



<p><u>Experience and Outcomes</u>  <b>Biodiversity and interdependence</b>          I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. <b>SCN 2-02a</b></p> <p><b>Handling data - Data and Analysis</b>          I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. <b>MNU 1-20b</b>          I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. <b>MNU 2-20b</b></p> <p><u>Learning Outcome</u>          I am learning to develop and maintain a suitable habitat for local wildlife relevant to our school .</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Key to the woods</li> <li>• Whistle</li> <li>• Tacks</li> <li>• Old wooden disused pallets</li> <li>• Twigs, logs with holes drilled in them, bark, straw, pine cones, dried leaves</li> <li>• Terracotta pots, pipes/poster tubes or chicken wire, old roofing slates or tiles</li> <li>• Green roofing material, turf or other solid material to cover the top</li> <li>• Bug hotel costumer survey, clipboards and pencils</li> <li>• Habitat key 'jointhepod' resource</li> </ul>
<p><u>Activity</u>          Pupils to use prior knowledge on the forest habitat to predict 10 insects they are most likely to find. Pupils to observe habitats in the woods in pairs or threes, regroup and identify what animals spotted. Review of habitat preferences for insects.</p> <p>Make links to season and weather conditions that will affect insect population. Link to prior knowledge on food chains and webs, why might this have a negative impact for other animals?          Pupils to review prior learning on endangered species and the destruction of habitats as a factor. Introduce learning intention .</p> <p>Link mentioned habitats to suitable materials for the bug hotel, pupils to identify these.</p> <p>Making bug hotels (in groups of 4 or 5):</p>	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Review learning -how did prior learning inform our learning activity today? What did you learn? What would you do differently?</li> <li>• Review the criteria to make a suitable bug hotel and whether this was achieved as a group</li> <li>• Monitor how effective this conservation is during follow up lesson using the 'bug hotel costume review' survey by observing and recording how many insects they can find taking residence in the hotel -compare this with the habitat resource key for particular insects and make suitable adaption to the hotel to suit the particular habitat preferences for any insects that are not inhabiting the hotel</li> <li>• This can be monitored over a period of time and recorded using tracking method such as an excel spreadsheet and used to spot trends and compare differences - possible ICT links</li> </ul>

- Choose a quiet site with flat earth in the sun
- Take one of the pallets and wrap the top section with the roofing material and secure with tacks on the underside
- Build the side walls with layers of pallets
- Place the roof on top and use tiles beneath one side to angle it slightly and aid drainage. Fill with a mixture of earth, compost and grit
- Use the other materials to fill the gaps in the layers -twigs, bark, leaves, pine cones, stones

Model process, discuss skills needed to achieve this learning intention as a team, taking on different roles and good communication.

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