



Children increase awareness about the environment and develop researching, photography and activism skills.

# Spread the Word 1



**Keywords**    green news research • writing and speaking • activism

- 1 Create a discussion around news that leads to why environment features on the news are important: because what happens to the environment affects us all. In this activity the children learn how spreading the word is a very strong way of acting for the environment.
- 2 Browse a green news source for discussion. You may wish to use the *Il-Huttafa* magazine page\* in the BirdLife Malta website. This bi-monthly publication for BirdLife's junior membership is full of highly visual nature-related material that includes news, features and activity.
- 3 Together analyse the news format from a few news items you share on the board. Guide the children to notice that to draw attention, news items have:
  - a picture
  - a headline
  - researched fact statements
  - an opinion sentence or two
 Now in groups, children identify these four items in a news snippet of their own.
- 4 Groups report their news item back to class, pointing out the four article features. Don't forget to mention when the news actually happened, since you are using second-hand sources.
- 5 Allow a few minutes after each news presentation, for discussion and commenting by the rest of the class. These discussions will serve as a platform for SPREAD THE WORD 2.

\* <https://birdlifemalta.org/information/publications/il-huttafa/>

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

Send photos of children

- researching green news
- presenting news





Children learn that a camera is an excellent tool for promoting nature and green messages.

# Spread the Word 2



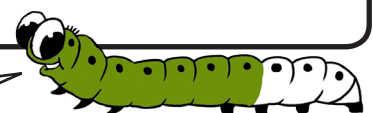
**Keywords**    photography • school grounds • green journalism action

- 1 In this activity your class become environmental activists. Decide together on a green issue you wish to do something about. It is important that we show young people how to turn negative feelings caused by environmental problems into positive green action. Journalism is one way.
- 2 First focus on one of the items you analysed in SPREAD THE WORD 1: the photography aspect. Watch *The Camera in Nature / Il-Kamera Fin-Natura* presentation (Y6C in **Action Pack**). Discuss while the children share their experiences of photography.
- 3 Practise your new photographic skills on nature or issues in the school grounds. If any children have cameras of their own that they can bring to school, the practice will be more valid. Tablets will help with composing shots, but of course cannot do macro photography.
- 4 Support the link with journalism by prompting with questions about what feature or message they want to highlight and which would be the best angle or distance to take the photo from, etc.
- 5 Back in class, it is time to put your skills together and become green journalists. Decide on the issue you want to spread the word about from the topic areas below:
  - to highlight the beauty of wild plant/s, animal or habitat
  - to promote a green action that benefits wild plant/s, animal/s or habitat/s
  - to highlight a man-made threat to wild plant/s, animal/s or habitat/s
- 6 If the issue is outside school, include outing plans. Research the issue either by looking up information or by going on site and finding facts for yourselves and taking photos on site. Follow up with writing and putting the short article together.
- 7 The final step, when the green news is complete, is to spread the word by publishing or uploading your article/s in the school website, magazine, Facebook page, etc. Aim to reach as many people as possible.

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

Send photos of

- children practising green news photography       the final appearance of your article  
 children being green journalists





Children learn to carry out a survey and help clear up common misconceptions about animals.

# Spread the Word

## 3



**Keywords** survey • information-gathering • maths graphs • public speaking

- 1 In this activity your class addresses some common animal-related misconceptions and helps another class learn the facts. You will do this by carrying out a survey.
- 2 Open the *Nature Quest* pages (**Resource File** pages 2–8) on your board, and go to pages 3 or 4, which list eight questions about frogs. Discuss the topic and see how many of them your children know. Then show the *Nature Quest* presentation (Y6D in **Action Pack**), which answers the same questions.
- 3 Get the children curious about how much the *other* children in the school know about frogs! Let's find out!
- 4 Follow the instructions in *Do the Survey* (page 2) to carry out the activity.
- 5 Back in class, ask the Interviewers to draw up the A, B and C totals on their *Answer Sheets*. Now project the *Totals Sheet* (page 7 or 8) on the board and enter the grand totals for each question. How well did the respondents fare? Discuss any patterns you see, such as a question that got more correct answers. Which question did most get wrong? Why? You can link maths and language skills here. At the end, you may work out the percentage of correct answers for each question.
- 6 Create block graphs showing questions answered correctly or incorrectly.
- 7 Coordinate with the surveyed class for your children to present them with the results and to show them the correct answers through the *Nature Quest* presentation.

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

Send photos of children

- doing survey  
 analysing results

- presenting/explaining results





Children learn about flight and appreciate birds at a nature reserve.

# Riding the Wind



**Keywords** science • audio visual • field trip

- 1 This activity investigates the wonder of flight. “How can a bird fly?” “How can an airplane fly?” To demonstrate one of the wonders of aerodynamics, carry out the simple experiment in **Resource File** page 9.
- 2 Watch the *Flight* presentation (Y6E in **Action Pack**) and follow up on discussion that emerges from the topic.
- 3 Book a visit to Salina Nature Reserve in winter (December to February) where children can observe first-hand how wintering gulls and other species use the wind to fly. Download the *Riding the Wind* Worksheet (**Resource File** page 10) for the children to fill in during the visit. The children will also be able to participate in activities connected with flight and the nature reserve.

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

Send photos of children

- doing the lift experiment
- doing activities at Salina

