

Birds of the Aviary

Recommended Lesson Plan for Self-Guided Kit



AOs

Living World

1.1	1.2		
2.1	2.2		
3.1	3.2	3.3	
4.1	4.2	4.3	4.4

Integrate with:

- English - literacy
- Drama - developing ideas
 - communicating and interpreting
- Environmental Education
 - interdependence
 - sustainability
 - biodiversity
 - personal and social responsibility for action

Site

Jan - Dec Bird Aviary in Upper Gardens. Birds are most active early in the day

Please bring

- ❖ Pencils and photocopied worksheets: Animal Welfare, Endangered New Zealand Birds and Kakariki or Bird Features.

Activities

1

Classification

20 mins

- ❖ Ask students to name a variety of animals. What features do birds have that distinguishes them from other animals?
 - e.g. - Wings? Is there anything that has wings but is not a bird? (Yes: bat, insects)
 - Beak? Is there anything that has a beak but is not a bird? (Yes: turtle, octopus)
 - Feathers? Is there anything that has feathers but is not a bird? (No: Features are the one thing that classifies an animal as a bird.)
- ❖ Hand out a feather to each student from the box of feathers. Ask students to shout out "Yes" if they have the colour you call out on their feather (go through colours of the rainbow). Ask students if they think birds see in black and white or colour (Birds can see all the colours we can see plus ultraviolet which we can't see). Ask "Why do birds need exceptional eyesight?" "How do their colours help them survive?" (either to show off / scare off or to camouflage). Students identify their own feather as being good for camouflage or showing off. Ask students what else their feathers might do (e.g. keep warm, help to fly).
- ❖ Look at the structure of the feathers and flap near your faces. Now ruffle the feathers and flap near your faces. Preen your feathers (zip up the barbules or teeth on the barbs). How does this aid flight? Ask "If you stuck all your feathers on one student, could they fly?" Why/Why not? (too heavy). Now look at the shaft (hollow therefore light for flight) and follow up the rachis (it becomes solid so the top part won't break). Explain that bird bones are also hollow.
- ❖ Now consider birds feet (which indicates their habitat) and birds beaks (which indicates the food they eat). Get students to act these out: *Make your hands into a Hawk's claw* (good for climbing - "Where might they live?"). *Make your hands into a Hawks beak* (good for tearing - "What might they eat?"). *Make your hands into Ducks feet* (good for swimming - "Where might they live?") *and then Ducks beak* (good for dabbling in water - "What might they eat?"). *Now imagine you have Hawks feet and a Ducks beak*. Does it work? (no, you'd catch rodents in your sharp claws but find that trying to eat them is all gummy). *Imagine you have Duck feet and Hawk beak* (it would be like using chopsticks to grab insects on the water).

2

Observing the Birds

20 mins

Choose one of the following worksheets for small group activity ideas:

- ❖ Bird Features: Observing all birds, pay particular attention to the similarities and differences in feather colours, beak shape and feet of the parrots and cockatoos in top row of cages and the finches and doves in middle row of cages.
- ❖ Animal Welfare: Find the birds that relate to each question and/or discuss issues such as; why do we keep birds in cages? What do birds need to survive? What do birds do when they are distressed or happy?
- ❖ Endangered New Zealand Birds: observe and read the stories about the kea and kaka on each side of the large lower aviary and the kakariki in the top east aviary and in groups choose one of these birds to complete the discussion worksheet.
- ❖ Kakariki: discuss classification and the similarities of appearance but difference in lifestyles of our 4 native parakeets.

3

Bird Performance Drama

20 mins

- ❖ Divide students into groups of 4 or 5 and give each group the name of a native bird (you may like to focus just on endangered birds).
- ❖ Ask them to act out together, using all members to form one animal, focusing on the beak, feet, wings and other distinguishing features.
- ❖ Separate the groups so they can't hear other groups practice. Birds that work well for this activity are: kiwi, albatross, penguin, falcon, kaka or kea, kakapo, fantail and blue duck.
- ❖ All together, watch each performance and try to guess what they are!

Follow Up

Technology

- Build bird nests. Each student can collect nest materials for homework.
- Design bird feeders for a specific bird. Research their needs and design and build a feeder which keeps the food dry, gives the bird somewhere to perch or shelter while feeding and is out of reach of predators.

Art

- In pairs produce facemasks of an endangered New Zealand bird and an introduced predator that threatens or competes with it.
- Using the above masks role play a meeting of the two animals to discuss how they could resolve their differences.

Mathematics

- Draw different graphs showing the decline of native land birds in New Zealand (35 became extinct during early Polynesian settlement and 19 more have become extinct since European settlement). There are 126 native land birds surviving in New Zealand today.

Social Studies

- The mutton bird (titi) harvest is still an important part of Southern Māori culture. Research where, how and why titi are harvested.
- There are millions of titi in the world and every year they migrate to the Northern hemisphere. Track their migration route on a world map.

• **For any queries contact : Margaret or Linda - Administration**

Tel. 03 474-3868 / Fax. 03 474-3789 / botanic@dcc.govt.nz

CANCELLATIONS TO BARBARA WHEELER, COLLECTION SUPERVISOR 03 471-9350