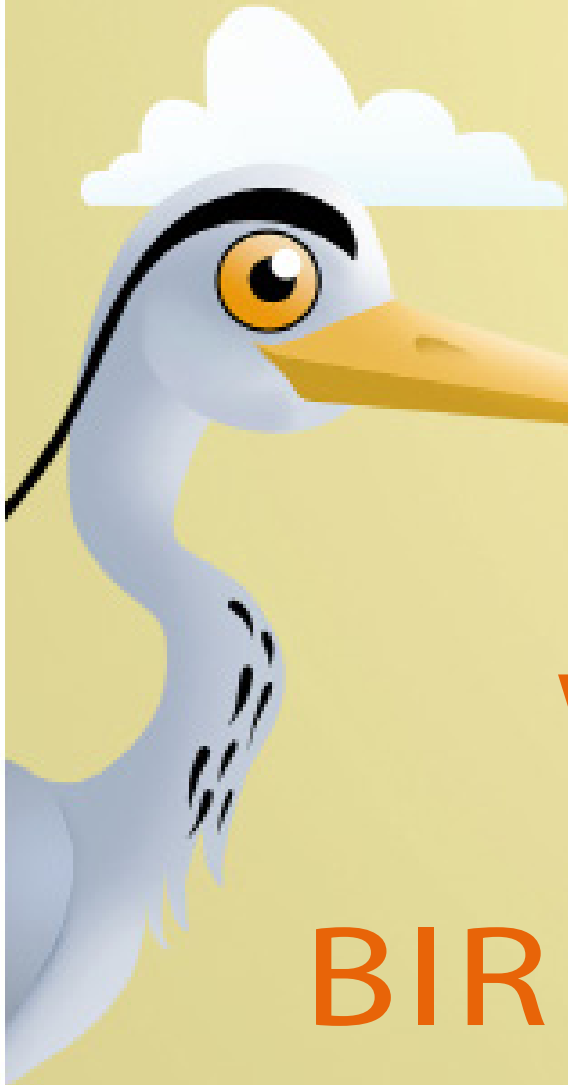


School Work
SHEETS



BLOCK 8:

**WHICH
BIRDS LIVE IN
FARMLAND?**





Blok 8: WHAT BIRDS THERE ARE IN FARMLAND?

Background: Build an atmosphere in the classroom with a poster showing a meadow. After coming back from field activities, the decoration in the classroom can be completed (with participation of the children) by adding to the poster birds that were observed or their traces, e.g. a nest, eggs, a foraging trace, etc. In an accessible spot, place binoculars, a camera, a scope and bird and plant guides.

| DETAILED PROBLEMS | A. WHAT IS FARMLAND CHARACTERISED BY? | B. WHAT BIRDS USE FARMLAND AS THEIR BREEDING HABITAT? | C. HOW ORGANISMS ARE CONNECTED IN NATURE? WHAT ARE BIRDS OF PREY FOR? |
|--|---|--|--|
| <p>Outdoor observations and experiments</p> | <p>Go for a trip with children to look for farmland features and inspect the area where you are. First have a look at the map and set a route. The length of the walk depends on you and the abilities of the children. It can be 500 m or even 1 km. Use the sheet: Become a field and meadow detective (8/A/1).</p> <p>While in the field, go to a meadow. See what plants there are. Let the children smell, touch and watch. Let them lie on the meadow, close their eyes and listen to the voices of nature. Talk about what richness you experienced there. Why is this place suitable as home for birds?</p> | <p>During the trip, identify as many bird species as possible. Use the field and meadow atlas (8/B/1) and observation sheets (8/B/2).</p> <p>The birds of fields and meadows make characteristic calls. Go for a trip to listen to them or play mp3 files. Use the sheet: What sound does a meadow make? (8/B/3)</p> <p>Farmland birds also include owls, such as the Barn Owl. Due to its nocturnal life, this bird is difficult to spot but you can detect its presence in a different way. Use the sheet: A hunt for a Barn Owl (8/B/4).</p> | <p>If during your trip to the countryside you find a nest of a White Stork, try to collect its pellets. Look for them under the nest - this is where it's the easiest to find them. The collected pellets can be stored in signed bags (marked with the species, date and place of finding) but it is best to first dry them well. It is enough to put them in an oven for 15 minutes, just as with a cake, and bake them at 200C.</p> |
| | | | |



School Work Sheets block 8

| | | | |
|---|--|---|---|
| <p>Indoor observations and experiments</p> | <p>The field activity can be an excellent opportunity to think about changes that are taking place in farmland. Use the sheet: Field ponds (8/A/2).</p> | <p>Many bird species that are typical of fields and meadows build their nest on the ground. To protect their broods against predators, eggs have cryptic colours. Use the sheets: (7/B/?). Why do birds have different egg colours? The eggs of birds that nest directly on the ground are more pointed. Check this with the sheet: Is the shape of eggs important? (7/B/?)</p> | <p>Analysis of pellets is an important source of knowledge on the diet of the White Stork. Work with the sheet: pellets of the White Stork (8/C/1).</p> |
| <p>Art and graphomotor tasks</p> | <p>Make your own meadow (8/A/3) using the plants collected during the trip.</p> | <p>Barn Owl mask (8/B/5)</p> | <p>Worksheet: Make a meal for a Lapwing (8/C/2). Check what birds of prey hunt using the sheet 8/C/3.</p> |
| <p>Language and writing tasks</p> | <p>Read the text about farmland and think about why the changes that it is facing are not favourable for birds. (Farmland (8/A/4).</p> | <p>Read the passage on indicator species (8/B/6).</p> | |
| <p>Games and competitions</p> | <p>Using the sheet showing a field (8/A/5), together with children count the various features typical of farmland. Exercise the use of the concepts: under, over, right, left, near.</p> | <p>During the lesson on bird identification, you can exercise maths. Together with the children, count how many birds there are in the picture. Are all of them of the same species? (worksheet: Find and count the birds of fields and meadows, 8/B/7).</p> | |
| <p>Games and competition</p> | <p>Explain why trees make a good shelter for birds by inviting the children to play the game on trees and birds (8/A/6). With a larger group, the game can be modified by dividing the birds into two or three species, e.g. hoopoes, little owls or rollers (In Ireland these birds are not present but should be replaced with native birds, maybe great spotted woodpecker, long eared owl). Once the children are familiar with the calls of field and meadow birds, you can carry out a voice identification competition.</p> <p>Play the corncrake game with children (8/B/8). This game stimulates the sense of hearing and touch, builds the child's confidence in natural surroundings and enhances motor dexterity. It is also a good opportunity for a child to talk about the behaviour of this mysterious bird.</p> | | |



TRIP TO THE VILLAGE

What you need?

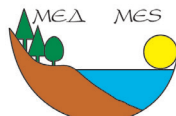
- observation cards
- pencil
- something solid to write on

Tasks and questions:

1. How do you know that you are in the countryside?
2. Going through rural areas, look for fields, meadows and pastures, find a copper, orchard, clumps of mid-field trees, ponds. Watch exactly what the landscape elements are on both sides of the route, as far as your eyes allow.
3. Record your observations in the table. With the appropriate picture, mark this element you observed on your route.
4. You can count some of the items. Thanks to this you will know their quantity.

Consider:

- What grows in the field, meadow and pasture?
- What is the difference between field, meadow and pasture?
- How do the field, meadow and pasture change during the year?
- What birds did you meet?
- When is the field the most bird friendly?





DETECTIVES name:

TOWN:

Route: Start point

End point



Pond (mk)



Scrub (mk)



Tree (mk)



Meadow (mk)



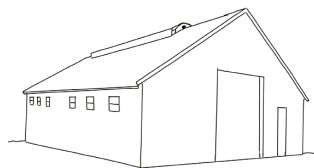
Meadow (pasture) (mk)



Field (mk)



Small cottage (mk)



Cowshed small (mk)



The huge cowshed (mk)



FIELD PONDS

Tasks and questions:

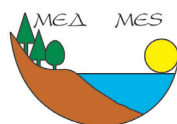
1. Both illustrations represent ponds which are characteristic for the agricultural landscape. Take a look at them. Compare both illustrations and highlight differences.



2. What kind of pond do you have in your town or what kind have you observed during the trip?

Take your time to answer the questions below:

- In which pond will animals find better shelter?
- Which pond can offer more food?
- Where are more plants growing?
- Which pond is more animal-friendly? Do you know why?
- Would you like to swim in one of these ponds?
- Which pond is more man-friendly?





MAKE YOUR OWN LITTLE MEADOW

What you need?

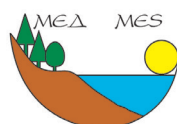
- card
- double-sided tape
- scissors
- glue
- blotting paper in various colors
- cutouts
- cloth
- pieces of felt
- buttons, etc. according to your own ideas

Tasks and questions:

1. Attach the double-sided tape at the bottom of the page.
2. Peel the protective foil off the double-sided tape.
3. Create your own meadow by sticking to the tape cut plants that grow in the meadow. Remember not to pluck protected plants nor all plants from just one site.
4. Create your own meadow by sticking to the tape plants that you have prepared.
5. Finally, do an exhibition of your work.
6. Are they all the same? Maybe some are greener and others more colorful?
Talk about your work - about similarities and differences.

Think about it:

- Do the meadows found in nature differ from each other?





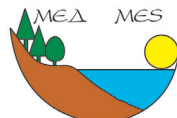
Agricultural landscape

In recent years the number of birds living in fields and meadows has decreased drastically. This is because the places suitable for them to live in disappear. Small, diversified areas where there was plenty of food and shelter are converted into huge wheat or maize fields. Trees and shrubs, pastures and small ponds disappear. People remove plants they did not sow (i.e. wildflowers/weeds) which are valuable food sources for farmland birds. They also destroy insects that eat their crops. For that they use special chemicals. On the fields they use specialized machines that speed up the harvest. Back when the work on the field was dependent on the strength of human hands, it lasted much longer, the plants were gradually shed, so the birds could calmly raise their offspring.

What is good for man is not always good for nature.

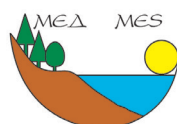
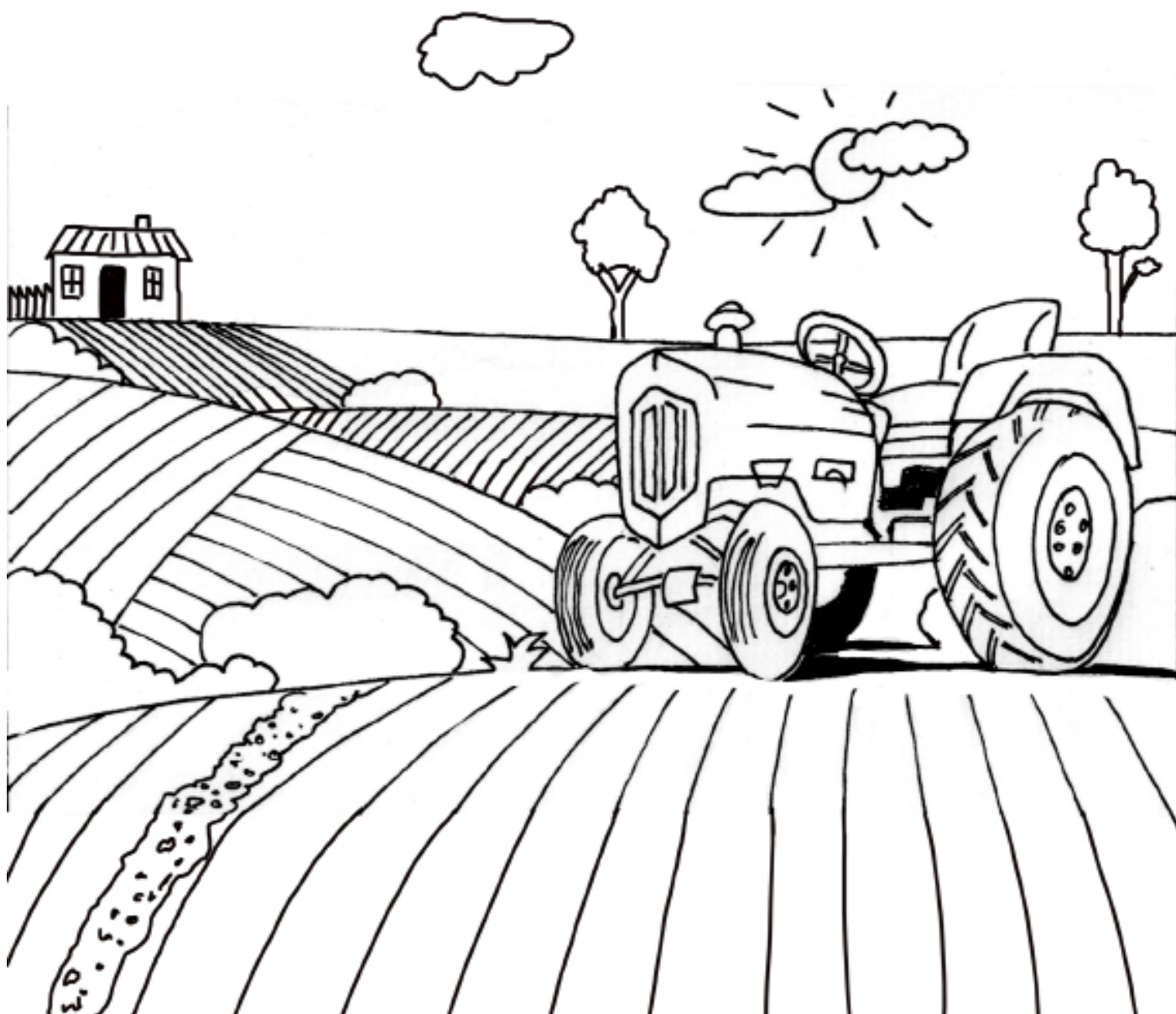
1. **Read the text carefully.**
2. **Answer the questions:**

- When did the numbers of birds living in fields and meadows decrease?
- What changes have occurred in the agricultural landscape?
- How do farmers remove unwanted organisms?
- Why can machines endanger birds?
- What agricultural landscape favors the birds?
- Why did the number of birds of fields and meadows decrease?





Looking at the picture, form five questions about what is next to, above, below, to the left, to the right.





TREES AND BIRDS

Things you need:

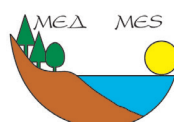
- Groups of three + leading person/leader

Course:

1. The participants of the game match up into groups of three. Two people hold hands, thus forming a tree. One person who is a bird is standing in the middle between people holding hands.
2. In the game we use three terms/passwords: birds, cutting, planting.
3. The change follows after the leader's password.
4. For the term birds, people who play the birds run out of trees and look for new ones, and tree-people lift their hands up and wait for a new bird to come. When the bird arrives they lower their hands.
5. For the term cutting people who represent trees squat down, and birds fly away from the tree and fly around.
6. For the word planting, tree-people whose trees were cut down get up and form trees again, birds are looking for new places.

Questions:











- Why are trees in the field important to birds?
- How to increase the number of trees and shrubs in the agricultural landscape?













BIRDS FIELD AND MEADOW OBSERVATION CARD






Look around carefully. What birds do you see? Where do you see them? How many of them are there?
Record the observations in the table.

| BIRD | WHERE DID YOU SEE IT? | HOW MANY? |
|--|--|-----------|
|  <p>Skylark (jv)</p> |  | |
|  <p>Stonechat (jv)</p> |  | |
|  <p>Red-backed shrike (jv)</p> |  | |
|  <p>Yellowhammer (jv)</p> |  | |
|  <p>Western yellow wagtail (jv)</p> |  | |

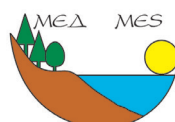


| | | |
|---|--|--|
|  <p>Sparrow (jv)</p> |  | |
|  <p>Hen harrier (jv)</p> |  | |
|  <p>Crane (jv)</p> |  | |
|  <p>White stork (jv)</p> |  | |



| | | |
|---|--|--|
|  <p>(jv) Corncrake</p> |  | |
|  <p>(jv) Quail</p> |  | |
| <p>Other</p> |  | |

Legend:

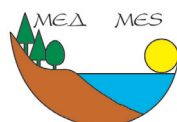




WHAT CAN YOU HEAR FROM THE GRASSLANDS?

What you need?

1. Prepare for the trip by listening to the voices of birds characteristic of the meadow (lapwing, yellowhammer, grey partridge, corncrake, skylark).
2. During the trip, listen carefully to the voice of which bird calls from the meadow?
3. In the right place, save, draw or express your associations with this voice.
4. Which voice do you like the most?
5. Which one is the easiest to remember?





ON THE TRAIL OF BARN OWL

What you need?

Observation cards, pencil, clipboard, something solid to fit under the sheet while writing, voice recorder. Additionally a string bag, latex gloves and a marker.

Tasks and questions:

1. Prepare for the search by looking for information about the occurrence and habits of Barn owl (desk study).

Consider:

- Have you ever met a barn owl in your area?
- Are there places in the neighborhood that a Barn Owl would like?
- Has anyone told you about their observation of a Barn Owl?

Tasks and questions:

2. If you want to check if a barn owl is in a given place, you can conduct an interview with a priest who looks after the church. Think about what you can ask first. It's best to prepare your questions and save them.

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3. Note the answers or record the interview on the voice recorder.
4. If possible, you can go to the tower of the church or attic and see if there are traces of barn owl as casts or feathers. You can also ask the adult to do it for you. Remember to have permission from the building manager and take extreme caution.
5. Remember that if you find something, you have to collect it in latex gloves. Place the items carefully into the string bag. Note the place and date on the bag.



(Fm)

BARN OWLS' FEATHERS



(CK)



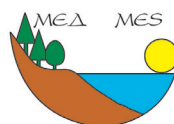
(CK)

BARN OWL CASTS

6. If it turns out that a Barn Owl is there, please report this observation to;
info@birdwatchireland.ie

Consider:

- What can you do to help the Barn owl?
- How to convince people not to be afraid of the barn owls?





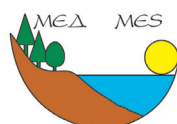
MASK OF A BARN OWL

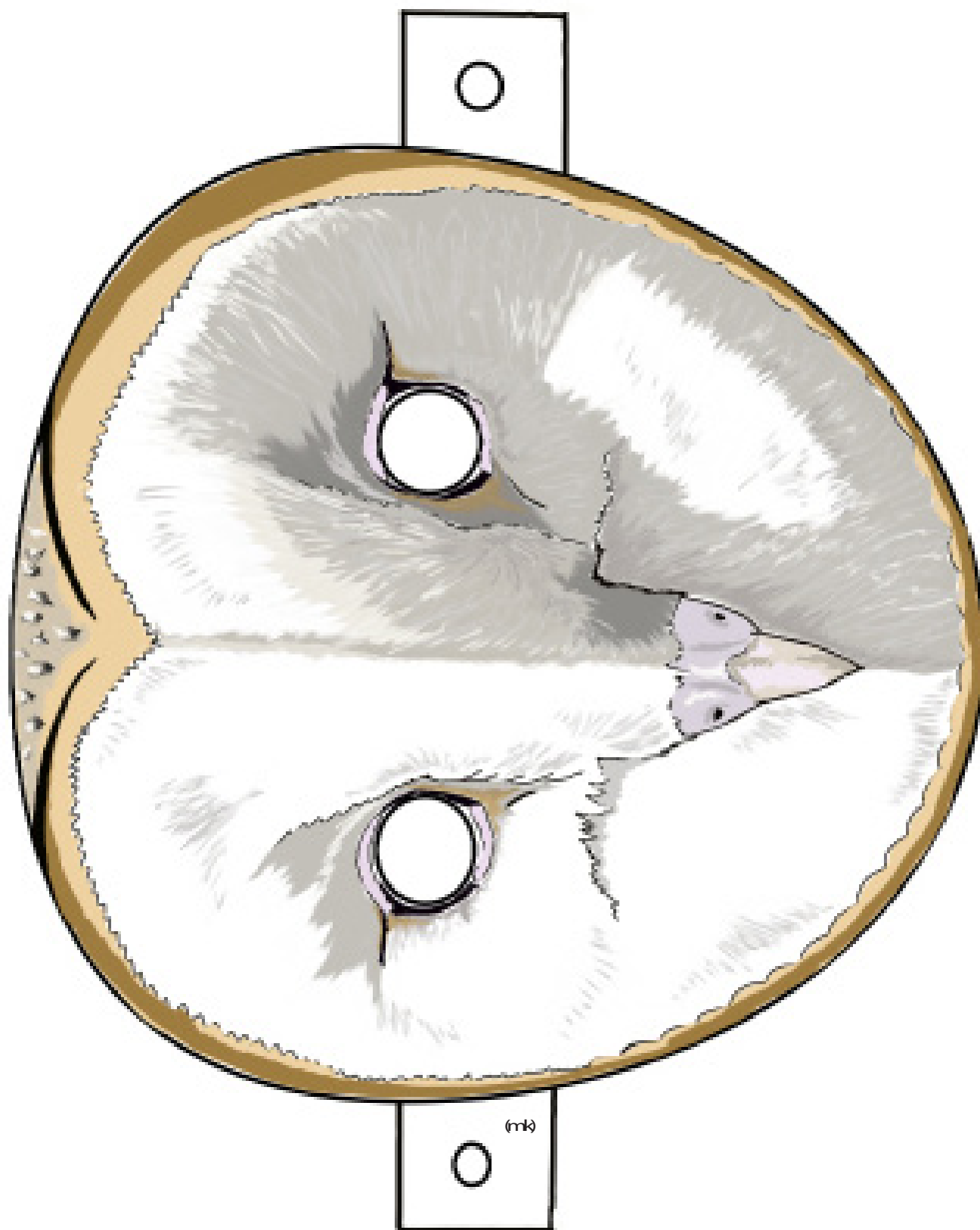
Things you need:

- printed mask
- scissors
- cord / ribbon / elastic band
- paper punch

Execution:

1. Cut out owl face and eyes, including tabs.
2. Make holes for a band in the designated places.
3. Tie a cord, ribbon or elastic to the holes in tabs.
4. Put on the mask and be like a barn owl :-) Hoot! Hoot!





(mk)

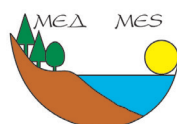


LOOK FOR AND COUNT THE BIRDS OF FIELDS AND MEADOWS

- Many species of birds are in the meadows and fields. Can you find them and name them?
- How many different birds did you find? How many species of birds have you found?
- Which birds have long beaks and which long legs?
- Which birds are colorful and which have camouflaged plumage?
- How many birds are in flight, how many are on the ground, and how many are sitting on the water?



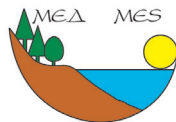
(mk)





MATH WITH WHITE STORK

- Young storks grow very fast, so they need a lot of food that gives them energy to grow. Parents, while raising young storks, seek food for up to 10 hours a day. A pair of storks with 4 youngsters must provide about 3 kg of food every day. Its variety depends on what the parents will find in the immediate neighborhood of the nest.
- How much food must provide a couple of storks for a week?
- How much food will a female stork provide over a week, and how many will male?
- If storks seek for food for 10 hours a day, how many hours will they spend on that over one a week?





FUN WITH CORNCRAKE

Place:

preferably a meadow, but it can be a schoolyard, a gymnasium

What you need:

comb,
plastic card (telephone, credit, etc.),
blindfolds / scarves

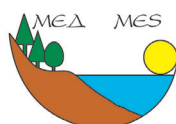
Course:

1. Designate one person to be a corncrake.
2. Corncrake receives a comb and a card. Using the card with a comb, you can make sounds similar to the voice of the corncrake, or crexcrex.
3. The other children move away and cover their eyes with bands / headscarves.
4. When the children are ready, the corncrake begins to speak.
Children with closed eyes try to reach the corn crake, following the sound heard.

Consider:•

How did you feel with your eyes closed?

- How did you move to get to your destination?
- Was the sound being given a good clue?





WHAT IS HIDDEN IN A WHITE STORK PELLET?

What do you need?

- A pellet of a white stork
- skewer sticks / toothpicks
- tweezers
- small boxes for example after cheese, margarine
- water
- paper towels
- latex gloves

Tasks and questions

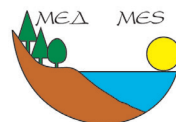
1. Put on the latex gloves.
2. Carefully insert the pellet into the box and pour the water in.
3. Move the pellet so that it soaks well in the water.
4. Using a pair of tweezers and a toothpick.
5. Found items put on a paper towel.
6. Clean with water what you found. Be careful not to break your findings.
7. Look at what you have found.
8. What did the stork eat for lunch?

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.....

Think about?

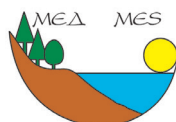
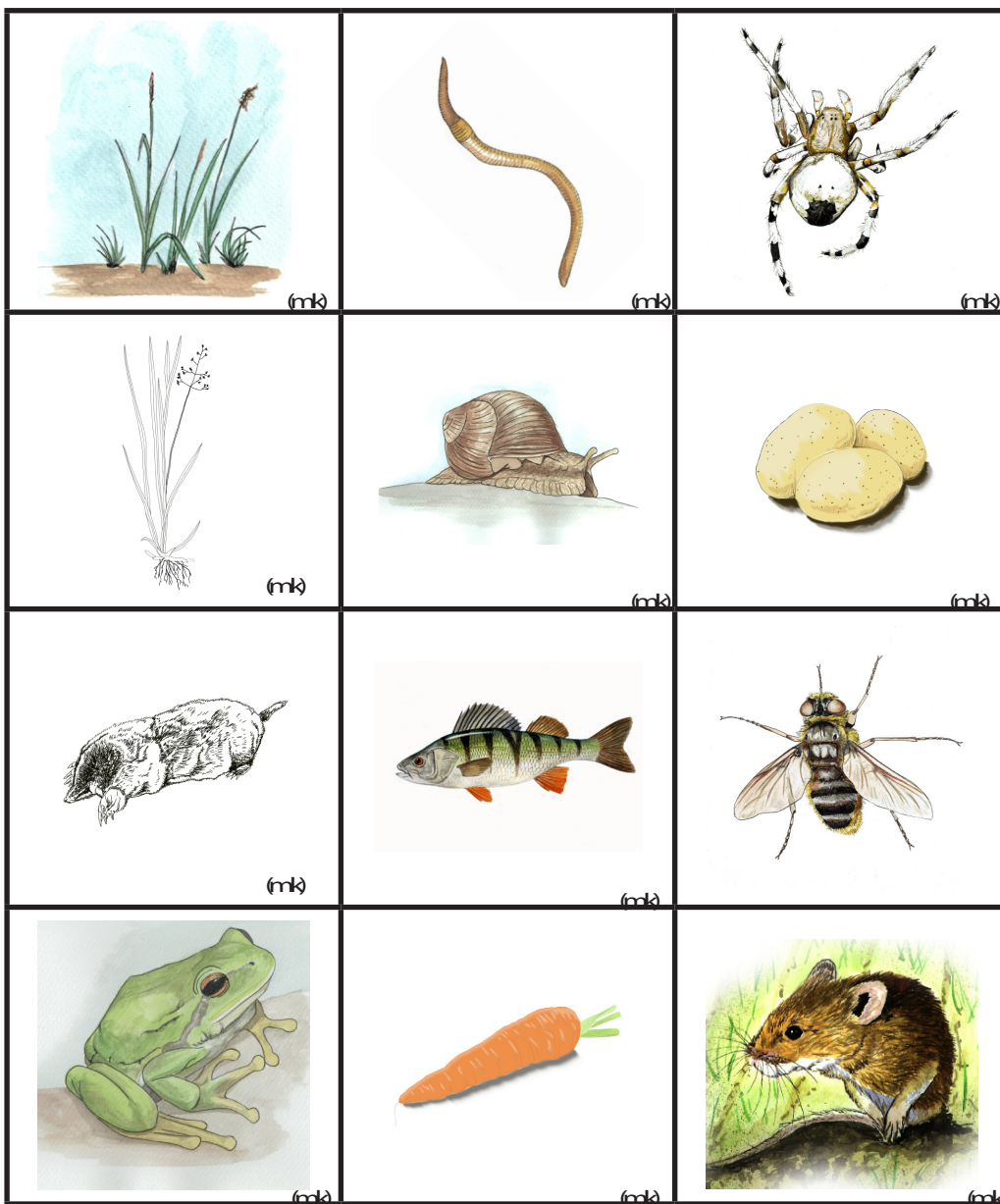
- What other birds produce pellets?
- Why do the stork's pellets contain so much soil?
- Is the stork a predator?

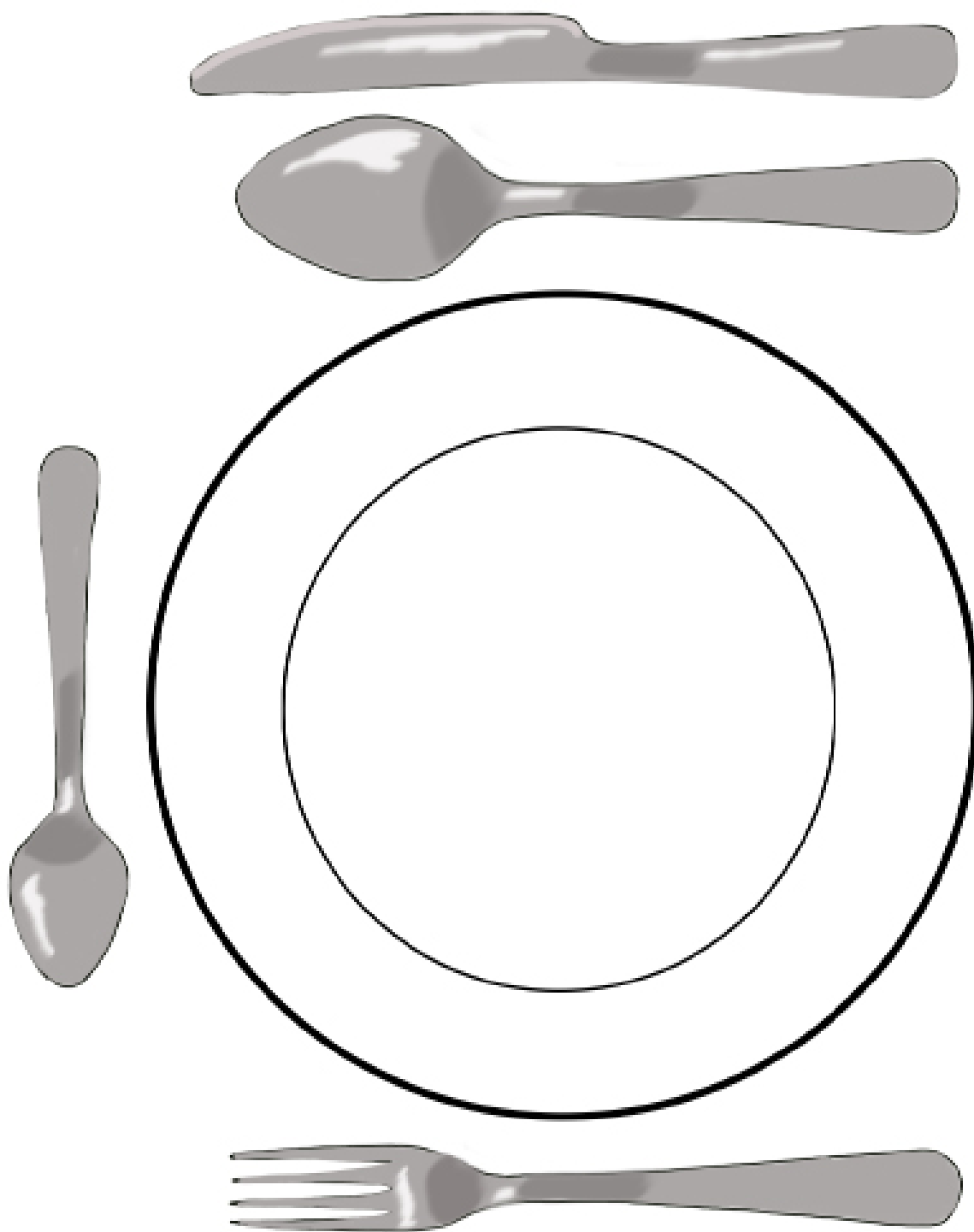




PREPARE DINNER FOR THE LAPWING

1. Do you know what delicacies lapwing likes the most?
2. Among these drawings, select those that lapwing eats and prepare a lunch for her.
3. Cut out chosen foods and glue them on the plate. You can color them.





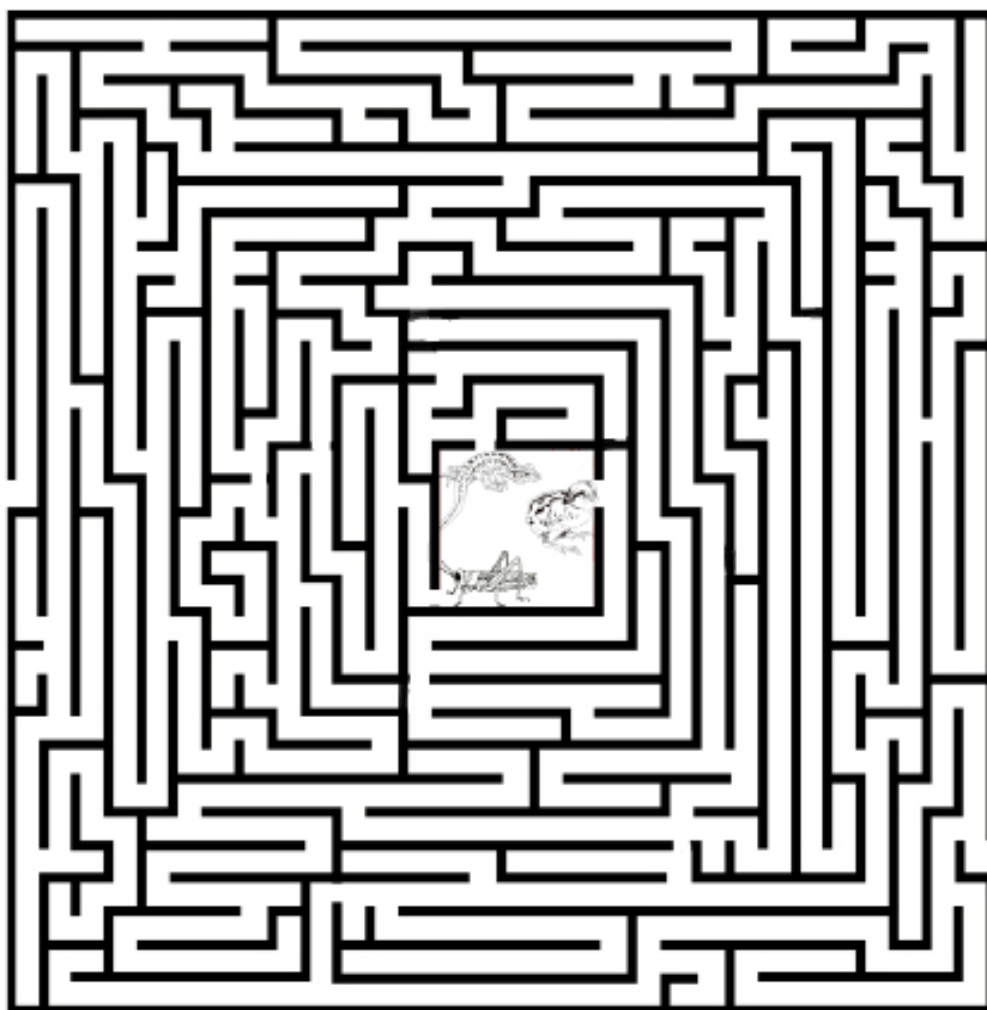


WHAT DID THE BIRDS OF PREY CATCH?

Montagu's harrier and kestrel have similar eating habits. They hunt mainly for voles. Their diet is complemented by young birds, lizards and grasshoppers. Check what they managed to hunt this time.



(jv)



(jv)





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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.