



SPRING ALIVE 2007 - SPRING BIRDWATCHING SURVEY

Mängud ja ülesanded - mida saaksid klassis teha?

spring alive

Kallis õpetaja,

Siit leiad mõned ideed mängude ja ülesannete kohta õpilaste jaoks, kes osalevad kevad käes projektis. Need on koostatud nii, et saaksite kontrollida õpilaste teadmisi.

Mängud on rohkem nagu juhtnöörid ja ideed, mida ette võtta projekti raames oma klassis.

Me loodame, et nendest mängudest on kasu,

Projekti Kevad käes meeskond

1) Tunne linde hääle järgi:

Kasuta ülesannet nr. 1

Õpetaja mängib õpilastele suitsupääsukese, piiritaja, käo ja valge-toonekure laulu, ütlemata, mis liigiga on tegu. Näidisküsimused õpilastele:

- Olete te tuttavad nende häältega?
- Kus ja kuna te neid kuulnud olete?
- Mis teile meenub seoses nende häältega?
- Millised omadussõnad iseloomustavad neid laule kõige enam? (kiire, selge, lühike, õrn, madal jne)
- Kas kõik hääled on sarnased? Millised on erinevused?

Näidake õpilastele liikide pilte ning mängige jällegi nende laulusid ning küsige, milline hääl millise linnuga kokku läheb.

Arutelu :

- Milleks on lindudele vaja laulu?
- Kas liigil on erinevaid hääli? Mida erinevad hääled tähendada võiksid?
- Kuidas hääled üksteisest erinevad?
- Kas me saame signaalhääli (kutse, hoiatus jne) laulmiseks nimetada?

2) Kevadekuulutajate värvimine

Kasutage illustratsioone nr 2, 3, 4, 5

Lapsed värvivad liigid ja märgivad viis kõige iseloomulikumat tunnust liigi puhul.



3) Siluetid

Kasuta illustratsiooni nr 6.

Tunne ära lindude siluetid

4) Mäng "Lubage ma tutvustan ennast"

Kasutage illustratsiooni nr. 7

Liike tuleb osata tunda nii välimuse kui hääle järgi. Vaja on erinevaid pilte nii linnust kui tema elupaigast, pesast, lennust jne. Ülesanne on: ühendada erinevad liigid neile sobiva elupaiga, pesa, lennu jne.

- Valge-toonekurg-märgala
- Kägu-mets, põõsad
- Suitsupääsuke- laut
- Piiritaja-linn

5) Pusle

Kasutage illustratsioone nr 8,9,10,11

Liigipilt lõigata tükkideks, igale grupile anda erinev pilt kokku panemiseks. Iga grupp kirjeldab oma liiki ja pöörab erilist tähelepanu iseloomulikele tunnustele.

6) Sarnasused ja erinevused

Kasutage illustreerimisplakati nr. 12

Milliseid kevadekuulutajaid nendest neljast liigist on lihtne segamini ajada?

PIIRITAJA JA SUITSUPÄÄSUKKE

- Lapsed lõikavad paberist suitsupääsukese ja piiritaja siluetid lennust
- Märkida joonisel erinevused kahe liigi vahel
- Õpilased nimetavad niipalju erinevusi kui nad oskavad ja kirjutavad need tabelisse

Jooned	Suitsupääsuke	Piiritaja
Sulestiku värv		
Saba		
Tiiavad		



Lend		
Iseloomulik käitumine		

7) Ühenda punktid

Kasutage illustreerimisplakateid nr 13,14,15,16

Ühendage punktid ja saate pildi

8) "Alias"

Ette valmistada sedelid piiritaja, suitsupääsukese, valge-toonekure ja käo nimega. Õpilane valib ühe sedeli ja hakkab kaaslastele seletama sildil olevat lindu. Sõnu ei tohi kasutada, üksnes šeste. Igaüks võib seletada liiki omamoodi, tähtis on, et lõpuks kõik aru saavad, mis linnuga tegu.

9) "Kes on?"

Kasutage illustreerimisplakati nr 17

Tundke ära liik, vaadates üksnes fragmente linnust.

Inglise keeles:

10) Drawing birds

Use the illustration plates number 18,19,20,21 for this task

Please find the attached template with examples how to draw Stork, Cuckoo, Swift and Swallow

11) A play

We divide children into 4 groups. Each of them is supposed to present basic information about one species in the form of a short scene. The groups get brochures, cardboards, markers/paints, scissors and appropriate guidebooks and keys. They prepare simple decorations, come up with the story and dialogues – all by themselves. When all teams are ready, we ask each to present what they have prepared.



12) Tunne ära lindude kodu

Kasutage illustratsiooni 22

The teacher or students bring to school some materials for a nest:

- clay
 - seed floss (e.g. of Sow thistles)
 - leaves and needles
 - leaves and branches
 - strings made of natural materials and plastic
 - foil
 - paper, pieces of fabrics
 - feathers
 - moss, grass, lichens
-
- Discussion: What kind of materials can the birds use? What are their functions? (giving shape, camouflage, insulation, supporting structure).
 - Which materials are used by the four discussed species? Why do they choose these materials? How is it dependent on the habitat and the size of the nest?
-
- Different types of nests are examples of different adaptations. Children talk freely about nests they have encountered. The teacher explains how you should behave if you find a nest (keep quiet do not destroy or touch birds' eggs)
-
- What could you find in the nest of a Stork/Swift/Swallow/Cuckoo?

13) Let's build a nest

Build a bird's nest: to understand how skilled the birds must be to build a nest, pupils build a small nest using the following materials: strings, cloths, branches, sticks, leaves, pieces of moss, wet soil. Older pupils may try to build a nest using only their thumbs and index fingers (to make their situation more like the bird's situation).

14) Cuckoo's nest

Use the illustration plate number 23 for this task

Draw a Cuckoo's egg in every nest.
Does it look the same in all of them?



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15) **Where can we find our bird friends?**

Use the illustration plate number 24 for this task

Name places where you could find nests of the four species and draw them. Mark the Stork's preying area by a cross.

- **The Stork**
- **The Swallow**
- **The swift**
- **The Cuckoo**

16) **"A year in the life of..."**

The children write a composition or prepare an artistic work entitled "A year in the life of a Swift, a Swallow, a Stork or a Cuckoo".

17) **"Bird poetry"**

Children, divided into groups of 5-8 write a short poem (about 5 verse long) about a chosen "spring messenger". The poem should contain information about the bird's habitat. Each group recites its poem and writes it down on a paper picture of the bird.

18) **Family album**

Pupils write their own stories for the chosen species. On separate pages they draw pictures or stick and sign pictures (e.g. this is how I looked before the hatch, and here I am right after I hatched, my parents, our nest, a far journey to Africa etc.). As a result, we get an album, showing the bird's life cycle in one or more years. The albums made by children may be presented on a class exhibition.

19) **My favorite spring messenger**

Every child chooses their favorite "spring messenger" from the four species. At home, the children find all information they can about the bird: from television, the Internet, albums, stories, their own observations. The children must justify their choice, pointing



out, which features of a given bird fascinated them the most. When discussing the prepared materials you should pay attention to whether the species is endangered or not.

20) **Bird's table – discussing the nourishment of spring messengers**

Use the illustration plate number 25 for this task

Draw arrows from the Swallow/Swift/Cuckoo/Stork to their typical nourishment:

21) **Common features and differences between "spring messengers"**

Put a plus in the appropriate box if one of the species has a given feature.

FEATURE	SWALLOW	SWIFT	CUCKOO	STORK
Lives in hiding, far from people				
You can meet it in the city				
It preys in flight				
It eats small mammals				
It eats insects				
It puts its eggs into other birds' nests				
It lays up to 5 eggs				
It lays more than 5 eggs				
It sleeps in flight				
It is protected				

22) **Destination place**

Use the illustration plate number 26 for this task

We need a map of the world on a cardboard and drawing pins in four colors.



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When discussing the routes of birds' journeys, the children place drawing pins symbolizing different species in their wintering places. We create our "Bird map".

23) **Birds are like people – traveling...**

Ask your students, if someone from their family "migrates" every year. Examples: people who travel south to escape the cold, and return north in the summer. Moreover, some families spend their holidays in the same place every year. How often do they "migrate"? When do they leave and when do they return?

As a homework, the children write a short composition:

'My incredible journey' (a travel journal from the bird's perspective)

A child should describe the journey with details – wind, stars, darkness, dangers, loneliness, stops in dangerous places.

24) **Preparations for the journey**

Use the illustration plate number 27 for this task

Birds prepare for their journey, just like people do.

The pupils imagine they are preparing for their annual migration. What should they take with them? What should be left home? What is necessary to survive the journey? The pupils mark the route and the destination on the map.

What are the differences between our preparations and birds' preparations?

25) **Birds' signposts**

Use the illustration plate number 28 for this task

Divide pupils into groups. Every group has about 5 minutes to think about one of the below questions. Then the groups present their ideas and the class discusses the answer together.

Questions: WHAT DO YOU THINK...

- When birds migrate, do they use the Sun for navigation? (and what happens on cloudy days?)
- When birds migrate, do they use stars for navigation? (and what happens on cloudy days?)
- Do birds navigate using the Earth's magnetic field?



- d) What is the signal for migratory birds to start preparing for the flight?
- e) How does the weather influence migration?

Answers:

a) Birds navigate using the position of the Sun. When they fly north, they know that in the morning the Sun should be on their right, and in the afternoon – on their left. Birds see polarized light – clouds are not much of a problem.

b) Birds who fly during the night (not Swallows, but e.g. Swifts) can use stars for navigation. Birds kept in cages which can see stars in a planetarium start preparations for migrations and position themselves in the direction they wish to take. Many birds migrate during the night to be able to see the stars.

c) Magnetic field is a power field surrounding the Earth. Scientists believe it is one of the most important clues for migratory birds. They have an inborn "inner compass" to locate the poles. The magnetic field gets stronger as you near the poles. Bad weather, e.g. clouds, will not prevent the birds from using this method.

d) Birds can recognize the moment they should start their journey by registering the changes in the amount of light, changes of temperature and nourishment supplies. As the winter nears, the temperature drops and it gets dark earlier, which reduces the food base.

e) A migrating bird relies on more than just its sight. Especially in the night, birds' sight is not as good as ours. Birds fly with air masses. The fact that they migrate in summer and autumn results more from the changes of air currents than temperature changes. They have to "trust" the north and south wings, which should carry them in the appropriate direction.

26) "Where can you see me?"

We divide the pupils into 4 groups and assign each one bird species. Children get maps of migration and choose one country on the route of their species. Next, they try to show it without using words or draw it. The rest of the pupils try to guess what country it is.

27) Playing Swallows

During the long journey to Africa and back, Swallows, like other migratory species, encounter many dangers. Some result from natural environmental features, others are, unfortunately, caused by humans.

I. Discuss the question of migration. Children become familiar with Swallows' route from Poland to their wintering sites in Africa.

Here is the description of the route:



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- the journey begins in September – some Swallows still have eggs in their nests, some are taken by *egg collectors*
- before starting the journey they prey intensely, gathering fat supplies – some are not able to do that since the *food base is insufficient*
- in Southern Europe, they may encounter “*bird hunters*” – some are caught
- also in Southern Europe they must be careful. The Falcon, whose breeding period falls late, hunts migratory Swallows to feed its young – some fall prey to this *predator*
- those who survive, must fly over the Mediterranean Sea – some will not survive this *flight over the sea*
- another challenge is the Sahara desert and the Sahel – the driest area in Africa – some will not survive the *drought*
- the weather over tropical Africa is unpredictable – some die due to *bad weather conditions*
- in Africa, people still use harmful chemical substances, prohibited in Europe – birds die after eating e.g. infected insects (*harmful chemicals*)

THE ONES WHICH SURVIVED: reached South Africa. After the winter...they must fly back.

II. Prepare 10 A4 pages, they will be the “danger cards”, sign them: egg collectors, lack of food, flight over the sea, predators, bird hunters, desert, drought, bad weather, harmful chemicals, destroyed habitats. For each participant, prepare a page with a number (except for the participants with danger cards). Prepare a second set of numbered cards.

III. Starting the game. Children with numbered cards are Swallows. They begin the game “alive” – they are standing. If they hear their number called out – they must sit down (they “die”).

IV. The history of migratory Swallows – as it is being read out, the possible dangers are enumerated. The child assigned to a given danger picks at random a page with a number of a Swallow which “dies”. And so on. The number of pages which are picked depends on the number of players. At the end, 20 percent of Swallows should return home.

The number of players	20	30	40
DANGER:			
Egg collectors	1	2	2
Lack of food	1	1	1
Flight over the sea	-	1	1
Bird hunters	2	2	3
predators	1	1	1
Flight over the sea	1	1	1



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desert	1	1	1
drought	1	2	2
Bad weather	1	1	1
Harmful chemicals	1	2	3
Lack of food	1	1	1
drought	-	1	1
desert	1	1	2
Flight over the sea	-	1	1
Bird hunters	1	2	3
Bad weather	1	1	2
Flight over the sea	-	-	1
predators	-	1	1
Destroyed habitats	2	2	4

V. Summary – discussion – which of the dangers encountered by Swallows are caused by humans? Could we prevent them?

28) Knowledge Circle

Pupils sit down in a circle, each pupil selects at random his/her species and gets a sticker or a bookmark with it (promotional materials for the Spring Alive project). Next they attach them to sticks provided by the teacher. The teacher reads out basic information about our "spring messengers", if they concern our species, we raise the stick. Each correct answer gives one point (e.g. candy, chewing gum), but three wrong answers mean you are out of the game and must sit outside the circle. The person who stays in the circle the longest, wins.

29) Game

Every child gets a card with information about one of the species on the one side, and a picture on the other. The teacher tells the pupils to form a line and reads out facts about the species. The children which have cards with these facts step out of the line. We check which species are in that group.

Exemplary information: the number and description of eggs, the materials used for the nest, migration route, nourishment, plumage, environment...