateactions to improve conditions. |
| Identify issues and frameinvestigable questions oflocal, regional, or globalsignificance that call fora scientific approach oremerge from science. | Recognize and expresstheir own perspectiveon situations, events,issues, or phenomena,and determine how thatperspective along withtheir entire understandingof the world is influencedby science. | Recognize and expresshow diverse audiencesmay interpret differentlyand/or make differentassumptions about thesame scientific informationand how that affectscommunication andcollaboration. | Identify and create opportunitiesin which scientificanalysis or inquiry canenable personal or collaborativeaction to improveconditions. |
| Use a variety of domesticand international sourcesto identify and weighrelevant scientific evidenceto address globallysignificant researchablequestions. | Examine scientific waysof knowing and perspectivesabout science ofother people, groups, andschools of thought, andidentify the influences onthose perspectives. | Use varying scientificpractices, behaviors, andstrategies to verbally andnon-verbally communicatescientific informationeffectively with diverseaudiences, including theinternational scientificcommunity. | Assess options, planactions, and design solutionsbased on scientificevidence and the potentialfor impact, takinginto account previousapproaches, varied perspectivesand potentialconsequences. |
| Design and conduct ascientific inquiry to collectand analyze data, constructplausible and coherentconclusions, and/orraise questions for furtherglobally significant study. | Explain how culturalinteractions influence thedevelopment of scientificknowledge. | Select and use appropriatetechnology and mediato communicate about scienceand share data withexperts and peers aroundthe world. | Act, personally or collaboratively,in creative andethical ways to implementscientifically-based solutionsthat contribute tosustainable improvements,and assess the impact ofthe action. |
| Interpret and apply theresults of a scientificinquiry to develop anddefend an argument thatconsiders multiple perspectivesabout a globallysignificant issue. | Explore and describe theconsequences of differentialaccess to scientificknowledge and to thepotential benefits of thatknowledge. | Reflect on how effectivecommunication affects scientificunderstanding andinternational collaborationin an interdependentworld. | Reflect on how scientificknowledge and skills contributeto their capacityto advocate for improvementlocally, regionally, orglobally. |

Lori Reynolds’ criteria for assessing global competency in the classroom lessons.

I am using Mansilla & Jackson’s (2011) matrices on Global Competencies as well as their Scientific Conmpetencies to answer Reynolds’ analytical questions for assessing a classroom unit.

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| --- | --- |
| **Does the unit…** | My Analysis |
| * Develop learning outcomes for competence?
 | Yes, Students investigate the world beyond their immediate environment. Students recognize their own and others’ perspectives. Students translate their ideasand findings into appropriate actions to improve conditions. |
| * Infuse curriculum?
 | Interpret and apply the results of a scientific inquiry to develop and defend an argument that considers multiple perspectives about a globally significant issue. |
| * Reflect diverse perspectives?
 | Students recognize their own and others’ perspectives. |
| * Investigate global challenges?
 | Act, personally or collaboratively, in creative and ethical ways to implement scientifically-based solutions that contribute to sustainable improvements,and assess the impact of the action. |
| * Engage in collaboration?
 | Students communicate their ideas effectively with diverseaudiences and work with students from other regions to translate their ideas and findings into appropriate actions to improve conditions. |
| * Create opportunities for reflection and self- assessment?
 | Reflect on how scientific knowledge and skills contributeto their capacity to advocate for improvementlocally, regionally, or globally. |
| * Provide students feedback on development
 | Select and use appropriate technology and mediato communicate about science and share data withexperts and peers around the world. |