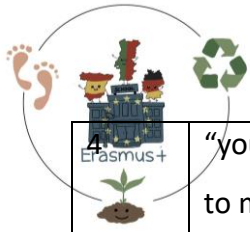
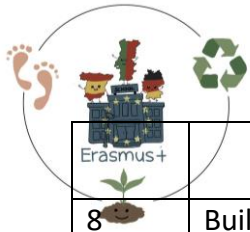




| Lesson | Subject | Material | Aims | Competencies |
|--------|---|----------------------|---|--|
| 1 | “You only can love, what you know” – which species are around us? | Apps, books | Familiarizing students with the diverse species present in their surroundings. | Students are able and willing to develop the ability to identify and recognize different species using determination apps and other tools. |
| 2 | Let’s see and determinate – they all have a story | Apps and books | Research and Inquiry: Developing skills in species identification and determination using various apps and tools. | Students are able and willing to conduct research to gather information about species, their characteristics, and their ecological importance. |
| 3 | Create a herbarium – what is this and how to do | Individual herbarium | Fieldwork skills: Understanding the importance of individual species and their stories within the ecosystem. | Students are willing and able to acquire practical skills necessary for conducting fieldwork, including observing and documenting species in a nature setting. |



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| 4 | <p>“you are important to me” - Relation between the species</p> | | <p>To explore the relationships between different species, their interactions with biotic and abiotic factors and the relevance for the ecosystem.</p> | <p>Students are willing and able to analyse the relationships between species and the impact of human activities on biodiversity and the eco system.</p> |
| 5 | <p>What do the expert tell us – listen to Marc Benecke (biologist, Entomologist, Forensics) talking about the dying of species</p> | <p>YouTube: time is up</p> | <p>To raise awareness about the declining species and the and the importance of science.</p> | <p>Students are willing and able to develop an understanding of the current environmental challenges, such as species decline, and the importance of conservation by using scientific measurements.</p> |
| 6 | <p>Recognise diversity - structural diversity causes biodiversity</p> | <p>Excursion in a nature place near by</p> | <p>To raise awareness about the significance of conservation efforts.</p> | <p>Students are willing and able to acquire practical skills necessary for conducting fieldwork, including observing and documenting species in a nature setting.</p> |
| 7 | <p>Insect Atlas – working on different aspects of insects</p> | <p>Insect Atlas – creating presentations</p> | <p>To investigate and study various aspects of insects and their relevance for the ecosystem and survival of humanity</p> | <p>Students are willing and able to work collaboratively in group activities by creating presentations for the Insect Atlas.</p> |



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| | | | through the Insect Atlas. | |
| 8 | Building insect hotels and nesting boxes for selected birds and bats | Kits of insect hotels, building instruction | To be able to act and participate with working with their own hands. | Students are willing and able to work collaboratively in group activities such as building insect hotels and nesting boxes and to feel empowered by their own actions, |
| 9 | Select special Flowers and seed them in a flower meadow | Working in the school ground | To participate in the restoration of local biodiversity by selecting and sowing special flowers. | Students are willing and able to contribute to the restoration of local biodiversity by selecting and sowing specific flowers in a designated area and be self-sufficient within the school community. |
| 10 | What aspect drives you most? - working on individual aspects with individual products | PPT, article, sculpture, podcast, video | To encourage students to pursue their individual interests and express their understanding through different mediums. | Students are willing and able to explore individual aspects of biodiversity that interest them and create unique products, such as PowerPoint presentations, articles, or videos to demonstrate their knowledge and personal engagement. |