



Children discover they can help birds that visit us in winter, and learn about six urban birds.

Our Flying Guests 1



Keywords sentence building • picture matching • problem-solving • outdoors activity

- 1 Divide the children into 6 groups. Give each a pack of mixed sentences from the *Town Bird Match Cards* (**Resource File** pages 2–7). The children piece the sentences together and learn about their bird from the information (answers on page 8).
- 2 Help the children access the *Town Bird Pictures* (**Resource File** pages 9–14) on their tablets. Groups work together to choose the pictures that match information about their bird.
- 3 Taking it in turns, the groups share information about their bird with the class. Display all the pictures on the interactive board and the children present their findings indicating the corresponding pictures.
- 4 Discuss the idea that humans are hosts to birds that live among us. How can we help them in the cold months? Birds lose energy just to keep warm so they need more food. You may link to human diets, healthy/unhealthy food, etc. In winter birds need fatty foods because they burn a lot of energy. Use problem-solving steps to lead to providing food for them on bird tables.
- 5 Show the film clip *Birds Around Us* (Y4C in **Action Pack**) and spend time bonding with the birds. Encourage the children to share their favourite bird, funniest moves, best clip, most fun calls, etc.
- 6 Go for a quiet tour of the school grounds, looking out and listening for any of the six urban birds you learned about. Early morning is the best time as birds are at their most active.

Use the Dinja Waħda Notice Board and tell the school about what you're doing.

Send photos of children

- | | |
|--|---|
| <input type="checkbox"/> matching cards | <input type="checkbox"/> reacting to film clips of town birds |
| <input type="checkbox"/> presenting their bird | <input type="checkbox"/> in grounds looking for town birds |





Children assess the best location and food for bird tables and take action to fulfil their roles as hosts to urban birds.

Our Flying Guests 2



Keywords discussion • groupwork • outdoors activity

1 Revise how animals stay alive by consuming plants and/or other animals. Link with Science: food helps us stay warm and some foods give you more energy than others. The children access the *Bird Food Game* (**Resource File** page 15). In groups they collaborate to identify the right food for their urban birds, then explain why they made these choices.

2 Discuss what food you should put on your bird tables. The children access the *Bird Table Menu* (**Resource File** page 18) and see how close they came to the ideal bird food for Malta.

3 The children access the *Let's make a Bird Table* (**Resource File** pages 16–17). Go out into the grounds and in groups the children work out the best locations (use the *Where shall we put it?* ticklist on page 17 as guide). Discuss and decide on the best idea.

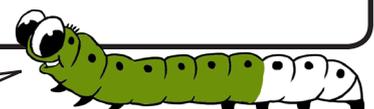
4 Make your bird table and set it up in the location they chose.

Use the Dinja Waħda Notice Board and tell the school about what you're doing.

Send photos of children

- playing Bird Food Game
- discussing bird food mix

- identifying bird table location
- setting up bird table.





Children observe the birds that visit their school, identify them and keep record of behaviours observed.

Our Flying Guests

3



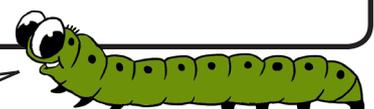
Keywords discussion and collaboration • observation • record-keeping

- 1 As a class, work out from where you are going to get food for your bird table/s. Do not do everything yourself. Link with money and reimburse spending where necessary as part of the learning.
- 2 Establish a responsibility routine to make sure the table is stocked with food. Discuss why this is important and link to animals relying on humans like children on adults.
- 3 Observe the bird table over a period of time and identify the birds that visit. Observe behaviours and interactions of different types of birds. If after two weeks you notice no activity, change the location – always use the *Where shall we put it?* ticklist (**Resource File** page 17) to guide your choice.
- 4 Keep record – say, over a month – of the bird activity in your school grounds. For a colourful record and display you may follow the suggestions and template in the *Birdwatching Calendar* (**Resource File** pages 19–20). Remember that the best time to watch bird activity at the table is in the morning, especially after putting out food.
- 5 At the end of Term 1, help the children send your class observations to BirdLife Malta (**education@birdlifemalta.org**).
- 6 Encourage the children to set up a bird table at home. Tell them to take selfies with it and talk in class about their observations.

Use the Dinja Waħda Notice Board and tell the school about what you're doing.

Send photos of children

- | | |
|---|---|
| <input type="checkbox"/> stocking the bird table | <input type="checkbox"/> selfies with their own home bird table |
| <input type="checkbox"/> filling in the calendars | |





Children explore perceptions about wild flowers, understand how vital they are for wildlife, and evaluate how flower-friendly their school is.

Flower Detectives 1



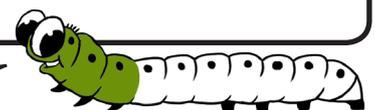
Keywords powerpoint • discussion • outdoors activity and game • critical thinking

- 1 Invite the children to tell you what they know about weeds (*ħaxix ħażin*) and write their phrases on the board.
- 2 Challenge the perception of wild plants as weeds / *ħaxix ħażin* by displaying the *Life on a Flower* photos (**Resource File** pages 21–22). Discuss how a common wild flower can be so useful to so many animals. Return to the children's phrases – has the perception changed?
- 3 The children use their tablets to access and watch the *Wild and Wonderful! / Jikbru Waħedhom!* presentation (Y4D in **Action Pack**). Discuss the term weeds / *ħaxix ħażin* with the information from the clip in mind. Invite children to invent alternative words, e.g. wild flowers / *ħaxix selvaġġ*.
- 4 Go into the school grounds and play the Bee Scouts Game, which imitates what bees do when they go and forage. Divide the class into groups of bee scouts. Send them in different directions on routes you have prepared beforehand. You are the hive. Scouts return to you at a given signal and report the number of flowers they saw. Now all your bees decide on the best route based on which had most flowers. If there are no flowers in the school grounds you can either (a) make cards with wild flowers using the *Wild Flowers* pictures in **Resource File** page 23 and place them along the desired routes, or (b) go for a short walk through the streets around the school. For this you need at least one other adult so as to divide the class into bee scout groups.
- 5 Create a discussion about whether your school grounds offer enough wild flowers to keep bees going. Can you improve this? If you set aside a soil area for wild flowers, make sure to label it so visitors will know these are not neglected areas.

Use the Dinja Waħda Notice Board and tell the school about what you're doing.

Send photos of children

- exploring slideshow
- playign Bee Scout Game





Children connect with some local wild flowers through creative art and by observing their differences.

Flower Detectives 2



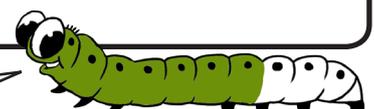
Keywords discussion • observation • art and creativity

- 1 Help children access the *Wild Flowers* pictures (**Resource File** page 23). In groups, the children work together to make notes on these questions:
 - Do you know any of these flowers?
 - How can you tell one flower from another? What do you look at?
 - Which is your favourite flower? Why?
- 2 The children share their ideas as you make a list of what to look for when identifying flowers (colour, number and shape of petals, middle part, smell, size, number of flowers on one stalk).
- 3 Play the *Plants And Patterns* presentation (Y4E in **Action Pack**) on your board and help the children understand how the artist uses flower features and turns them into a design.
- 4 Using stationery and other material prepared beforehand, allow the children time to create individual designs inspired by their favourite flower from the ones in the *Wild Flowers* page.
- 5 Create a display of these designs and discuss an appropriate slogan about flowers to dispel the idea that wild flowers are 'weeds'. Decide where to put up the display to educate others in the school.

Use the Dinja Waħda Notice Board and tell the school about what you're doing.

Send photos of

- | | |
|---|---|
| <input type="checkbox"/> children discussing Wild Flowers file and taking notes | <input type="checkbox"/> children creating their design |
| | <input type="checkbox"/> the final display. |





Children appreciate wild flowers in their habitat and can identify some common wild flowers.

Flower Detectives 3



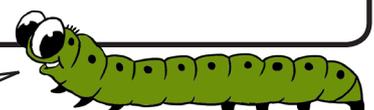
Keywords outing • observation • information-gathering • information display

- 1 Organise an outing to the countryside or a nice safe wild patch in your own town area. You may also book a class visit to a BirdLife Malta nature reserve.
- 2 Make cards from the *Flower Cards* pages (**Resource File** pages 24–28) with pictures on one side and information on the back.
- 3 Divide the children into small ‘flower detective’ groups and give each group two cards. During the outing, groups try to match flowers they see around them with the pictures and names on their cards. Once they have identified a flower, they will then be able to fill in the missing information required by the card and colour in any missing colours or details (answers on page 28).
- 4 Back at school, decide together with the children how to share the wild flowers information they gathered to educate the rest of the school. Remember that you have two things to display now: factual and artistic.
- 5 Carry out the idea in a public space in the school. Make sure you include slogans to educate people that wild flowers are not weeds / *ħaxix ħażin!*

Use the Dinja Waħda Notice Board and tell the school about what you’re doing.

Send photos of

- children during outing collaborating to fill in flower cards the final product to share with rest of school.





Children increase awareness of how their behaviour at the shore affects wildlife.

A Shore Thing 1



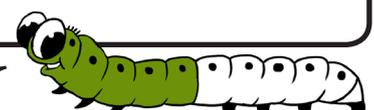
Keywords picture interpretation • discussion • information processing • critical thinking

- 1 Help the children access the *Shore Catch* page (**Resource File** page 29). In groups, the children examine the photos and share ideas on what they think the litter is and who or where they think it came from. They fill in this information in their copybooks in two columns labelled TYPE OF LITTER and SOURCE.
- 2 Show the *Sea Life* film clip (Y4F in **Action Pack**). Allow children to share their experiences of the wildlife in the clip and ask about the animals' behaviour.
- 3 Now children access the *Shore Life Cards* in the (**Resource File** pages 30–31). Allow time for the children to become familiar with the information. To support this, provide fact-scanning questions that children find answers to. There is additional information for the teacher about each species on pages 32–34.
- 4 Project the *Shore Habitat* canvas (**Resource File** page 35) on screen. The children try and guess which creature prefers which habitat and write the number in the corresponding circle on the chart using the interactive pen. A completed picture on page 36 will help you guide the children. Naturally this is not the only correct arrangement, as various creatures can be in different places. But, for example, only the shore crab will crawl out of water onto the rock, the anemone cannot swim about, etc.
- 5 Once the picture is complete, link the two parts of the activity by going through the *Shore Catch* page again and discussing how litter in the sea and on the beach affects the creatures that live there. Use information you have just learnt to make the link between humans and nature. If there are children who do hobby-fishing or catch small shorelife just for fun, question this behaviour. You may need to tackle this issue in a separate lesson that tackles why people catch wildlife (a need, a hobby, a culture, a habit) and how people who live on an overpopulated island have to protect their nature because it could all vanish if we keep catching wildlife.

Use the Dinja Waħda Notice Board and tell the school about what you're doing.

Send photos of children

- watching *Shore Catch* in groups
- eliciting information from *Shore Life* cards
- matching wildlife with *Shore Habitat* canvas.





Children commit to act within their family to protect shore habitat.

A Shore Thing 2



Keywords information-gathering • discussion • art and craft • family involvement

- 1 Guide the children to do an Internet search of beach clean-up initiatives. Make a list of organisations, including government-led initiatives organising clean-ups and of others who have participated.
- 2 Discuss your findings and the implications this has about people in Malta. Display the shore action photo (**Resource File** page 37) and create a discussion how nature needs individual actions like this, not just talk.
- 3 Make a *Promise Concertina* that looks like the design in **Resource File** page 38, or design your own if you like.
- 4 Start a discussion aimed to empower the children with ideas how their role within their family can lead them to become defenders of the shore. Include big and small ideas such as:
 - beach clean-ups
 - taking a net to collect floating plastic while swimming
 - making sure family takes suitable garbage containers when doing a beach barbecue.
 - make sure family members don't litter
 Generate excitement for commitment to change!
- 5 The children create their *Promise Concertina* using a photo of a beach they visit, make copies of the *Shore Life Drawings* (**Resource File** pages 38–39) they choose and colour in. In the bottom section they write a declaration from themselves to their favourite beach, about how they promise to defend it.
- 6 The children take the finished project home to share with their family and hang in their room. Back in class, the children report on the reaction of family members. Remind them of their promise before breaking up for the summer holidays!

Use the Dinja Waħda Notice Board and tell the school about what you're doing.

Send photos of

- children doing research and making lists concertina displays at home.
- children creating cards

