

## Guidance Notes for Grade 1-3 Teachers in African Schools



**Connecting Birds and People: our shared responsibility**



Ogólnopolskie Towarzystwo Ochrony Ptaków  
[www.otop.org.pl](http://www.otop.org.pl)



## Acknowledgements

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## Teacher's sheet: Background information

### What is Spring Alive?

Spring Alive is an international project to encourage children's interest in nature and the conservation of migratory birds and to get them to take action for birds and other wildlife as well as to participate in events organized by BirdLife Partners

### What does the campaign consist of?

Observers in 40 European and Central Asian countries and 14 African countries register in the Internet database of the project their first observations of **White Stork**, **Barn Swallow**, **Common Swift**, **Common Cuckoo** and since year 2011, **Eurasian Bee-eater**. On the ground of the obtained data, maps of bird arrivals are created, which allow us to follow the seasonal movements of these bird species across Africa, Europe and Asia.

*The European season begins on 1<sup>st</sup> February and ends on 21<sup>st</sup> June while the African season begins on 1<sup>st</sup> September and ends on 30<sup>th</sup> December every year.*

*Remember 'Spring' is synonymous with Europe; however in Africa reference is mainly to 'wet' and 'dry' season.*

### Why it is worthwhile to take part in this project?

Spring Alive is a simple nature-education project, offering each participant the opportunity to learn about these birds, of taking part in the collection of data and in actions for birds. This campaign brings closer the questions connected with bird migrations and climate changes as one of the factors which can have influence on the movement of the birds.

Many teachers have already taken part in previous editions of the campaign. Based on the materials placed on the website of the project and thanks to the educational and nature suggestions prepared by the various BirdLife Partners implementing Spring Alive on three continents, thousands of people could join the observation of the fascinating phenomena of bird migrations.

Spring Alive is a perfect opportunity to go for site trips, make young people more sensitive to the beauty of nature, and develop the skill of perception of nature with many senses. Following the information on the Spring Alive website helps students to get to know the natural variety of different climatic zones, enabling the students learn about these birds in both their breeding and wintering grounds. Simultaneously it is a reminder to mankind to take care of nature to ensure that we always hear the calls of birds. Participation in the project offers students the possibility to develop interest in nature.

Furthermore, the project connects people from different regions and between countries as they have common shared values on conserving the migratory bird species.

## How to participate in the action?

1. Get to know about the Spring Alive bird species – **White Stork, Barn Swallow, Common Swift, Common Cuckoo** and **European Bee-eater** and find out when they appear in your country.
2. Become a member of the nature club in your school or in your area to learn more about the birds.
3. Become a member of your national Birdlife Partner and encouraging your friends to also participate.
4. Check the calendar of Spring Alive events to see what kinds of activities are planned by the BirdLife Partner in your respective country. These may range from bird watching, outings, picnics, bird fairs etc. Chose the one most suitable for you.
5. Engage in activities that help birds and their habitats. For example tree planting, reducing water pollution.
6. Register your **first** sightings of the **White Stork, Barn Swallow, Common Swift, Common Cuckoo** and **European Bee-eater** in your notebook.
7. Go to Spring Alive website ([www.springalive.net](http://www.springalive.net)) and register to submit your observations.
8. Children without access to computers are encouraged to share their data through their Nature Clubs or submit them to their BirdLife Partner.
9. Encourage students to participate in the annual Spring Alive drawing competition and other such activities.

Note: Prizes are awarded to children and teachers who post the most observations, so you are all encouraged to participate.

*Tell your friends to join the fun!*

## Idea of Spring Alive

Approximately 10,000 bird species live all over the world. Their distribution on the globe is varied and is directly connected with physiographic conditions, type of climate and presence of definite types of habitats. Man exerts greater and greater influence on the natural environment. Sudden development of settlement, intensification of agriculture, industrialization and industrial “production” of greenhouse gases has resulted in deep changes of landscape and strengthening of climate changes.

Birds are inseparable element of the world of nature; they play an essential part in ecosystems. They are a perfect indicator of their state and biodiversity. Changes in the size of selected breeding species are treated as the indicator of changes in nature and due to it the indicator of quality of human life.

It appears the climate changes influence most species to a large degree. Global warming causes changes in the range of occurrence of many bird species. It also has a tremendous influence on time of their migrations - earlier arrivals from wintering grounds and beginning of breeding. If these changes do not appear simultaneously with other ones e.g. accessibility of food in early spring, it will result in fall in the survival ratio of both adult birds and nestlings, what may lead to breakdown in number of local populations.

Basing on climate change models, the home ranges of most African species are expected to shift which poses challenges to the IBAs as their protection resources will not be available for the “priority” species, as it is predicted that 7 or 8 “priority” species will lose their suitable climate space. The species whose current and future ranges do not overlap are expected to be at a high risk but most of the African species that are vulnerable to climate change are considered not to be threatened by extinction due to limited knowledge of their current and future distributions. The elevated temperature of the wintering grounds in Africa as a result of climate change had advanced the arrival dates of the birds to their breeding ground over the past 30 years which in turn advanced their departure date from Europe to Africa.

The idea of the Spring Alive campaign is to follow the arrival dates of migratory birds from the breeding grounds to the wintering grounds. This data together with other information (change of territorial range and population numbers) may be an indicator of the coming climate changes.

If bird protection is to bring serious results it must be done in a complex way and on the largest possible scale, hence there are international conventions and legal regulations such as Ramsar Convention, Bonn Convention, Washington Convention or convention on biological diversity. The European Union countries are obliged to put into practice the Birds Directive from 1979, which obliges the member countries to, among others, preserve populations of wildlife birds and to create special protection areas within the Nature 2000 network.

#### ***Five species of migratory birds in the Sprig Alive programme - why them?***

**White Stork, Barn Swallow, Common Swift, Common Cuckoo and European Bee** are species that breed in different European countries. And they winter in different parts of Africa, migrating along different flyway routes. The Barn Swallow's survival rate is directly affected by the amount of annual rainfall in Africa, with high mortality rate when rainfall is low especially in northern Africa that exacerbates the negative effects of the poor conditions in southern Africa. The White Stork congregates when migrating from tropical sub-Saharan as far as South Africa, they could diverge westward into western Sudan, Chad and Nigeria. The Common Cuckoo and Common Swift migrate through the western region to the southern region. The European Bee-eater is said to frequent savannahs, lake shores and cultivated lands. These species are easily recognized due to their characteristics, making it possible for the youngest observer to be part of the project. The result of observation of the arrival dates, possible changes of their territorial ranges and population size can be an indicator of changes taking place in nature.

It is worth emphasizing that over the years, amateurs for whom bird watching is a fascinating occupation play an ever-increasing part in research on the status of bird population, their distribution and number. This public engagement is referred to as 'citizen science'.

## Lesson Plan 1: Let's Learn about Birds in the Spring Alive Project

**Length of lesson:** 45 min

### General aim:

For students to become familiar with the Spring Alive bird species, particularly their appearance, habits and food.

### Specific aims:

- The students are able to name the Spring Alive birds species;
- The students recognise the following bird species: **White Stork, Barn Swallow, Common Swift, Common Cuckoo** and **European Bee-eater**;
- The students know the calls of the Spring Alive birds species;
- The students see the relationship between a bird's appearance and its behaviour and habits, way of flying, and feeding behaviour;
- The students know what the birds they have studied eat and where they feed.

**Methods:** discussion, worksheets, learning games.

**Teaching aids:** worksheets, recordings with bird calls or a computer with access to the Internet, photographs of birds from the Spring Alive project or field guides for identifying birds.

**Preparation phase:** The teacher becomes familiar with basic information about the Spring Alive project and the biology of the birds in the project, by visiting the website [www.springalive.net](http://www.springalive.net).

The teacher makes copies of worksheets –1 copy for each student.

### Lesson description:

#### 1. Introduction

##### 1.1 Seasonal types in Africa

The teacher asks if the students know the seasonal types in Africa and when they begin for the different regions, which signs they know to differentiate the seasonal types?

The student suggests the signs they know. If the students do not know that the different regions in Africa experience the seasons at different times, the teacher tells them.

##### 1.2 Meaning of bird migration

**Bird migration** is the regular seasonal movement, often north and south along a flyway between breeding and wintering (non-breeding) grounds, undertaken by many species of **birds**.

Also Africa being referred to as wintering ground is because these species spend their European winter here in Africa.

What is the reason for the migration?

- The teacher asks if the students know that some bird species travel between Europe and Africa.
- The teacher explains the seasonal patterns bearing in mind climatic conditions.
- The teacher asks the students if they know the names of any birds coming from Europe to Africa.

## 2. *Let's learn about birds*

Introducing the students to the birds chosen for the Spring Alive project

Resource materials for learning about birds

- Photographs downloaded from the Internet,
- Field guides, or
- The website [www.springalive.net](http://www.springalive.net) (where there is a photo gallery)
- Drawings in **Worksheet 1**, which the teacher will distribute to the students.

Film showing Bird Migration

1. Watching the film introduces children to the concept of migration and the challenges birds face on the flyway.
  - The teacher explains that migrations are the most difficult period in birds' lives. Many dangers wait for them on the way.
  - They have to cross mountain ranges, deserts, seas and oceans. They come across difficult weather conditions: storms, hailstorms, hurricanes. They have to find places to rest on their way.
  - Migrating birds are hunting targets in many countries; not only ducks or geese are spotted but also birds of prey and storks.
2. We get pupils acquainted with the migration maps on the <http://www.springalive.net/world/migrations>

While the class and the teacher are looking at the birds they can write the birds' names next to the pictures in **Worksheet 1**. Then the teacher asks the students questions about these birds, for example:

- Which birds in the picture do you know and what are these birds called?
- Which of these birds do you often see, which ones less often, and which ones have you never seen?
- Have you seen any birds that have the same shape as the birds in the picture, but different colours (other species of Swallows, Swifts, Bee-eaters, Cuckoos and Storks)?
- Which bird do you think is the prettiest?
- Which two birds are similar to each other? The students will probably mention the Swallow and the Swift. Is the Swift a kind of swallow? The teacher explains that it isn't and asks the students to try and find differences in the appearance of the Swift and the Swallow.
- Do you know how large these birds are? Which ones are the smallest (the Swift and Swallow are smaller than a Pigeon), which ones are medium-sized (more or less the size of a Pigeon: the Cuckoo and the Bee-eater), and which is the biggest? As they discuss this the teacher leads the students towards the right answers.

3. *Colours are not as intense in real life*

The teacher explains to the students that when you watch birds in the field they are often only seen for a short time, in the distance, or in flight and then you only see a dark shape against the sky. The teacher asks the students to try and match the dark silhouettes with the colour pictures of the birds in **Worksheet 1**.

4. *Quiz – bird calls and song*

The earlier discussion may have revealed that the students have never seen any one of these bird species. But they may have heard their calls. Or they might have seen others resembling the species in this project.

The teacher explains that some birds live a very secretive life and it's hard to see them. This is why birdwatchers learn to recognise birdcalls, each of which is unique, and enables them to spot a bird even when it can't be seen. But for the Common cuckoo, it has to be seen as it is generally silent in Africa.

The teacher asks the students if they know the calls of any of the birds they can now recognise. The students try to imitate the bird calls they know, e.g. the White Stork.

The teacher suggests the class play as birdwatchers. First, the teacher familiarises the students with the calls of some birds on [www.springalive.net](http://www.springalive.net) or by using previously prepared recordings of bird calls. After hearing the calls of each of the birds the students can try imitating them or writing them down "phonetically", although it's better to do this on the board. The teacher can also encourage the students to think of local words that sound similar to the call of each of the birds.

**Now it's time to test the students' knowledge.**

- The students form several groups, which will compete against each other at recognising bird calls.
- The teacher plays a bird call, and the group that recognises it puts up their hands.
- If they get it right they get a point, if not another group tries. Because each successive group has an easier task, only two groups should be allowed to guess. If neither of them guesses, the teacher tells them.
- The teacher continues by playing another bird call.
- The teacher keeps score on the board.
- Some calls, particularly the more difficult ones, can be played several times during the game.
- The teacher decides on the number of rounds at the start of the game.

5. *Tell me what you look like and I'll tell you how you live*

The teacher tells the students that a bird's appearance says a lot about its life and habits:

- A **bird's silhouette** indicates how it flies: small birds are more agile than bigger ones and large birds can glide much better.

So which birds will be the most agile flyers?..... The Common Swift and Barn Swallow

Which bird will be the least agile?..... The White Stork

The teacher may mention how expertly Swifts fly, catching insects in midflight, grabbing very light materials to use to make their nests and even dozing on the wing.

- The teacher draws the students' attention to the **birds' legs**.

What do their legs say about the birds? The students offer their suggestions. The teacher draws the students' attention to the fact that the Stork has long legs which are perfect for wading, while the Swallow and Swift have much smaller legs, because of their aerial lifestyle.

The Cuckoo is also interesting, since it has two toes pointing forwards and two pointing backwards, like woodpeckers, and is unlike most other birds, which have three toes facing forward and one facing backwards.

- The teacher explains that you can tell the kind of food a bird eats from the **shape of its beak**. Typical beaks of seed-eaters are thick and strong, those of raptors are hooked, and insect-eaters' beaks are delicate and slender.

What kind of beaks, do the birds that the students already know, have?

So what do these birds eat? Most of them eat insects. The birds which have long beaks are well adapted to feeding in marshy areas.

Which of the birds the students know has the longest beak? The Stork, of course, which searches for food in marshy areas.

#### 6. *Food for birds*

- The students use **Worksheet 2**.
- The students cut out shapes showing insects, a frog, a rodent (mouse, squirrel etc) or an earthworm.
- The teacher asks the students where they think you can find these animals.
- The students give their answers and the teacher corrects any inaccurate information; the insects can be placed against the sky, the worm on soil, the mouse on a field, the caterpillar on a tree and the frog on a pond.
- The students stick the animals in the correct places.
- Then the students and the teacher think about which animals are the food of various species of birds. The students circle the food sources using a colour that appears in the bird's plumage, for example the Stork and its food can be coloured red.
- A different colour is used to circle each bird.
- On this basis the students can tell the teacher where the birds they know feed. Are there any animals which are eaten by more than one species of bird?

#### ***Food for birds: Key things to look out for***

**White Stork**– worms, frogs, or rodents;

**Common Cuckoo** – caterpillars, beetles;

**European Bee-eater** – wasps, beetles;

**Common Swift, Barn Swallow** – flies, mosquitoes.

#### 7. *Conclusions*

The teacher asks the students what they liked most in the lesson and what surprised them most. At the end, the students can try and remember the birds' calls. The teacher asks for five volunteers. They each receive a piece of paper with the name of a bird on it. They have to draw the bird on the board or try to imitate its call, and the other students guess the name of the bird.

## Lesson Plan 2: Where the Birds in the Spring Alive Project Nest

*'Nesting' of Spring Alive birds take place **mainly** in Europe and they 'Roost' **mainly** in Africa.*

**Length of lesson:** 45 min

### General aim:

To familiarise the students with the habitats of the Spring Alive bird species and elements of the nesting and breeding behaviour

### Specific aims:

- The students will know what the nests of the birds look like (**White Stork, Barn Swallow, Common Swift, Common Cuckoo** and **European Bee-eater**) and can indicate where each of the birds build their nests;
- The students understand the relationship between the existence of the appropriate habitat for a given bird and the bird's presence in a given area;
- The students know about the remarkable nesting behaviour of the Common Cuckoo;
- The students know that young birds differ minimally from adult birds and can point out the differences.

**Methods:** discussion, worksheets

**Teaching aids:** worksheets, a picture of a young Cuckoo on the nest of its "foster-parent" (found online or in field guides)

**Preparation phase:** The teacher familiarises themselves with basic information about the Spring Alive project and the biology of the birds chosen for the project, by visiting [www.springalive.net](http://www.springalive.net).

The teacher prepares worksheets, one for each student.

The teacher draws on a blackboard a large picture of the habitats from Worksheet1. It's important that the teacher draws the places where birds actually build their nests: a hole in a hillside, a crack in a wall, and also Swallows' and Storks' nests on buildings.

### Description of the lesson:

#### 1. Introduction

If the teacher has already taught the lesson "Let's learn about the Spring Alive birdspecies", they can refer to the information the students already have, asking them to recall the names of the birds they learnt about in the previous lessons. The teacher may also ask a few questions recalling and consolidating the information from previous lessons.

If the teacher didn't teach Lesson 1, the lesson should be started by familiarising the students with the appearances and names of the birds chosen for the Spring Alive Project. Field guides, photographs of birds or the [www.springalive.net](http://www.springalive.net) website can be used.

## 2. *A place for a nest*

The teacher tells the students that the birds in the project spend European winter in Africa and quickly return to Europe in the spring.

Do the students know why they are in such a hurry?

Why do birds return from their winter habitat, and what important job do they have in the spring?

Of course, this concerns finding a place for a nest, building the nest and raising young ones.

The teacher asks the students if it's important where birds build their nests or if they need a special place to do so. Should the students have difficulty answering the question, the teacher can refer to a common bird they are familiar with and ask the students where that bird builds its nest, what it looks like and whether it could build its nest somewhere else (e.g. whether a Stork, which builds its nest in farmland, could have a nest in the centre of a town).

Why not? The teacher explains that every bird has its own nesting habits, and the location of its nest must be near the place it feeds. Nestlings need large quantities of food to grow, so their parents must live in a place with plentiful supplies of the food their young live on. Here the teacher can refer to what the students learnt in previous lessons, asking the students if they remember what the birds they know about eat.

The teacher asks the students whether they see insects in the winter. Do mosquitoes bite them and do butterflies fly around? The teacher explains that the difficulty of finding food in the winter is the reason why insect-eating birds, Storks, and many other birds fly away to warmer countries in the winter.

The teacher distributes Worksheet 1. The students look carefully at the drawings. The first task is to connect the drawings with the kind of landscape they were "cut out of". The teacher then asks the students where the birds might build their nests. The teacher leads a discussion to establish that some birds build their nests in exposed places, for example on branches, and some birds build theirs in concealed places such as hollows, cracks in walls or holes in the ground. The teacher asks the students to find exposed and concealed nests in the pictures. Then the teacher and students agree on which birds build their nests in the places shown in the drawings.

The students write the name of the birds next to their nests:

- 1 – Bee-eater;
- 2 – Swift;
- 3 – White Stork;
- 4 – Barn Swallow.

The teacher asks the students which of the birds they learnt about before is missing. The students should realise that the **Cuckoo** is missing. The teacher tells the students about the Cuckoo's remarkable nesting habits, and that they don't build their own nest but lay their eggs in the nests of small songbirds. Young Cuckoos do not know their parents, and their foster-parents treat them like their own young. The teacher shows the students a photograph of a big, young Cuckoo in the nest of its foster-parent.

### 3. *Protecting birds by protecting their nests*

The teacher works with the sketch drawing they drew earlier on the board (based on the drawing in Worksheet 1).

The teacher asks a volunteer to rub the sandy slope off the board and draw a wide road in its place. The teacher asks the students what would happen if someone wanted to widen the road and flattened and removed the slope.

Which bird would lose its habitat? The European Bee-eater

Another student rubs out the stable and draws some rubble in its place.

The teacher: what if the farmer gave up his farm and the stable fell apart?

Which birds would lose their nests? The White Stork and the Barn Swallow

Another student rubs out the crack in the wall.

Which bird would lose a place for its nest if the building was repaired and all the cracks were blocked up?

The Common Swift

To conclude, the teacher explains to the students that if we want to protect birds we have to protect the places where they build their nests, or replace them with artificial equivalents. For example, the hillside where the European Bee-eater builds its nest can be protected and the road can be built somewhere else. A nesting box can be put up for the Swift after the building has been repaired, and a tower or column with a platform can be built for the Stork.

### 4. *Spitting image?*

The teacher asks the students what happens after the birds have built their nests. The students talk about how the birds lay their eggs and hatch them. The teacher tells the students that after the young leave the nest they can still be distinguished from adult birds, although the differences are often very slight.

The teacher distributes **Worksheet 2**. The students' task will be to look closely at the drawings and find the differences between young and adult birds. The students indicate the differences by ringing them on the young and adult bird.

Differences:

- White Stork – the colour of the beak and the leg;
- Barn Swallow – the colour of its throat and length of its outer tail feathers;
- European Bee-eater – the colour of its wings and feathers on its back;
- Common Swift – a white spot above the beak and light tips of the feathers in young birds;
- Common Cuckoo – the whole plumage is more spotted and brownish.

### 5. *A family home*

At the end the students complete the last task in **Worksheet 2** – they draw their chosen young bird next to the nest it grew up in. If the students want to draw a Cuckoo, the teacher can remind them that adult Cuckoos don't build nests, but lay their eggs in other birds' nests. A Cuckoo can be drawn, for example, on the nest the teacher showed them in the photograph earlier.

### 6. *Conclusions*

The teacher asks the students what they liked most in the lesson and what surprised them most. The teacher asks for five volunteers. They each try to recall the type of food that each bird eats while nesting.

## Lesson Plan 3: Where the Birds in the Spring Alive Project Roost

Length of lesson: 45 min

### General aim:

To familiarise the students with the habitats of the Spring Alive bird species and elements of roosting

### Specific aims:

- The students will know the meaning of roosting of the birds (**White Stork, Barn Swallow, Common Swift, Common Cuckoo** and **European Bee-eater**) and can indicate where each of the birds roost;
- The students understand the roosting behaviour of the Spring Alive birds

**Methods:** discussion

**Teaching aids:** **Worksheet 3**, photographs of birds from the Spring Alive project or field guides for identifying birds.

### Preparation phase:

#### Difference between a nest and a roost:

- Nests are primarily for breeding (laying, incubating and hatching of eggs as well as care of nestlings) but roost are more often by adult and juvenile individuals to rest overnight.
- Nests are carefully constructed by the parent, but roost tends to be bare.

#### Different Types of Roosting Behaviour

- All birds roost -- that is, have a period of inactivity analogous to sleep in human beings, which is a routine activity in birds.
- Some nocturnal birds rest/roost during the day.
- Some birds do it alone; others in colonies or flocks. The teacher asks the students if they have observed any Spring Alive Birds roosting.
- The number of individuals roosting together greatly varies seasons, food scarcity or abundance and behavior (i.e. whether territorial or not).
- Some change their roosting habits with the season.
- Some species keep traditional roosting site successively
- Roosting sites play a significant role in population regulation in birds.
- Birds that roost **communally** do so in a wide variety of situations.

- The question of why some birds roost communally and others roost **solitarily** is related to the question of why there are both communal and solitary nesters. The teacher prompts the students to discuss the **advantages and disadvantages** of these different types of roosting behaviour.
- One possibility is that older, more experienced birds are better able to find food; hence younger birds roost with them in order to follow their elders to better foraging grounds. The older birds accept this social parasitism because they tend to be dominant, and are able to appropriate more central and therefore safer positions in the roosting crowd. As long as the costs of increased competition are outweighed by the benefits of increased safety from predators for the older birds, and the benefits of locating rich food supplies for the young outweigh reduced nighttime safety for them, roosting should be communal.

- *A place for roosting*

The teacher tells the students that the birds in the project roost in Africa in places like Nigeria etc. and return to Europe in the spring.

Do the students know **why birds come to Africa** to roost?

Of course, this concerns finding a roosting place.

- The teacher asks the students if it's important where birds roost or if they need a special place to do so. Should the students have difficulty answering the question, the teacher can refer to a common bird they are familiar with and ask the students where that bird roosts, what it looks like and whether it could roost somewhere else e.g. in South Africa the Barn Swallow roosts at night in reed-beds in flocks of hundreds of thousands or even millions of birds (over 3 million birds were registered at Mount Moreland where the new King Shaka Airport in Durban is built now) and also roosts in maize fields.

The teacher explains that every bird has its own roosting habits, and the location of its roosting place must be near the place it feeds, for example the White Stork.

The teacher distributes **Worksheet 3**.

- The students look carefully at the drawings.
- The first task is to recognise each Spring Alive bird species.
- The teacher then asks the students where the birds might prefer to roost.
- The teacher leads a discussion to establish that some birds roost **communally** or **solitarily**, for example the barn swallows roost communally on wires while the common cuckoo roosts solitary on tree branches.

### *Conclusions*

The teacher asks the students what they liked most in the lesson and what surprised them most. The teacher asks the students to go outside the classroom and point out the likely locations of roosting sites for the Spring Alive birds.

# Learning about Birds in the Spring Alive Project

## Worksheet 1.



### What's my name?

Try to guess the names of the birds.



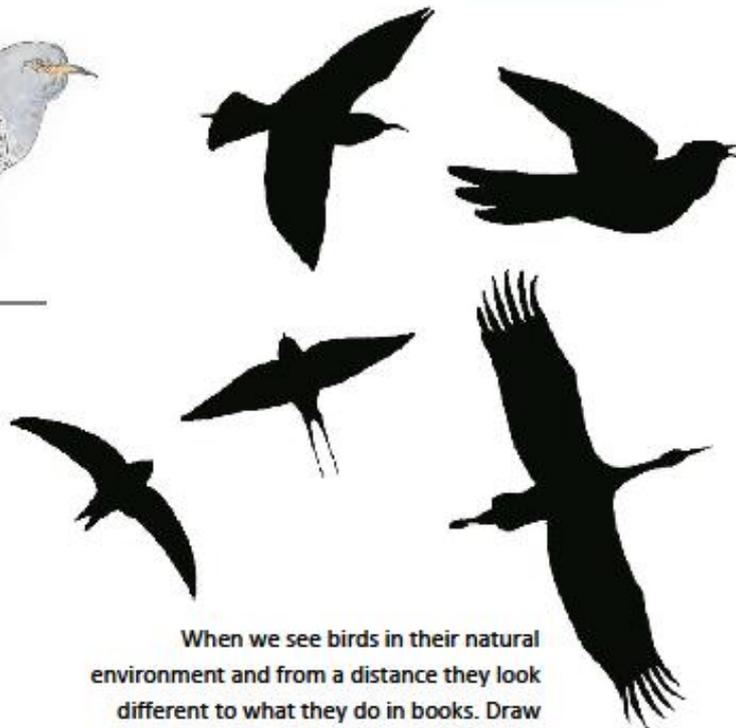
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



When we see birds in their natural environment and from a distance they look different to what they do in books. Draw lines connecting the birds you know with their silhouettes in flight.



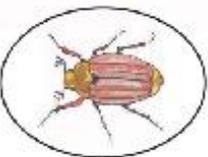
4. \_\_\_\_\_



5. \_\_\_\_\_

# Learning about Birds in the Spring Alive Project

## Worksheet 2.



Cut out the animals that the birds eat and stick them onto the place we can find them. Then mark the bird and what it eats using the same colour.

## Learning about Birds in the Spring Alive Project

Worksheet 3.



**What is my preferred roosting place?**  
**Match the bird to its roosting place**



A. Wetlands

B. Wires

C. Trees

D. Roofs

E. Air

## Summary of main ways teachers can engage children

### 1. **Watching the film introduces children to the climate of bird migrations.**

The teacher explains that migrations are the most difficult period in birds' lives. Many dangers wait for them on the way. They have to cross mountain ranges, deserts, seas and oceans. They come across difficult weather conditions: storms, hailstorms, hurricanes. They have to find places to rest on their way. Migrating birds are hunting targets in many countries; not only ducks or geese are potted but also birds of prey and storks.

### 2. **The teacher informs that we will get to know five species of birds, whose spring arrivals are recorded in the Spring Alive project.**

The teacher can make use of bird atlases, recordings of bird voices or websites:  
<http://www.springalive.net>

*[other websites depending on the country]*

### 3. **Then he or she invites children to check how much they already know about the introduced birds and to take part in „Get to know birds from the Spring Alive programme”.**

The children may work as an even front (pupils in groups get mixed cards of 5 species, they arrange proper species cards around the emblem of a given bird) or as different front (we distribute cards of 2 species in groups). When the task is finished we mix cards and give them to the next group. Groups which manage to match the cards with proper species most quickly are given prizes e.g. bookmarks received from BL Partner *[name depending on the country]*. Each child is awarded at the end of the game.

### 4. **The teacher invites children to the computer classroom and shows them how to log in the Spring Alive website: <http://www.springalive.net>**

### 5. **We get pupils acquainted with the migration maps on the**

<http://www.springalive.net/world/migrations>

#### **Spring Alive website**

- the way of reading, following the results and adding information;
- the way of adding own information and photographs to the

[http://www.springalive.net/world/spring\\_blog](http://www.springalive.net/world/spring_blog) „Spring Blog”

We inform the pupils that when we begin our observations a large number of birds have already arrived to their wintering grounds from Europe.

### 6. **We encourage to take part in a game on the Spring Alive website in the tab “To peck”**

<http://www.springalive.net/world/springalive/games>. The children play games and fill in colouring books.

### 7. **Then we encourage solving quizzes on the OTOP Junior website: “Migrate with a white stork”, “Migrate with a barn swallow” <http://www.springalive.net/world/springalive/games>.**

We inform about the principles of this educational portal for children and youth.

### 8. **We return to the classroom and propose a game in order to relax after an intensive intellectual effort.**

- We ask the children to crouch and try to move forward. Then we ask them if it is easy to move on such short legs and which known birds can have this problem. (Children should answer without

a problem that, these bird species are a barn swallow and swift).

- We ask children to do so call “swallow”. We ask if it is easy to do this exercise. We explain that birds have a perfect sense of balance and orientation and that is why they fly so skillfully.
- We can also ask children to demonstrate a stork standing on one leg. This task will be done willingly.
- Next children sit in a circle. One child stands in the middle, the other outside the circle (a cuckoo) - has a plastic egg in his/her hand. The cuckoo child walks outside the circle and tries to put an egg at someone’s back imperceptibly. When he/she does it, he/she must “cuckoo” 3 times (cuckoo, cuckoo, cuckoo) while standing in a different place in order to mislead the pupil inside the circle who has to guess behind whose back the egg lies. If he/she guesses, the child sitting in the circle comes to the middle, and the winner is the cuckoo and puts the egg behind other pupils` backs. If the child does not guess where the egg is he/she keeps on guessing and the child with the egg behind her/his back becomes the cuckoo.

## 9. Field activities

At the end of classes or in some other time we can go on a trip with the children near the storks’ roost or a place where barn swallows roost or swifts’ habitat can be found.

We hand out observation forms and also encourage conducting individual observations of the birds in the Spring Alive project.