





Children learn about roots as part of their awareness of the importance of trees.

# Trees are Cool

## 2



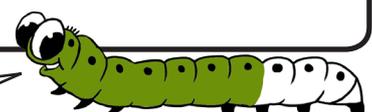
**Keywords**    slideshow • discussion • maps • family activity • oracy

- 1 This activity links the classroom with the children's family as it has a task for after-school hours. Show the children the *Roosts!* presentation (Y5D in **Action Pack**). You may use the presentation on the interactive whiteboard to create a discussion, or set a comprehension task in groups on the children's tablets.
- 2 Show the children *Sparrow Roost Map 1* (**Resource File** page 4). Since the map has symbols but no placenames, see if the children can locate their school or their home. Next, show *Sparrow Roost Map 2* (**Resource File** page 5), which is labelled with placenames. It should now be easier for the children to work out the sparrow roost nearest their school or their home.
- 3 Make copies of *My Sparrow Roost Count Sheet* (**Resource File** page 6) and set the children to do a sparrow count – accompanied by an adult family member – at a roost site of their choice. Ask them to take a photo of the roost site. Meanwhile you can use *Roosting Birds* (**Resource File** page 7) to brush up on how to tell sparrows from other birds flying to their roost.
- 4 Allow ample time for the task to be carried out. The best period for this is December to February. Most birds fly in to roost around sunset, which at that time of year would be around 4.45–5.45pm.
- 5 Back in class, the children share their information. Based on this, prepare a display or a presentation for school assembly or some other event. Since not all children may have managed to visit a roost site, the creation of this presentation is their chance to become involved.
- 6 Discuss the kind of presentation the children wish to make as a class: a verbal presentation about roosts, with pictures from the Dinja Waħda Resources and their own observations? A static display for the school foyer, perhaps during an Open Day? The bigger your audience, the more people will learn about the feathered lodgers in their neighbourhood!

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

Send photos of

- children discussing roost presentation       the finished product/event
- children creating presentation





Children learn that conservation projects cost money and take action to raise funds for Foresta 2000.

# Trees are Cool

## 3



**Keywords**    **slideshow** • **discussion** • **action for nature**

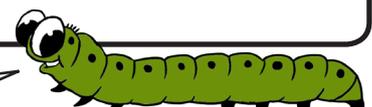
- 1 Show the *Growing A Forest* presentation (Y5E in **Action Pack**) so that the children appreciate the work involved in growing a forest, and why funds are needed in such a project.
- 2 Discuss with your class ways you can raise some money for BirdLife Malta and Foresta 2000. Here are some fun ideas you may try (one fundraising event per class):
  - **BAKE SALE.** Make fun cakes for the children and staff to buy and enjoy.
  - **FASHION SHOW.** Have the children make their own outfits from old bits of clothing and invite parents along.
  - **DRESS-DOWN FRIDAY.** Have the children bring in €1 if they wish to not wear school attire for a day.
  - **WACKY HAIR FRIDAY.** Have the children bring in 50c if they would like to have wacky hair for a day.
  - **QUIZ NIGHT.** Create a quiz for families to take part in and charge €1 per team to join.
- 3 Send your donation (cheque payable to BirdLife Malta) with a covering note. In return BirdLife Malta will send you a *Funding A Forest* certificate that will be presented to your Dinja Waħda coordinator at the Dinja Waħda Awards ceremony.

To thank you for all the hard work and support, BirdLife Malta will hold a special event at Foresta 2000 in the second term of the scholastic year to give children, teachers and parents the opportunity to explore the reserve and take part in fun activities about trees. You will be notified of details in due course.

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

Send photos of

- fund-raising events





Children learn about the long migration journeys that millions of birds make, and why many visit Malta along the way.

## On the Move



**Keywords** audio visual • language activity • crafts for learning • game

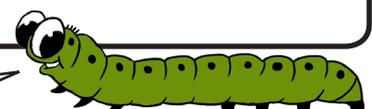
- 1 Introduce bird migration by showing the children the *Bird Migration / Il-Passa tal-Għasafar* presentation (Y5F in **Action Pack**).
- 2 Now that the children are familiar with why birds migrate, consolidate their knowledge through a language skills activity using the *What are they saying?* pages (**Resource File** pages 8–15). Discuss the pictures and invite the children to fill the speech bubbles. Situation information about each picture and suggested answers are on pages 16–17. You may wish to use these pages together with the children or use drawings to assess learning.
- 3 Once you are confident that the children have grasped the basics of bird migration, follow the instructions to make *Perching Swallows* (**Resource File** page 18) and play the game *Out of Africa* (**Resource File** page 19).
- 4 For consolidation you can play the game *The Long Journey* (Y5G in **Action Pack**) which emphasises the dangers that birds face during migration.

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

Send photos of children

- filling in speech bubbles
- making swallow models

- playing *The Long Journey* game





Children learn about Maltese habitats and the creatures living there, and understand how what people do affects them.

# Home Sweet Home 1



**Keywords**    **slideshow** • **discussion** • **maps** • **school grounds action for nature**

- 1 The children access the *Habitats* presentation (Y5H in **Action Pack**). The slideshow deals with some of Malta's habitats and also features some animals or plants that live in each habitat.
- 2 Use the slideshow to start a discussion on habitats. Include the following:
  - The word HABITAT and a discussion about places they know and what habitat/s they harbour
  - How different habitats are home to different plants and animals.
  - That when a habitat is destroyed all living things in it disappear too.
  - The word ECOSYSTEM and how even small ecosystems are important, even school grounds.
- 3 Ask the Head of School for a copy of the school plan. Copy the plan on squared paper, divide the class in groups and give each group a copy. Give each group also a printout of *School Ground Habitats* (**Resource File** pages 20–21). Assign a section of the plan to each group, who then visit the area and mark on the plan the different habitats they find, using simple symbols for the various habitats (see suggestions on page 22 and a copy sheet on page 23, or help the children to invent their own). A quicker way is to use numbers or letters, but symbols are more descriptive, they encourage creativity, look nicer and get the children used to the concept of map symbols.
- 4 Back in class, the children calculate how many squares are occupied by each habitat type. Discuss the school's overall picture. What is the children's opinion? How can they improve their school to make it more wildlife friendly?
- 5 Take action to create one or more habitats for nature. Encourage the children to do the same at home.

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

Send photos of

- |  |  |
|--|--|
| <input type="checkbox"/> children watching slideshow                       | <input type="checkbox"/> children calculating school grounds score |
| <input type="checkbox"/> children exploring school grounds and marking map | <input type="checkbox"/> children creating MiniHome/s              |
|  | <input type="checkbox"/> your animal records                       |





Children learn why habitats must have the right kind of material to help animals build their homes.

# Home Sweet Home 2



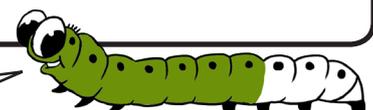
**Keywords**    **slideshow** • **discussion** • **crafts action for nature**

- 1 This activity is suitable for early spring. In *TREES ARE COOL 3* the children were made aware of roosting sparrows. Now they follow the sparrow's life into nest-building. Find out what the children know about birds' nests, why they build them, what they use, etc. Show the *Nests!* presentation (Y5I in **Action Pack**). While watching, the children look out for what materials the birds used for their nest.
- 2 Provide straw / twigs / wood-shavings, put the children in groups and get them to try and build a nest like the sparrow's. Place the materials on one side of the classroom and set up a 'nesting site' on the other side. The children come and go to get materials, just as birds do. This exercise should be a fun way of showing how hopeless we are at building nests, despite having hands and fingers!
- 3 Set homework for the children to bring material for the birds to use for their nests, such as the items you provided, taking care not to destroy natural habitats in the process!
- 4 At school, the children make a dispenser for nest material. You may use the guidelines in **Resource File** page 24 or google other ideas. Once these are ready, the children decide if they wish to hang them outside in school or at home. Prompt a discussion about where to put the dispensers by asking questions about where the children see sparrows come and go, where they know there are nests, etc.
- 5 If your dispensers are in the school grounds, make sure to label them for caretakers to know they are an ongoing project. Check if the dispensers are being used. You can do this from a distance to see if birds are coming and going, or by checking if the material is vanishing. If your nest-building material is used, make sure to celebrate your success in helping wildlife!

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

Send photos of children

- |   |  |
|---|--|
| <input type="checkbox"/> discussing presentations | <input type="checkbox"/> building dispensers |
| <input type="checkbox"/> building 'nests'         |  |





Children learn about rubble walls and learn that they are an important habitat for plants and animals.

# Home Sweet Home 3



**Keywords**    **slideshow** • **discussion** • **crafts action for nature**

- 1 Recall the *Habitats* presentation and recall why rubble walls are important.
- 2 Prepare for a field visit somewhere with a rubble wall that your class can safely investigate, ideally next to a field. Make sure it really is a rubble wall (check *Rubble Facts!* in **Resource File** page 25) Make copies of *The Wall* worksheet from **Resource File** page 26.
- 3 On site, divide your class in small groups and set them exploring the wall. Stress the importance of observation without disturbance, ensuring that the children respect nature at all times: no handling of animals, picking of flowers or pulling off leaves. Help the children fill the worksheet.
- 4 Sit your class in a circle. Discuss the activity, as well as the threats to rubble walls, for example:
  - People often pull down rubble walls to look for snails.
  - When a rubble wall collapses, the owner often replaces it with a *franka* or brick wall because it's cheaper and quicker to build. But these walls are not good for wildlife.
- 5 Back at school, display the information the children gathered from their field trip. Decide together on how you want to do this. The intention is to educate others, so make sure the visuals are good, the captions explain well and that the display is in a public place in the school. You may wish to team up with other classes for this.

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

Send photos of

- children on field trip investigating wall
- display

