

Module 3 What do I eat?
Bird Feeder Session Plan (Lower KS2)

Intended learning outcomes (LOs)	
Children to know: <ol style="list-style-type: none"> a) that birds need feeding during the winter months b) some of the birds that may visit garden bird feeders c) where to site bird feeders d) the types of feeders that can be bought and made e) how to make a simple bird feeder 	
Introduction (Input 1) (10-15 mins max)	Resources
<ul style="list-style-type: none"> • Short presentation to cover LOs (a) to (d) - <i>see ppt file and accompanying notes for key information to be passed on.</i> • Show real examples of commercial bird feeders and the simple ones to be made today by different groups. • Allocate groups to adults / feeder types and explain that adults will be telling them how to make the feeders (LO (e)) 	<ul style="list-style-type: none"> • projector/screen / computer • examples of apple and orange feeders, a yoghurt pot feeder, a drink carton feeder and a pine cone feeder • examples of commercial nut, seed and fat ball feeder
Group practical work (30 mins) - Ensure tables are covered	
<ul style="list-style-type: none"> • Children to split into 5 groups to make particular types of bird feeders. • Supporting adults will explain how to put together the particular bird feeders they are making with each of their groups* then help the children make their own to hang in the school garden. <p><u>NB Highlight to children that, on no account must they put any of the feeder making foodstuffs in their mouths – no matter how tempting this might be!</u></p> <ol style="list-style-type: none"> i. Apple feeders ii. Pine cone feeders iii. Yoghurt pot feeders iv. Half orange skin feeders v. Cardboard drink box feeders <ul style="list-style-type: none"> • Children to wash hands after this work and return to continue the ppt presentation considering where we could now hang the feeders in the school garden. <p>*See activity instruction list for resources required and for instructions for each of the feeders to be made</p>	
Group practical work (ii) (Approx 15 mins)	
<ul style="list-style-type: none"> • Children to work in their groups to identify suitable places for their own bird feeders outside in the school garden, accompanied by their supporting adults. <i>NB Coats and outdoor shoes to be worn.</i> • Adults to lead discussion on where may be appropriate places to site the feeders? 	
Plenary (Approx 10 mins)	
<ul style="list-style-type: none"> • Review why we have been making and displaying the feeders • Show the children the record sheet that they could use to keep a log of the feeder use. They may find that some of the home made feeders attract birds more than others. Can they make a note of these and then perhaps use this information to make more to put in their own gardens at home? • Explain that ID sheets will be available to them to remind them of the different birds they may see visiting the feeders. 	

Module 3 What do I eat?
Bird Feeder Session Plan (KS1)

Intended learning outcomes (LOs)	
Children to know: <ol style="list-style-type: none"> a) that birds need feeding during the winter months b) some of the birds that may visit garden bird feeders c) how to make a simple bird feeder 	
Introduction (approx 10 mins)	Resources
<ul style="list-style-type: none"> • Short presentation to cover LOs (a) and (b) • Show examples of the three types of feeders that the children are going to make. • Allocate groups to adults / feeder types and explain that adults will be telling them how to make the feeders (LO (c)) 	<ul style="list-style-type: none"> • projector/screen / computer • examples of an apple feeder a toast feeder and a pine cone feeder
Group practical work – (approx 15 mins) - Ensure tables are covered.	
<ul style="list-style-type: none"> • Children to split into groups to make particular types of bird feeders. • Supporting adults will explain* how to make the particular bird feeders they are making with each of their groups then help the children make their own to take home. <p><u>NB Highlight to children that, on no account must they put any of the feeder making foodstuffs in their mouths – no matter how tempting this might be!</u></p> <ol style="list-style-type: none"> i. apple feeders ii. toast birds iii. pine cone feeders <ul style="list-style-type: none"> • Children to put bird feeders in small plastic bags after they have finished (write names on sticky labels) and wash hands after this work. <p>*See separate sheet for instructions for each of the feeders to be made, the resources required for each table and the questions that could be posed by the supporting adults.</p>	
Plenary (approx 5 mins)	
Lead short discussion to: <ul style="list-style-type: none"> • review why we have been making the feeders and where they should be hung • ask them to ask their parents to help them hang the feeders somewhere outside their house in a safe place that they can see • encourage them to watch the feeders and see if they can identify the birds that visit them • explain that ID sheets will be available to them to remind them of the different birds they may see visiting the feeders. 	