

In the open air

With this activity, students will be able to identify the species of birds present throughout the seasons in the schoolyard and in the city's gardens. They will understand the behaviors of sedentary and migratory birds. They will also be able to explain the reasons for these behaviors.

A few words about the activity



It was carried out by French and Romanian teachers as part of the Erasmus+ ENIEDE project co-financed by the European Union in their Village-Monde. It is part of a process of mutual discovery around the theme of "Life on Earth", Sustainable Development Goal No. 15 of the United Nations.

Make way for creation!



GOALS

- List the species present around us according to the seasons and the movements that we can observe
- Understanding the different lifestyles of birds
- Understanding the link between migration and diet



DURATION

Several observation sessions spread over the year, one-off studies based on observations made by students.

Then two operating sessions (steps 5 and 6 of the procedure).



MATERIAL

- Bird identification keys (FCPN or LPO documents available online)
- Flashcards to facilitate the identification and reactivation of observed species (<https://kids-flashcards.com/fr/free-printable/les-oiseaux-sauvages-flashcards-en-francais>)
- Bird card game: on the "species" cards each bird is represented and its diet is given. Each student bird must feed itself during the different seasons.

1. Mobilize your knowledge:

"What species of birds living near us do you know?" Record of students' suggestions, debate between students to validate/invalidate the suggestions.

3. Pool the observations made by the students:

Each group presents their observations and the class validates the identification of the species. The flashcards allow you to present other photos of local species as identification support.

4. Establish a table of surveys:

Establish a table of species surveys at the different observation locations which will be completed throughout the year during the various surveys. Students can bring their own observations, made outside of school, to enrich the records. Renew observation outings at least every season. Add migrations that have been observed punctually and according to the species specific to the students' place of residence.

6. Understanding migration phenomena:

To help students understand why some species migrate, play a game of bird cards by changing the available food resources according to the seasons. Students will realize that some species cannot feed themselves during certain seasons and are, in fact, forced to migrate.

2. Carry out field observations: to be divided into several sessions depending on the number of sites to be observed

Using the identification keys, students divide into small groups and identify the birds on the site. The teacher guides the students in using the identification keys.



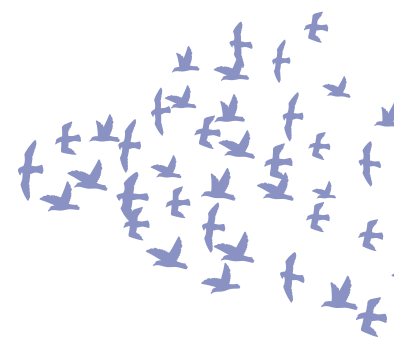
5. Use the surveys:

Create a map of the species present around the students' living space and throughout the seasons. The document will be kept for display and written record.

"In your opinion, why are some species observed all year round while others are only present at certain times?" Have the students identify the sedentary species and the migratory species: on an annual calendar, the students color in the periods when the different species are present.

In groups, students do documentary research on the migratory species observed: where do they go? When? What do they eat?

Depending on the students' level of comfort with this independent work, we can ask specific questions (living spaces, food, reproduction) or we can leave the students more free.



7. Institutionalize:

Students keep a copy of the species record table and jointly establish a written record.

8. Share the knowledge acquired:

Students develop guessing games on the species discovered (place of life, eating habits, migratory habits, etc.). These games remain available in the classroom and allow a review of the concepts discovered.

Tips:

Provide binoculars for observations and/or cameras to keep track of the species observed and facilitate their recognition.

It is possible to rely on locally specialized actors, such as a local branch of the League for the Protection of Birds in France, to develop an observation project of this type. This makes it possible to target species specific to the students' place of residence.