**Teacher Information Sheet for Life Stages Video**

Note: The point of this exercise is to show that the range of behaviours grows as the bird does. While baby birds are predominantly asking for food and juveniles are learning by playing, adult birds are finding food, building nests, communicating with each other, caring for and protecting their young.

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| **Video** | **Behaviours** |
| ***A*** Magpie-lark ***Chicks*** | Asking for food |
| ***B*** Laughing Kookaburras  ***Adults*** | Sitting |
| ***C*** Grey Butcherbirds  ***Juveniles*** | Playing |
| ***D*** Magpie-lark  ***Adult*** | Singing |
| ***E*** Blue-faced Honeyeater  ***Adult*** | Eating |
| ***F*** Blue-faced Honeyeater  ***Juvenile*** | Playing  |
| ***G*** Welcome Swallow ***Adults***  | Collecting nest materials  |
| ***H*** Welcome Swallow ***Chicks***  | Asking for food  |
| ***I*** Superb Fairy Wren ***Adult*** | Preening |
| ***J*** Willy wagtail ***Fledgling*** | Fluffing feathers, stretching, preening |
| ***K*** Torresian Crow  ***Adult***  | Eating |
| ***L*** Figbird ***Adult*** | Building nest |

Walk Recording Sheet

Place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Name of bird | Where seen | How many | Adult | Fledgling | Chick | Is it depending on ***parent*** or ***plant*** or ***other animal?*** | Observed features |
| Put ticks in the columns for the ones you see |
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**Year 4 Bird walk guiding questions for adult supervisors with a focus on different life stages and interaction with habitat**

* **Where is the bird?**
* **Do you know its name?**
* **Is it an adult, fledgling or chick?**
* **What is it doing?**
* **Is it interacting with another bird?**
* **Is it using a plant or tree? How?**
* **Is it eating something? What is it eating?**
* **What else do you notice about the bird?**
* **Record your observations. (this could be done by the adult as scribe for the group)**

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**[School letterhead]**

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

You are invited to our Bird Conference at \_\_\_\_\_ [time] on \_\_\_\_\_\_\_\_\_ [day and date].

I will be presenting my learning about what the \_\_\_\_\_\_\_\_\_\_\_, a bird we saw on our walk at \_\_\_\_\_\_\_\_\_\_\_\_\_, depends on as it grows from chick to adult bird and the interdependence between it and its environment.

Please let us know if you can come.

From

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [student name]

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

I, \_\_\_\_\_\_\_\_\_, will/will not be attending the Year 4\_\_ Bird Conference on \_\_\_\_\_\_\_\_\_ [day and date].

Signature: \_\_\_\_\_\_\_\_\_\_\_\_

**Sample Assessment Sheet** Student name: \_\_\_\_\_\_\_\_\_\_\_\_ Chosen bird: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Step 4 Observation** during Talk preparation | * Focussed on task
* Co-operates with other students
* Asks relevant questions
* Contributes to discussion
 | Comments: |
| **Step 4 Talk Preparation Sheet/Poster** | *Beginning* | *Developing* | *Developed* | *Well developed* |
| Complete research about the chosen bird with attention to different life stages, interaction with its own kind, interdependence within its habitat with other plants and animalsVisual representation of the chosen bird | Displayed limited understanding about observable features of the life stages of the birdNeeded assistanceFew accurate details visible | Identified observable features of the bird at different life stages and showed some knowledge of interdependenceSome assistance givenSome observable features visible | Understood and identified observable features of the bird at different life stages and gave examples of interdependenceMinimal assistance requiredMost observable features clearly displayed | Clear understanding of observable features of the bird at different life stages and gave examples of interdependence with other plants and animals. Independently completedDetailed depiction of observable features |
| **Step 5 Talk Presentation****>**Vocal presentation | Spoke softly and quickly | Mostly spoke clearly | Spoke clearly and fluently | Confidently spoke fluently |
| **>**Connection to audience | Little eye contact with audience | Looked at audience while speaking | Engaged with audience easily | Engaged confidently with audience |
| **Teacher comments on student presentation** |  |
| **Overall rating** | ***Beginning*** | ***Developing*** | ***Developed*** | ***Well developed*** |
| Teacher/Student reflection:What did you do well?What would you do differently next time?What was most interesting to you? |  |