



Activity title	In winter bird feeders!
Recommended age	4 - 6 years
Time of dedication	1-2h



Curricular area				
Mathematical thinking to interpret the world	Speaking to think, know and communicate	Observe, manipulate and experiment to discover the environment	Move, feel and express yourself to grow	Create and feel art to enjoy and communicate
X		X		

Social / emotional competence				
self-awareness	self management	Relational and emotional skills	Social awareness	Responsible decision making
	X	X	X	X

Learning outside through nature				
Environmental awareness	Environment knowledge	Connection with nature	Understanding ecological interdependence	Actions for nature
X	X	X	X	X

Ideal season to carry out the activity				
winter	spring	summer	autumn	All seasons
X				



What we need before we start

Materials

Recycling material, glue, scissors and carvers, string, bird food (peanuts, seeds, nuts, grease, etc.)

Prior or introductory knowledge

1. Begin to explore with the children what initial emotions they associate with birds and the reasons for this. Identify and write down what these are to see what their vocabulary is. Do they like birds? Do they often see them where they live and at school? Or in a park/forest? How do they feel when there are birds?
2. Can you ask them what they are like, what they do? Do they know the name of a bird? How do they move? How do they talk? Etc... This is a very free and introductory activity that you can make as dynamic as you want.
3. Next, use pictures (best printed) of different animals such as frogs, snakes, worms, bats, deer, rabbits, beetles, butterflies, sea urchins, starfish, octopuses, fish, and among them some species of birds. Students will have to answer what they are, and select the bird species. Then ask them what the differences are between birds and the other animals shown. Highlight feathers, beaks and feet and the ability to fly as some of their most common characteristics (feathers are the unique common trait). You can also explain that apart from feathers, the other features are not common to all species (e.g. penguins cannot fly...).
4. Finally, you can also listen to the sounds of the birds, watch pictures, videos, stories, etc.



Some resources:

- Video birds of the garden you can see:

<https://www.youtube.com/watch?v=lfLIYOh8qEU>

Do children recognize any of these birds?

Do you see them often?

- Read the book with children and talk.

- Listening to the sounds of birds:

<https://www.youtube.com/watch?v=rYoZgpAEkFs>

<https://www.youtube.com/watch?v=VelhRdR2jsU>

<https://www.youtube.com/watch?v=XdlIbNrki5o>

https://www.youtube.com/watch?v=rV_ERKtNyNA

- Informative videos (the first one is in English!)

<https://www.youtube.com/watch?v=jFOld-hH9y4>

Bird Curiosities | Educational Videos for Children.

Development of the activity

Build bird feeders (from mesh, wood or recycled materials). Place them in areas that are difficult for cats and other predators to access and away from the noisiest areas of the schoolyard.

You can work on this activity in different ways:

1. Hand out a handful of raw, shelled peanuts to each child, and they slowly put them into the feeders.

2. Handing out a handful of shelled peanuts to each child and they peel them so that they can put them into the feeders.





3. Finished toilet paper corks are used to attach a mixture of seeds. Animal fat, which the children have previously handled and to which the seeds are attached, is used to attach it.



How to dynamize the feeding trough:

- 1- Go every day to see if the birds have located the feeder.
- 2- if there are birds identify what, put a photo in the classroom and mark how many are seen each day (with stickers).
- 3- To learn more about the birds you see, put a photo of them in the classroom, learn their names and basic characteristics (listen to their song).
- 4- Check the feeding trough (make sure there is always food in it).



Observations/recommendations

How to dynamize the feeding trough:

1- Go every day to see if the birds have located the feeder.

2- if there are birds identify what, put a photo in the classroom and mark how many are seen every day (with stickers)

3- Study the birds you see in depth, put a photo in the classroom, learn the name and the name of the bird.

basic characteristics (listen to their singing)

4- Check the feeding trough (make sure there is always food). Some illustrative videos:

<https://www.youtube.com/watch?v=7yV6V6rtpyc> plastic bottle feeder

<https://www.youtube.com/watch?v=9dkzhucqyli>

<https://www.youtube.com/watch?v=wduCroN-kS8> feeder with plastic bottle and

<https://www.youtube.com/watch?v=joLUFd6FUrs> feeding trough with an earthenware flowerpot

https://www.youtube.com/watch?v=_NMlfJH5dws trough with a tin can

For summer days, don't forget to make water troughs:

How Tono Make A Bird Water Feeder | DIY Homemade Plastic Bottle Bird Water Feeder

Here are some more ideas:

https://littlepinelearners.com/clothespin-bird-feeder-for-kids-to-make/?fbclid=IwAROCimo8AL23JHyqaxjIVQ8jWCVBVTY5i1lo_v3VMGHLx2USSm3-FksoUDc

<https://www.youtube.com/watch?v=kynxpwqbie>

