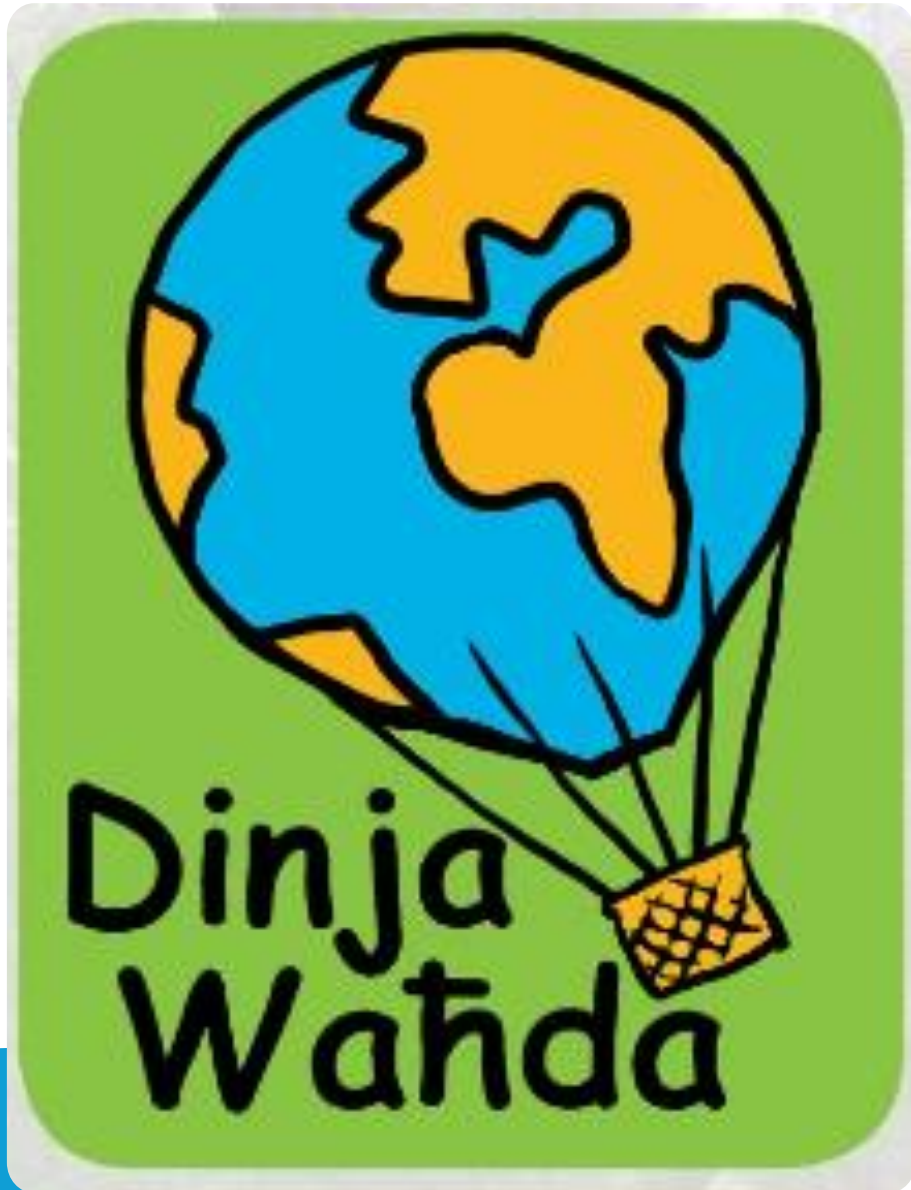




Bug Hotels





How will the questions asked guide the children through the research cycle?

This investigation was part of the *Dinja Wañda* school project, which invited students to investigate minibeasts.

The web unveiled both misconceptions and the children's knowledge about minibeasts.

The whiteboard displays a digital interface with a toolbar on the left containing icons for download, zoom, eraser, and other drawing tools. The main content area features a list of minibeasts: Ladybirds, Butterflies, Ants, Worms, Bees, and Spiders. The word "Minibeasts" is circled in the center. To the right of the list, there are handwritten notes: "Very small", "They're clever", "Some can fly", "Some can dig holes", "Some are hard to find", "Hide from danger", "Try to escape", "Hide from people", "What do they eat?", "Bees make honey", "Some are poisonous", and "Some hurt people". At the bottom of the whiteboard, there is a row of green speech bubble icons containing numbers from 10 to 20. Above the whiteboard, a yellow banner displays the alphabet from J to Z. To the right, a glass display shows a date "25-4-2024" and some Indonesian text.

Ladybirds
Butterflies
Ants
Worms
Bees
Spiders

Minibeasts

Very small
They're clever
Some can fly

Some can dig holes
Some are hard to find
Hide from danger
Try to escape
Hide from people

What do they eat?
Bees make honey

Some are poisonous
Some hurt people

25-4-2024
Ayo Hobbies tulislah, ketes
3 sentenzi x pinal stempel

10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30



stony home; shady place

stony home; sunny place

wooden home; shady place

wooden home; sunny place

The children built bug hotels to determine the habitats of small garden creatures; whether they prefer wooden, rocky, shady, or sunny environments.

Construction fostered critical thinking as the children had to find ways of ensuring the bug hotels were sturdy and resistant to collapse.



How do questions enable the students to justify their predictions?

Children predicted which creatures lived in each setting.

Reflective questions like “*Why do you think this minibeast prefers a rocky environment?*” encouraged the children to think critically about habitat preferences.



How are the questions being asked helping the students in their investigations?

Asking how long the bughotel needs to be left in the environment before spotting any bugs, prompts students to observe and understand the time required for minibeasts to adapt to new habitats.

Additionally, asking how the relocation of a bug hotel from a shady to a sunny place might affect the results, encourages students to think about the environmental preferences of different minibeasts.

Asking the children to consider minibeasts living in different habitats, such as underground, rather than just rocky or woody areas, helps them appreciate the diversity of environments.





Sunny place

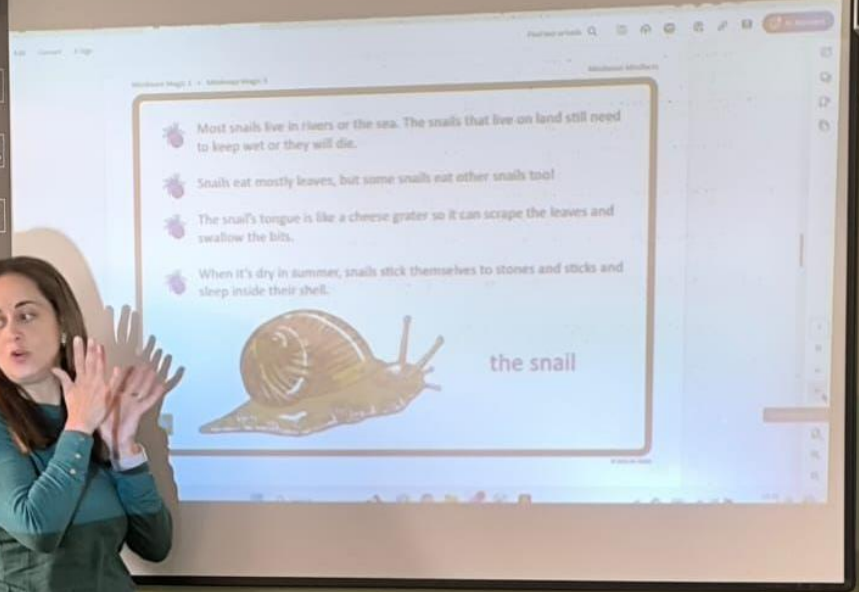
St. Michael

Mai
Iris
Katr.



How are findings being reported in class?
After some time, the children checked their bug hotels to confirm or rethink their predictions. They recorded their observations on a worksheet and shared their findings with the rest of the class, sparking discussions as they shared their observations.

25-4-2024



How is it decided whether the outcomes make sense or not?

The presentation provided by *Dinja Wañda* about minibeasts validated the children's conclusions.

