Bird Record Sheet

Warriner School Farm
Outreach Programme: Tel 01295 - 720777 or 721471

Name ……

Type of bird	Date	Where was the bird?	Weather				What was the bird doing? (flying / feeding / collecting nesting materials etc.)

Warriner School Farm Bloxham, Banbury, Oxon OX15 4LJ. Telephone 01295 720777/ 721471 Fax: 01295 721676
Visit our website at: atschool.eduweb.co.uk/warrinerfarm E-mail: farm.4007@warriner.oxon.sch.uk

Visitors to Bird Feeding Stations
Record Sheet

Warriner School Farm
Outreach Programme: Tel 01295 - 720777 or 721471

Name ……

Type of bird	Mixed Seed	Niger Seed	Fat ball	Fruit	(Other)	Date	Season	Weather			

Warriner School Farm Bloxham, Banbury, Oxon OX15 4LJ. Telephone 01295 720777/ 721471 Fax: 01295 721676
Visit our website at: atschool.eduweb.co.uk/warrinerfarm E-mail: farm.4007@warriner.oxon.sch.uk

Bossiest Bird
Record Sheet

Warriner School Farm
Outreach Programme: Tel 01295 - 720777 or 721471

Name ……

Date	Type of bird chasing	Type of bird being chased	Which bird is bigger?

Warriner School Farm Bloxham, Banbury, Oxon OX15 4LJ. Telephone 01295 720777/ 721471 Fax: 01295 721676
Visit our website at: atschool.eduweb.co.uk/warrinerfarm E-mail: farm.4007@warriner.oxon.sch.uk

Visitors to Different Coloured Bird Baths
Record Sheet

Warriner School Farm
Outreach Programme: Tel 01295 - 720777 or 721471

Name ……

Type of bird	Date	Green Bird Bath	Brown Bird Bath	Blue Bird Bath	Did the bird bathe or drink?	Weather

Warriner School Farm Bloxham, Banbury, Oxon OX15 4LJ. Telephone 01295 720777/ 721471 Fax: 01295 721676
Visit our website at: atschool.eduweb.co.uk/warrinerfarm E-mail: farm.4007@warriner.oxon.sch.uk

Birds in my Garden

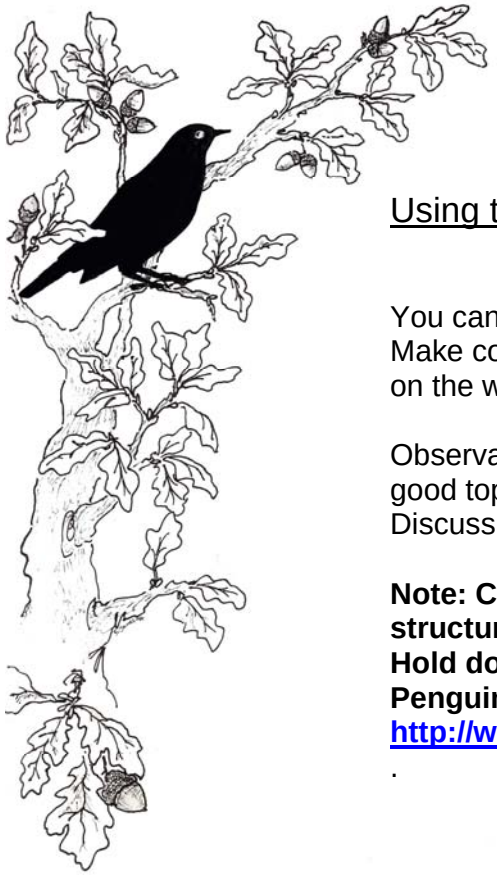
Homework Sheet

Warriner School Farm
Outreach Programme: Tel 01295 - 720777 or 721471

Name …… **Date** ……

Type of bird	Mixed Seed	Niger Seed	Fat ball	Fruit	Peanuts	Day or date	Season	Weather			

Warriner School Farm Bloxham, Banbury, Oxon OX15 4LJ. Telephone 01295 720777/ 721471 Fax: 01295 721676
Visit our website at: atschool.eduweb.co.uk/warrinerfarm E-mail: farm.4007@warriner.oxon.sch.uk



Teachers' notes

Warriner School Farm
Outreach Programme: Tel 01295 - 720777 or 721471

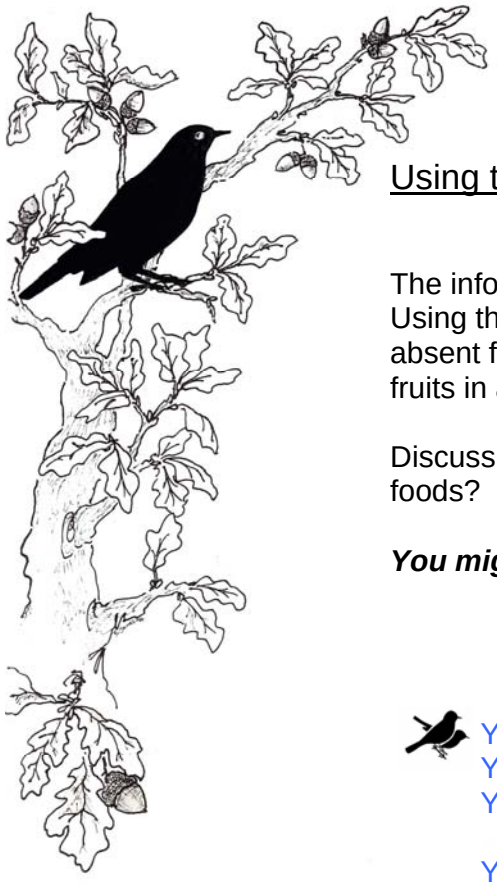
Using the data collected from the Bird Record Sheet:

You can use the information collected on this sheet to make observations on bird habitats and behaviour.
Make comparisons between the behaviours of different species of bird – which birds feed on the ground, which feed on the wing, etc.

Observations of parent birds feeding young in nesting boxes and later on the ground / in bushes as fledglings are a good topic for comparison between bird families and human families.
Discuss whether the mother bird always stays on the nest with the babies - does this vary between species?

Note: Children of all ages love penguins! Emperor penguins give a good example of a different family care structure, and give you an opportunity to discuss flightless birds. I have found a very nice penguin website. Hold down the control key and click on the link below to be taken to their home page. Click on the 'Index of Penguin Site' to find Emperor penguins.
http://www.siec.k12.in.us/~west/proj/penguins/main.html
.

Years 1-6: English En1 – Speaking and listening (group discussion)
Years 1&2: Mathematics Ma2 – Number (representing and interpreting data)
Years 3-6: Mathematics Ma4 – Handling data (using and applying data, processing, representing and interpreting data)
Years 1-6: Science Sc1 – Scientific enquiry (ideas and evidence in science and investigative skills)
Years 1-6: Science Sc2 – Life processes and living things (living things and their environment)



Teachers' notes

Warriner School Farm
Outreach Programme: Tel 01295 - 720777 or 721471

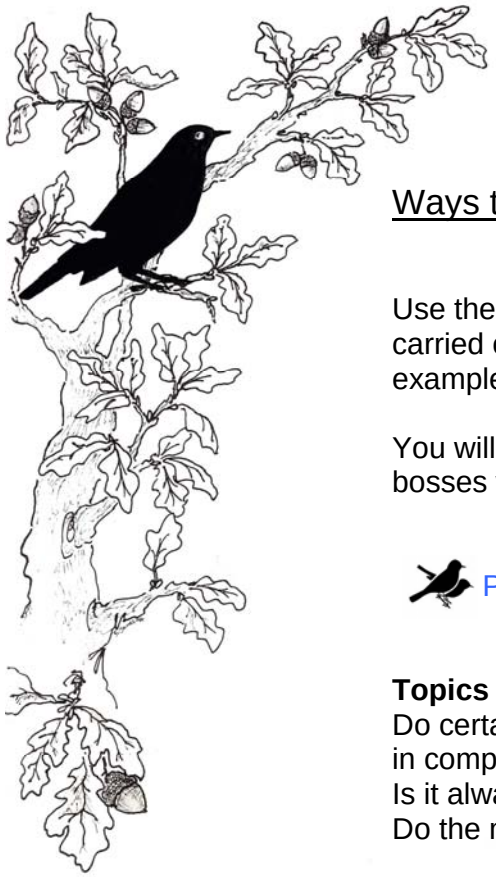
Using the data collected from the 'Visitors to Bird Feeding Stations' sheet:

The information collected during this activity will tell you which types of bird prefer which type of food.
Using this data in conjunction with the date, season and weather columns may enable you to identify birds that are absent from the feeding stations at certain times, due to a seasonal abundance of their favourite wild food, such as fruits in autumn, thistle heads in late summer, etc.

Discuss the types of food taken by different birds – are the birds very particular? Will some take an assortment of foods? Can the children identify differences in beak shapes that help the birds to find or eat their favourite foods?

You might find the 'beak sheets' resource set provided with this newsletter useful to support this lesson.

Years 1-6:	English En1 – Speaking and listening (group discussion)
Years 1&2:	Mathematics Ma2 – Number (representing and interpreting data)
Years 3-6:	Mathematics Ma4 – Handling data (using and applying data, processing, representing and interpreting data)
Years 1-6:	Science Sc1 – Scientific enquiry (ideas and evidence in science and investigative skills)
Years 1-6:	Science Sc2 – Life processes and living things (variation and classification, living things and their environment)



Teachers' notes

Warriner School Farm
Outreach Programme: Tel 01295 - 720777 or 721471

Ways to use the data collected from the 'Bossiest Bird' survey:

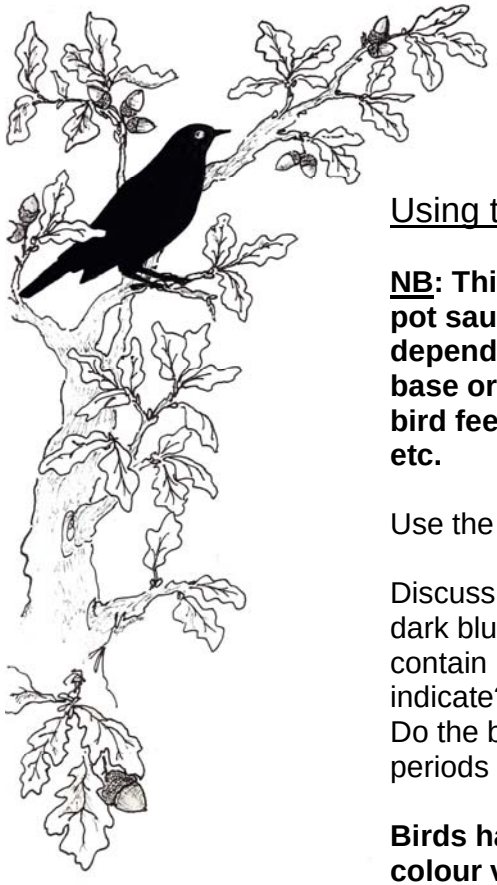
Use the information collected to identify a 'pecking order' at your bird table / feeding station. This survey could be carried out in greater depth with older children, by collecting the information from different areas. You could, for example, keep separate records for birds being chased from a) feeders, b) bird tables and c) food on the ground.

You will probably find that your pecking order is not entirely straightforward - it may be easier to make a 'who bosses who' web, with pictures of different birds and arrows from the dominant bird to the submissive bird.

PHSE: This can be a useful introduction if you wish to discuss bullying.

Topics for discussion:
Do certain types of birds only chase others off of more desirable food? Maybe they are more aggressive when in competition for their favourite food in a hanging feeder but will tolerate other birds on a well stocked bird table.
Is it always the bigger birds that are doing the chasing?
Do the more submissive birds 'form a queue' or wait to pick up dropped food below feeders?

Years 1-6: English En1 – Speaking and listening (group discussion)
Years 1&2: Mathematics Ma2 – Number (representing and interpreting data)
Years 3-6: Mathematics Ma4 – Handling data (using and applying data, processing, representing and interpreting data)
Years 1-6: Science Sc1 – Scientific enquiry (ideas and evidence in science and investigative skills)
Years 1-6: Science Sc2 – Life processes and living things (living things and their environment)



Teachers' notes

Warriner School Farm
Outreach Programme: Tel 01295 - 720777 or 721471

Using the data collected from the 'Different Coloured Bird Baths' sheet:

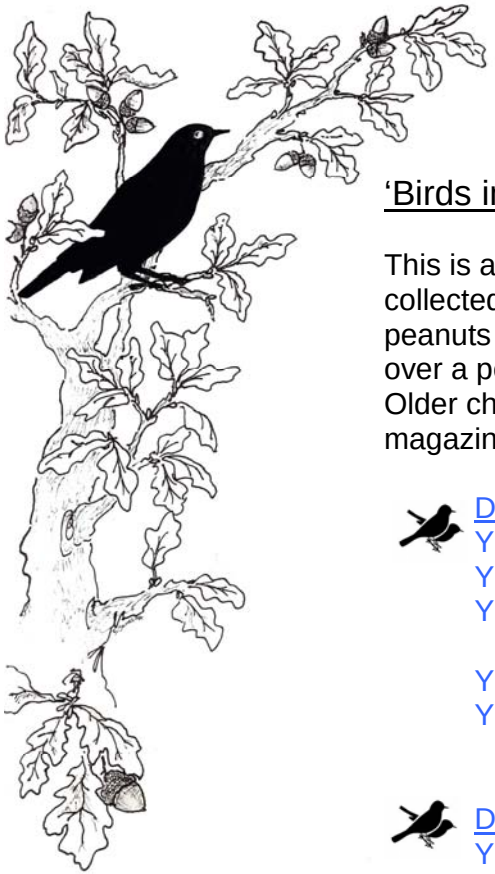
NB: This experiment can easily be set up by purchasing three different coloured 29cm shallow plastic plant pot saucers to use as the bird baths, from a DIY shop or garden centre. (They cost from £1.50-£2.00 each, depending on where you get them from!) Site the saucers on mounds of earth, a ring of bricks or concrete base or perhaps log slices, depending on how creative you are feeling! Place them in the vicinity of your bird feeders and do rinse them frequently to keep the water fresh and free from contamination, droppings etc.

Use the information that has been collected to identify whether birds prefer to use bird baths of a particular colour.

Discuss whether the colours might resemble certain types of water source found in the wild. For instance, would a dark blue bird bath appear deeper and hence discourage birds from entering it? Would a brown bath appear to contain muddy water and therefore not appear palatable to the birds? If they show no preference, what might this indicate? Discuss whether birds have colour vision.
Do the birds show a preference when there is plenty of water about, but come to any source of water offered during periods of drought?

Birds have extremely good eyesight, far better than that of humans. They have particularly well developed colour vision. For further information, hold down the control key and click on the link below:
http://birding.about.com/library/weekly/aa021498.htm

Years 1-6: English En1 – Speaking and listening (group discussion)
Years 1&2: Mathematics Ma2 – Number (representing and interpreting data)
Years 3-6: Mathematics Ma4 – Handling data (using and applying data, processing, representing and interpreting data)
Years 1-6: Science Sc1 – Scientific enquiry (ideas and evidence in science and investigative skills)
Years 1-6: Science Sc2 – Life processes and living things (living things and their environment)



Teachers' notes

Warriner School Farm
Outreach Programme: Tel 01295 - 720777 or 721471

'Birds in my Garden' homework sheet.

This is a nice data collection activity to set as a homework exercise, as children will be able to compare data collected in a number of different garden habitats. Data can also be collected on the kinds of birds that feed on peanuts without the problems associated with peanut feeders in schools. It would be ideal to set this as a project over a period of a week or fortnight.
Older children can use the collection sheet as part of a wildlife diary, illustrated or decorated with pictures cut from magazines or found on the internet.

Data Sheet:

Years 1-6:	English En1 – Speaking and listening (group discussion)
Years 1&2:	Mathematics Ma2 – Number (representing and interpreting data)
Years 3-6:	Mathematics Ma4 – Handling data (using and applying data, processing, representing and interpreting data)
Years 1-6:	Science Sc1 – Scientific enquiry (ideas and evidence in science and investigative skills)
Years 1-6:	Science Sc2 – Life processes and living things (variation and classification, living things and their environment)

Diary:

Years 1-6:	English En1 - Speaking and listening (group discussion)
	English En3 – Writing (Composition, spelling, handwriting and presentation, standard English and language structure)
Years 1&2:	Mathematics Ma2 – Number (representing and interpreting data)
Years 3-6:	Mathematics Ma4 – Handling data (using and applying data, processing, representing and interpreting data)
Years 1-6:	Science Sc1 – Scientific enquiry (ideas and evidence in science and investigative skills)
Years 1-6:	Science Sc2 – Life processes and living things (variation and classification, living things and their environment)
Years 1-6:	Art - Exploring and developing ideas.

If Internet used for pictures etc:

Years 1-6:	Information Technology - Finding things out.