



<b>Activity title</b>	<b>Do all birds live in the same place?</b>
<b>Recommended age</b>	<b>4 - 6 years</b>
<b>Time of dedication</b>	<b>20 - 60 minutes</b>



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	X	X

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



# Development of the activity

The objective of the activity is to show the diversity of habitats where birds can live. Birds, like people, adapt to their environment. Not all birds are the same, nor do they live in the same place. In our case we will work on three different habitats (forest, sea and city) of birds that you can easily see in your location.

- 1- First we will show images of a seagull, a blackbird and a pigeon or other birds, that you can find in your location, we will ask if you know these birds, if you have ever seen them in your location. And we will say their names.
- 2- Then we will show pictures of three different habitats (sea, forest and city), we will ask them to recognize and name them.
- 3- Finally, we will ask them to relate each bird to its habitat.
- 4- What do they think each bird finds in its habitat (food, nesting possibilities, etc.)?

But what about people, is there also diversity among people? Are we all born in the same place? We can put in value the diversity among the children in the classroom, diversity for reasons of origin, sex, tastes, physical, etc. and how this gives us the opportunity to know other ways of doing, thinking, being, etc..

Once the first part has been completed, the children are invited to think about what habitat (house) they live in:

- In what habitat (house) did pigeons live when there were no cities? Have they always lived in cities?

Pigeons usually made their nests in roquissars and in the city they have found perfect places to make their nests, besides they have almost no predators, nobody eats them (except cats) and they eat the remains of humans, which makes life much easier for them.

- And how is it that we find Blackbirds and Gulls or other birds, that you can find in your location, if this is not their natural habitat?



Humans with our way of living destroy more and more habitats and the birds have to wake up to find what they need in our cities. Gulls and blackbirds are species that have the ability to adapt easily to any type of space, and find in cities, like pigeons, facilities to live. But not all species are able to adapt and some like the Owl are endangered others like the Black-legged Verdugo and the Black-legged Verdugo have disappeared.

Vereda black leg has desaperagut because there are too many people and dogs on the beach and the executioner because they have disappeared open spaces (traditionally agricultural).

- And what is our natural habitat?

To end the activity the children will be invited to choose in which habitat they like to live, the blackbird's, the pigeon's or the seagull's and draw themselves with the bird and the chosen habitat.

