



Constructing

Build a bird feeder – discuss exactly what type of food you will put into it.

Students can themselves think up what their bird feeder will look like, or they can make use of ready concepts – such as this one:

<https://www.youtube.com/watch?v=xKa5R2N8YqY>

You can find other ideas here:

<http://www.diyncrafts.com/3515/home/23-diy-birdfeeders-will-fill-garden-birds>

The easiest are: Pinecone Feeders and Wooden Spoon Feeder

Remember not to put food that can harm birds into the feeder. More information on this subject can be found here: http://www.humanesociety.org/animals/resources/tips/feeding_birds.html?referrer=https://www.google.pl/

If you put the feeder in a place where you can watch birds feeding from it, you can start to conduct more careful observations, and note what they look and sound like. The feeder can be a good starting point for a larger observation and identification project. You can make use of websites that suggest what to look for when birdwatching:

<https://www.allaboutbirds.org/building-skills-the-4-keys-to-bird-identification/>



Materials to collect:

1. Items for the "bird canteen":

- 4 bowls or containers representing water reservoirs,
- 6-8 disposable plates,
- 4 glasses or small disposable cups,
- 4 pictures of flowers (to put under the glasses/cups),
- Pieces of bark, wood,
- Fresh and dry leaves,
- (Pine) cones.

2. Bird food or imitation bird food (the amount required for the whole class):

- 100g of various types of grains/seeds – e.g., sunflower, or corn,
- 10 toy mice – cat toys, or you can make them yourself from a sponge,
- 10 small pieces of aluminium foil – cut them out in the shape of fish
- 200 ml dyed water – yellow or orange. Pour it into the glasses/cups and place them on the drawings of flowers. The dyed water will play the role of nectar.
- A handful of small green plants (can be grass) – to float on the surface of the water,
- 50 pieces (about 2 inches long) of yarn (alternatively, ribbons or tissue paper) in each of the following colors: green – caterpillars (on green leaves); brown or pink – earthworms and soil invertebrates (among dry leaves); red – invertebrates feeding on wood (inserted into dead wood, pieces of bark); orange – as seeds of pine cones (inserted into the cones); blue – as aquatic invertebrates (at the bottom of the bowl with water).

3. Items (implements) representing bird beaks (ideally, 1 implement per student; good enough – 2 per several person team):

- tea infusers,
- small pliers,
- droppers,
- hairpins,
- tweezers,
- staple removers.

4. Print photos of implements representing beaks or prepare cards bearing the name of the implement

Preparation:

On the benches in the first row, set plates, glasses, and bowls with food (toy mice and fish, grains, and nectar) hidden amongst leaves, in pine cones, and on the bark of trees.

On the benches in the second row, arrange empty plates and bowls. Students will move food from the full to the empty vessels with the help of the implements. Place a photograph of an implement representing a given bird beak beside each empty plate. Thus each group collects food on its own plate (e.g., children with tea infusers collect food on a plate with a photo of an infuser beside it, etc.).



Movement game

Time to take on the role of birds. How would you “handle” food if you couldn’t use your hands, but had beaks instead? Try!

Note: In order to conduct the movement game you must prepare and arrange essential props and other items in the classroom before the lesson. You will find instructions on how to do this at the end of the lesson plan, in the “get ready” section (how to do it).

Students play the role of birds bringing food to their nests. Their task is to obtain as much food as possible. Students cannot touch food with their hands – they can only use tools representing bird beaks.

1. Divide students into groups according to the tools that they will use. There will be 6 groups: droppers, tweezers, hair clips, pliers, staple removers, and tea infusers.
2. Ask students to imagine that the empty dishes are nests in which there are chicks to feed. Remind them that it is important to bring them healthy food – according to previous findings as to what is edible (for birds) and what isn’t.
3. Give out tools to students in accordance with the divisions into groups – ideally each child in a given group should have one tool – e.g., in the droppers’ group, each child should have one dropper. Good enough: 2 per group – then students can pass on the tools – like in a relay race.
4. Students from a given group carry the food to “their” dish – which will have a photo of their tool (beak) beside it.

NOTE: Take care of student’s safety during the task – instruct them to carry their tools low, cover them with their other hand, and only use them to collect and carry food.

Note: As time is limited, allocate 5 minutes for this task. Students don’t have to collect all the food.