

School Work
SHEETS



BLOCK 5:

**BIRDS LIVING
NEXT TO US**









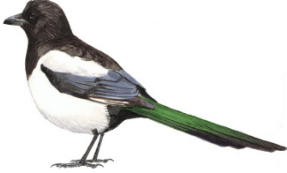





Block 5: EXPLORE THE LIFE OF BIRDS AT WINTERING SITES.

Background: Place a bird feeder on a wall of the classroom and show near it illustrations of birds that the children recognise. Find a place to store bird food.












DETAILED PROBLEMS	HOW TO TELL THAT BIRDS ARE PRESENT IN THE FIELD?	WHAT BIRDS COME TO THE FEEDER? WHAT BIRDS COME TO WINTER IN IRELAND?
Field activities	<p>Watching birds takes patience, knowledge and a bit of luck. It is important to spot traces of their presence. The most frequently seen ones are footprints left on soft surfaces, such as mud, wet sand or snow.</p> <p>It's worth collecting various artefacts that are other traces of bird presence or to document them with photos.</p> <p>A collector's guide will be helpful. (5/A/1)</p>	<p>A feeder placed so that it can be easily watched through windows will yield many interesting observations (5/B/1). Board (5/B/2) shows species that will typically be seen at the feeder - learn to identify them.</p> <p>A trip to bird wintering sites (water bodies in a park, rivers, seashore) (5/B/3). During the trip, focus on watching birds - what do they do, how do they manage?</p>
Observations and experiments	<p>Sheets (5/A/1) contain examples of various bird habitats - use them during your discussion with children.</p>	<p>If birds are provided with suitable food, watching a feeder will yield interesting observations as to the looks, likes and behaviours of the winged visitors. Presentation (5/B/4) is a photo documentation of one such bird canteen.</p>
Art and graphomotor tasks	<p>Art tasks using bird feathers, e.g. Christmas trees (inspiration: https://www.youtube.com/watch?v=I-S5tyjmF20), plumes for a carnival ball, etc.</p> <p>Writing/drawing with a bird feather (this link gives a hint on how to prepare a bird feather for writing)</p>	<p>Make an album about the birds of your feeder. Gather photos, drawings and descriptions in the album.</p>
Language and writing tasks.	<p>Make a play (dramatisation, stage design), in which the main roles are played by the children acting as birds of your feeder. Use your observations and information found in other sources.</p> <p>To prepare the staging you can use the publication: Mineyko B. „Improwizacje w klasach I – III” [Improvisation in grades 1-3], W-wa, 1986</p>	
Maths tasks	<p>Repeat the concept of space with your children</p> <p>e.g. under, above, right, left using the Mathematical drawings tab (S5 / A / 4). Encourage children to try faithful representation of the figure and coloring of birds.</p>	<p>Prepare materials that help the birds see the glass surfaces. Hang them in the windows (S5 / B / 6).</p>
Games and competitions	<p>Design a shadow theatre in which the actors are the shapes of birds from the feeder that you watched.</p>	

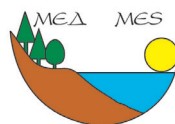


BIRDS LIVING NEXT TO US - OBSERVATION CARD

BIRD SPECIES	WHERE DID YOU SEE IT?	HOW MANY?
 <p>Blackbirds (jv)</p>		
 <p>Jackdaw (jv)</p>		
 <p>Magpie (jv)</p>		
 <p>House sparrow (jv)</p>		
 <p>Feral pigeon (jv)</p>		









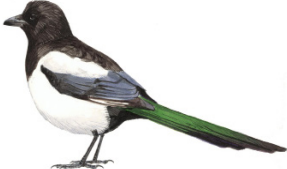



 Great tit (jv)		
 Blue tit (jv)		
 Mallard (jv)		
 Swift (jv)		
 Sparrowhawk (jv)		
Other		





























































BIRDS LIVING NEAR US - OBSERVATION CARD

BIRD SPECIES	WHERE DID YOU SEE IT?	HOW MANY?
 Blackbirds		
 Rook (jv)		
 Jay (jv)		
 Jackdaw (jv)		
 Magpie (jv)		














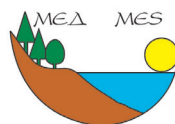
 <p>House sparrow (jv)</p>		
 <p>Feral pigeon (jv)</p>		
 <p>Collared dove (jv)</p>		
 <p>Great tit (jv)</p>		
 <p>Blue tit (jv)</p>		
 <p>Chaffinch (jv)</p>		
 <p>Mallard (jv)</p>		



 <p>Great spotted (jv)</p>	    	
 <p>Tree sparrow (jv)</p>	    	
 <p>Swift (jv)</p>	    	
 <p>House martin (jv)</p>	    	
 <p>Sparrowhawk (jv)</p>	    	
 <p>Nuthatch (jv)</p>	    	
 <p>Robin (jv)</p>	    	



 Mute swan (jv)		
 Kestrel (jv)		
 Black redstart (jv)		
 Redstart (jv)		
 Peregrine falcon (jv)		
Other		





MATHEMATICAL DRAWINGS



1. Complete the illustration in accordance with the instructions.

Five sparrows sit on the roof.

2 magpies sit on the right side of the chimney.

Three animals hid in the bushes.

6 Swifts fly over the house, a mallard duck crouched beside the fence.

Three Great spotted woodpeckers hid in the branches of trees.

How many birds have you drawn? Take action and calculate.

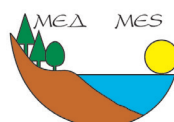
2. Complete the drawing with other animals that live in the housing estate.

a. Where did you put them?

b. How many animals have you added?

c. Altogether how many animals are birds?






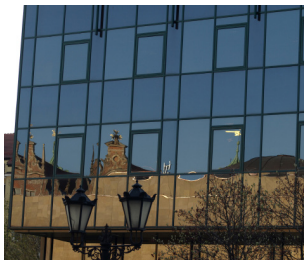



3. Use the space below to do your calculations:



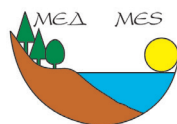


THE AREA AROUND OUR SCHOOL PLACES WHERE BIRDS LIVE

Check what birds are found near your school.

			
Bushes and trees with fruits (im)	Ponds	Lush thickets (jm)	Climbers (jm)
			
High trees (jm)	Field or meadow	Big windows	Cat (nk)
			
Birdhouses (m)	Wires	Rubbish (px)	High voltage lines (m)

- **Consider (above):**
- Which elements are bird friendly?
- Which elements can be dangerous for birds? Why?





DO WINDOWS AND GLASS SURFACES POSE A DANGER FOR BIRDS?

EXPERIENCE

What you need?

- mirrors
- small glass plates (with protected edges)
- white and black cards

Tasks and questions:

1. Investigate if and how the surroundings are reflected in the mirrors.
2. Repeat the test using glass plates and glass plates with black or light background.
3. Is the intensity of light of importance (good lighting, poor lighting)? Think about how to check it.

OBSERVATION

What you need?

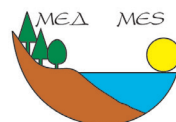
- exhibition windows, residential windows, glass facades, etc.

Tasks and questions:

1. Look at glass surfaces in buildings.
2. See:
 - a. Are they transparent?
 - b. Can you see the inside?
 - c. Are the surroundings reflected?
 - d. Is it possible to think that there is no glass, only the surroundings?

Consider:

- How do people and birds see large glass surfaces?
- Is the size of windows important for birds to see them?
Are the curtains in the windows visible to the birds?
- What can we do to help birds see glass surfaces?

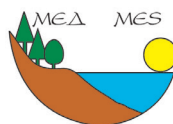
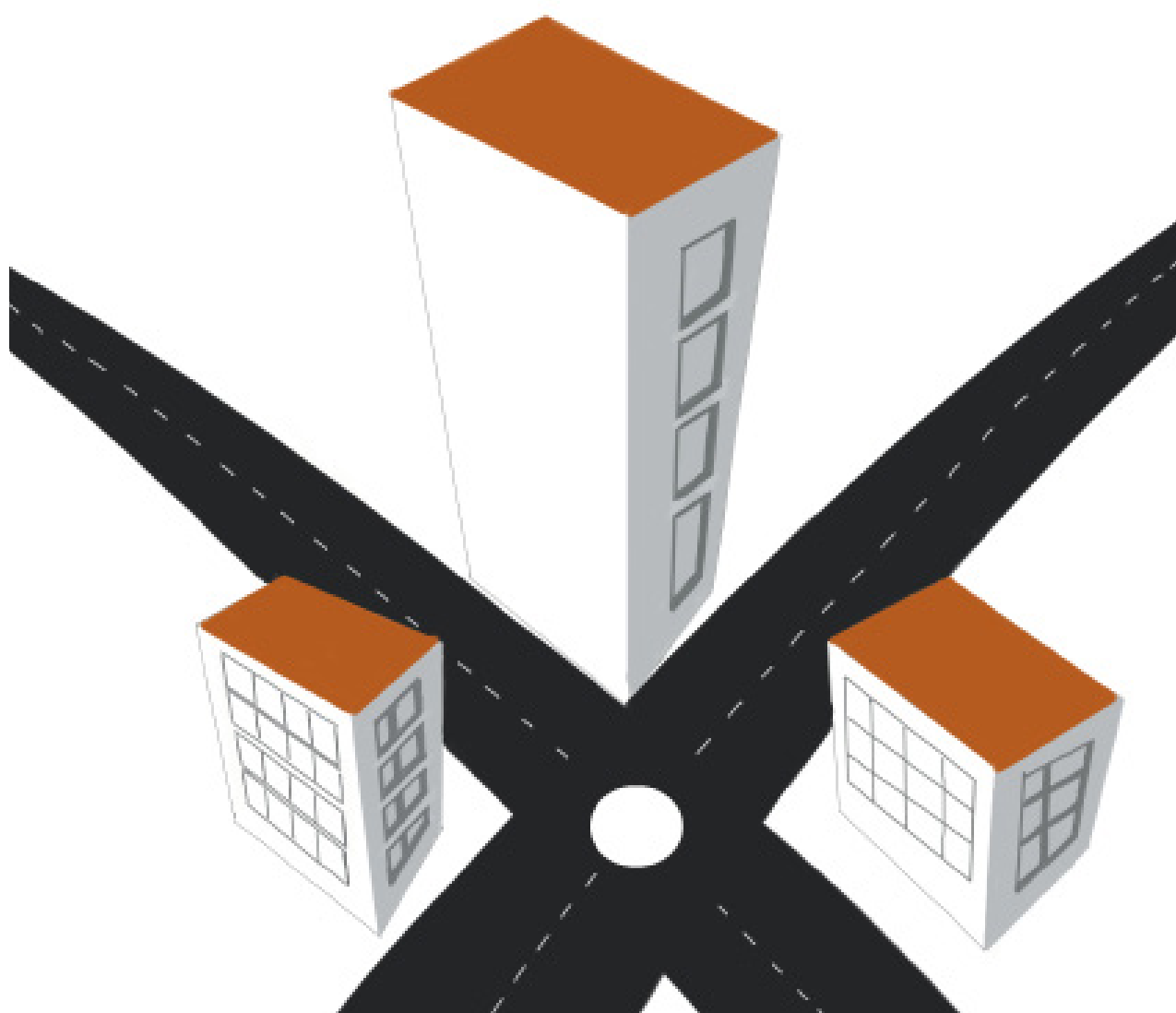




WHAT CAN WE DO TO MAKE THIS PLACE BIRD-FRIENDLY?

DRAW YOUR IDEAS.

Drawing: - 2-3 buildings which children could draw vegetation, a water reservoir, etc.





WINDOW DECORATIONS

INVISIBLE DRAWINGS

What you need?

- UV markers
- UV flashlight

TASKS AND QUESTIONS

1. Make drawings using the markers on the glass.
2. To see your drawing, highlight it with a flashlight. Be careful when working. Do not shine in the eyes of other people.
3. Why do birds see drawings and people do not?

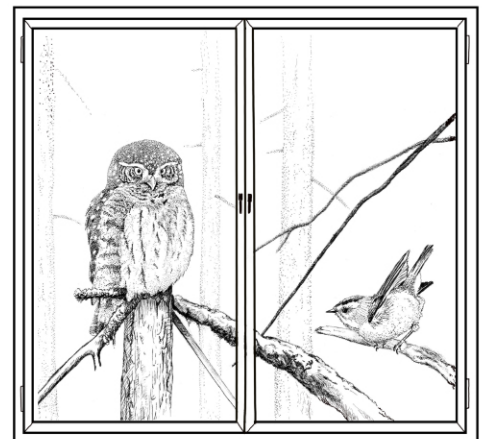
WINDMILLS - SCARY

WHAT YOU NEED?

- sticks of different length
- a piece of string or a soft wire
- 2 plasticine balls
- different length of crepe cut into strips
- colored circles
- glue

TASKS AND QUESTIONS

1. Put strips of different crepe length to the stick.
2. Attach colored circles to the free ends of the crepe.
3. With both ends, tie the string and secure with plasticine.
4. The constructions can be hung on a hook or hooked on a long stick hammered into a pot with sand.
5. How else can you decorate the structure?





What you need?

- recycled CDs drilled from two sides
- pieces of string or soft wire
- waterproof markers of different colors

Tasks and questions

1. Connect with the help of a string no more than 4 CDs in such a way as to keep the distance about 15 cm from the boards.
2. At the end of the string, make a knot, and before the first one, a loop allowing suspension of the entire structure.
3. How can you decorate the plates to keep reflecting?

Decorative designs

What do you need?

- paper in any color
- patterns of silhouettes of birds and other animals
- pencils

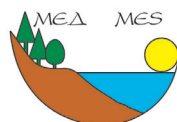
Tasks and questions

1. Draw an outline of the shape of twigs and birds on paper.
2. Cut them out of paper.
3. Adorn your figure.
4. Place them on the inside of the windows.

Consider:

How do your decorations make glass surfaces visible?

Are the windows in your home safe for birds?



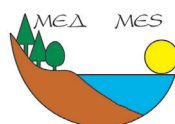


LET'S MEASURE SAFE DISTANCES FOR BIRDS



Tasks and questions:

- Which bird is closer to the cat?
- How to measure the distance without a ruler?
- Can you think of a few ways?





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This material has been prepared as part of the project „We live in harmony with nature. Educational program for teachers of pre-school and primary education „.

The project involved selected non-governmental organizations involved in the protection of birds associated as part of the international BirdLife International federation. In addition to the National Society for Bird Protection, which ran the project, he was involved in the Spanish Ornithological Society (SEO), the Slovak Ornithological Society (SOS), the Macedonian Ecological Society (MES), the Czech Ornithological Society (CSO) and BirdWatch Ireland (BWI). The University of Gdańsk became the substantive partner of the project responsible for creating materials for teachers.

BirdWatch Ireland is a non-governmental organization with a public benefit status, dealing with the protection of wild birds and the places where they live. The aim of the organisation is to preserve the natural heritage for the benefit of present and future generations. BWI is the Irish partner of the global federation of bird protection societies - BirdLife International.

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