

**SEEING THE WORLD THROUGH NATURE**

**SCHOOL WORK SHEETS**

**BLOCK 9:**

**HOW BIRDS  
CARE FOR  
THEIR YOUNG**





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To complete some of the tasks outlined in the school work sheets you will need our special smartphone app, called [NAME HERE]. To download this app, please go to:

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OGÓLNOPOLSKIE  
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BirdWatchIreland



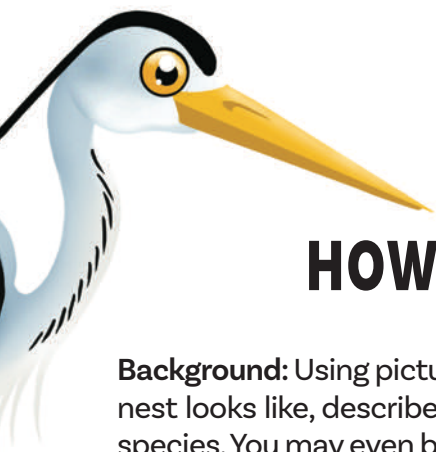
BirdLife  
Cyprus



MALTA



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## BLOCK 9

# HOW BIRDS TAKE CARE OF THEIR YOUNG

**Background:** Using pictures of various birds' nests, eggs and chicks, describe to your students what each nest looks like, describe egg shapes and how different chicks can be in appearance, depending on the species. You may even bring an old bird's nest to the classroom, so that students can feel the size, shape and texture of the nest.

DETAILED PROBLEMS	How many chicks are there in a nest? How do bird parents care for their chicks?	What to do if you find a chick
Activities in the field	<p>During spring walks in a park, city garden or wood, keep an eye out for birds carrying food for their chicks. Stand for a while in silence, watch their behaviour, and listen to their calls. Maybe you will see where the nest is and hear chicks begging for food. Listen to the high-pitched calls of the chicks.</p> <p>NEVER LOOK INSIDE A NEST! IT IS FORBIDDEN BY LAW TO DISTURB NESTING BIRDS.</p> <p>You can use the observation sheet to make notes (S9/A/1).</p>	<p>A class trip (S9/B/1) to a wildlife rehabilitation facility will let the children develop appropriate attitudes towards wild animals and provide them with basic knowledge on how to help them.</p> <p>You can also plan a trip to a veterinary surgery or a zoo (educational section).</p>
Indoor observations and experiments		<p>Prepare yourselves for a trip to the wildlife rehabilitation facility and for conducting an interview (S9/B/2):</p> <ul style="list-style-type: none"> <li>● Check what the scope of activity of your nearest rehabilitation facility is, using its website.</li> <li>● Draw up a list of questions that you would like to ask the facility's employees.</li> <li>● Choose five student journalists from among the group who will get ready for a conversation with employees of the facility.</li> <li>● After coming back from the trip, discuss the procedures (S9/B/3) – the rules of what to do if you find a chick that has fallen out of its nest. Elaborate on this using your own knowledge and ideas.</li> <li>● You can also use the framework available on the Spring Alive website (<a href="http://www.springalive.net">www.springalive.net</a>)</li> </ul>
Artistic tasks		<p>Make information posters or verbal instructions explaining what someone should do if they find a chick that has fallen out of its nest. Share this with other students and teachers in the school.</p>
Linguistic and written tasks		<p>Formulate questions for the interview. Write/edit texts for the poster and/or verbal instructions.</p>



## OBSERVATION CARD: CHICKS BEING FED BY THEIR PARENTS

**Guidelines for teachers:** Go on a walk with students in a local park or outdoor area. Observe the species present and listen to see if you can hear any birdsong. Discuss how birds feed their chicks. You may show the students a video of chicks being fed and describe it for the visually impaired. For visually impaired students you may ask the questions aloud and note their responses.

### What you will need

- Observation card

### Tasks and questions

- 1 Try to hear sounds made by birds. Can you hear any loud and insistent calls?
- 2 Do they sound like they are big birds or small birds?
- 3 Can you hear calls from any chicks?
- 4 If so, do they sound patient or impatient?
- 5 Did they stop calling when you approached?
- 6 Have you ever heard these sounds before?

### Description of feeding behaviour

Once the eggs hatch, parent birds are extremely busy feeding and rearing their chicks. Once they have managed to find food for their chicks, birds fly back to the nest multiple times each day to bring the food to the chicks. Depending on the bird species, this food may be a tiny insect or a small caterpillar held tight in the parent's beak, or even a small ball of many insects temporarily stored in the parent's mouth or crop.

The chicks are in the nest, always alert, waiting patiently for their next meal. Once they see one of their parents approaching the nest, the chicks start calling with all their might, begging their parents for food. Their mouths are wide open as they call and they flutter their wings quickly to draw their parents' attention. The parent approaches one of the chicks, puts its beak in the chick's open mouth and drops in the food. It then immediately leaves the nest to go to find the next meal.

Depending on the bird species, feeding the chicks can happen without the parent landing in the nest but while hovering next to the nest. The parent leaves the nest to go search for more food. This process is repeated multiple times each day, as the chicks require lots of food to grow.





## PLANNING A TRIP TO A WILDLIFE REHABILITATION FACILITY

**Guidelines for teachers:** If this activity is done in class, remember to equip students with computer-friendly assistive technologies for the visually impaired, such as screen-reading or magnifying software. Alternatively, this can be given to students as a homework assignment, so that they can complete the task in their own time and using their own devices and then bring their answers to the classroom. In order not to overload young students, specific questions can be assigned to specific persons.

### What you will need

- Computer with internet connection
- Things collected for the rehabilitation facility (newspapers, food, etc)

### Tasks and questions

- 1 What is the reason for our visit?
- 2 Where is the nearest wildlife rehabilitation facility?
- 3 When can we visit the wildlife rehabilitation facility?
- 4 How can we get to the wildlife rehabilitation facility?
- 5 What should we take with us?
- 6 How can we pack the items that we have collected?
- 7 Do we need help? If so, who can we ask for assistance?



### INTERVIEW WITH WILDLIFE REHABILITATION FACILITY STAFF

**Guidelines for teachers:** You may assign the task to prepare interview questions as homework and then discuss the questions in the classroom. It is advisable to equip students with recording devices, as this makes it easier for them to note down the answers. Make sure that students can operate the devices and know what to do, in case the device does not work as expected.

#### Things to decide to prepare for the interview

- What do we want to know?
- What questions will we ask to find out?
- Who will represent us during the conversation?





## WHAT TO DO IF YOU FIND A CHICK FALLEN OUT OF ITS NEST

**Guidelines for teachers:** Below is a checklist of possible actions which someone could follow if they find a chick which has fallen out of the nest. Ask students to select the most appropriate actions from this checklist, and then discuss.

Alternatively, pose these actions to the students in the form of questions and wait for their spontaneous answers. If you collect a sufficient number of assumptions, sum up the discussion by providing good solutions.

### Possible actions:

- 1 We do nothing whatsoever and let nature take its course.
- 2 We pick up the bird and bring it home with us to take care of it.
- 3 We try to feed it with whatever we can find in the area and then we put it back in the nest.
- 4 We check whether the bird has feathers or not.
- 5 If the bird is fully feathered, then we do not do anything and we leave the bird alone.
- 6 If the bird does not have any feathers, we try to locate the nest and put it back.
- 7 When we put the bird back into the nest, we wait around to check whether the parents come to the nest.
- 8 We go there every day to check that the chick doesn't fall from the nest again.
- 9 If we can't locate the nest, we take the chick home with us to take care of it.
- 10 If we can't locate the nest, we call the wildlife rehabilitation facility to come to collect and care for the bird.



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These materials for teachers working with blind and visually impaired children have been prepared within the project “Seeing the World Through Nature.” These are based on the educational resources that resulted from the project “Empowering Teachers and Pupils for a Better Life Through Nature,” and the suggestions contained therein have been adapted to work with children with impaired vision in order to enable them to learn as much as possible about nature through direct contact with it.

Non-governmental organisations involved in bird protection, partners in international federation BirdLife International, participated in the project. The Polish Society for the Protection of Birds (OTOP) was the leader of this educational initiative, which also involved the associations BirdWatch Ireland, BirdLife Malta and BirdLife Cyprus. The Polish Association for the Blind was the partner cooperating in the field of adaptation of source materials for the needs of teaching blind and visually impaired children.

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**BIRDWATCH IRELAND** is the largest independent conservation organisation in Ireland. A registered charity, its aim is the conservation of wild birds and their natural habitats. It has over 15,000 members and a network of 30 local branches. It manages nature reserves which protect threatened habitats and their wildlife, works to conserve Ireland’s biodiversity, and carries out education, survey and research work. For more information, go to [www.birdwatchireland.ie](http://www.birdwatchireland.ie)

