**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 the  world beyond their immediate  environment. | Students recognize their own  and others’ perspectives. | Students communicate their  ideas effectively with diverse  audiences. | Students translate their ideas  and findings into appropriate  actions to improve conditions. |
| Identify an issue, generate  a question, and  explain the significance  of locally, regionally,  or globally focused  researchable questions. | Recognize and express  their own perspective  on situations, events,  issues, or phenomena  and identify the  influences on that  perspective. | Recognize and express  how diverse audiences  may perceive different  meanings from  the same information  and how that affects  communication. | Identify and create  opportunities for personal  or collaborative  action to address situations,  events, issues,  or phenomena in ways  that improve conditions. |
| Use a variety of languages  and domestic  and international  sources and media  to identify and weigh  relevant evidence to  address a globally  significant researchable  question. | Examine perspectives  of other people,  groups, or schools of  thought and identify  the influences on those  perspectives. | Listen to and communicate  effectively with  diverse people, using  appropriate verbal and  nonverbal behavior, languages,  and strategies. | Assess options and plan  actions based on evidence  and the potential  for impact, taking  into account previous  approaches, varied perspectives,  and potential  consequences. |
| Analyze, integrate, and  synthesize evidence  collected to construct  coherent responses  to globally significant  researchable questions. | Explain how cultural  interactions influence  situations, events,  issues, or phenomena,  including the development  of knowledge. | Select and use appropriate  technology and  media to communicate  with diverse audiences. | Act, personally or collaboratively,  in creative  and ethical ways to contribute  to improvement  locally, regionally, or  globally and assess the  impact of the actions  taken. |
| Develop an argument  based on compelling  evidence that considers  multiple perspectives  and draws defensible  conclusions. | Articulate how differential  access to knowledge,  technology, and  resources affects quality  of life and perspectives. | Reflect on how effective  communication  affects understanding  and collaboration in an  interdependent world. | Reflect on their capacity  to advocate for and  contribute to improvement  locally, |

Science Matrix (p. 106)

|  |  |  |  |
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| Investigate the World | Recognize Perspectives | Communicate Ideas | Take Action |
| Students investigate the  world beyond their immediate  environment. | Students recognize their own  and others’ perspectives. | Students communicate their  ideas effectively with diverse  audiences. | Students translate their ideas  and findings into appropriate  actions to improve conditions. |
| Identify issues and frame  investigable questions of  local, regional, or global  significance that call for  a scientific approach or  emerge from science. | Recognize and express  their own perspective  on situations, events,  issues, or phenomena,  and determine how that  perspective along with  their entire understanding  of the world is influenced  by science. | Recognize and express  how diverse audiences  may interpret differently  and/or make different  assumptions about the  same scientific information  and how that affects  communication and  collaboration. | Identify and create opportunities  in which scientific  analysis or inquiry can  enable personal or collaborative  action to improve  conditions. |
| Use a variety of domestic  and international sources  to identify and weigh  relevant scientific evidence  to address globally  significant researchable  questions. | Examine scientific ways  of knowing and perspectives  about science of  other people, groups, and  schools of thought, and  identify the influences on  those perspectives. | Use varying scientific  practices, behaviors, and  strategies to verbally and  non-verbally communicate  scientific information  effectively with diverse  audiences, including the  international scientific  community. | Assess options, plan  actions, and design solutions  based on scientific  evidence and the potential  for impact, taking  into account previous  approaches, varied perspectives  and potential  consequences. |
| Design and conduct a  scientific inquiry to collect  and analyze data, construct  plausible and coherent  conclusions, and/or  raise questions for further  globally significant study. | Explain how cultural  interactions influence the  development of scientific  knowledge. | Select and use appropriate  technology and media  to communicate about science  and share data with  experts and peers around  the world. | 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. |
| Interpret and apply the  results of a scientific  inquiry to develop and  defend an argument that  considers multiple perspectives  about a globally  significant issue. | Explore and describe the  consequences of differential  access to scientific  knowledge and to the  potential benefits of that  knowledge. | Reflect on how effective  communication affects scientific  understanding and  international collaboration  in an interdependent  world. | Reflect on how scientific  knowledge and skills contribute  to their capacity  to advocate for improvement  locally, regionally, or  globally. |

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 ideas  and 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 diverse  audiences 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 contribute  to their capacity to advocate for improvement  locally, regionally, or globally. |
| * Provide students feedback on development | Select and use appropriate technology and media  to communicate about science and share data with  experts and peers around the world. |