

# Banding Birds

Curriculum Level: 3

*Teacher Guidance Notes*

**Achievement Aim:** Communicating in Science

- Begin to use a range of symbols, convention and vocabulary

**Key Competency:** Using Language, Symbols and Texts

**Time Allowance:** 1 hour

**Outline:** Much work on Rangatira Island involves monitoring the bird populations that are present. Scientists record this information by placing bands on the legs of the birds on the island. The introduction in this lesson allows students to see how this is done and to discuss why it is important. The worksheet asks students to interpret data from the scientists to identify facts about some of the birds living there.

**Suggested lesson plan:**

|                      | Activity   | Resources   |
|----------------------|--|---|
| <b>Introduction</b>  | <p>Show students the pictures on the PowerPoint. Spend time explaining each picture using the PowerPoint information sheet for guidance.</p> <p>Discuss why the scientists need to band the birds.</p> <p>Also discuss why it is important to know which birds are male and which are female.</p> <p>Find out if the students have seen birds with bands on their legs anywhere else.</p>  | <p>PowerPoint – <i>Banding Birds</i></p> <p>PowerPoint information sheet - <i>Banding Birds</i></p>   |
| <b>Main Activity</b> | <p>Students use the information provided on the sheet to identify different characteristics about the birds. The worksheets have been differentiated according to the ability of the student.</p> <p>Once students have finished their worksheet they should answer the following questions in their exercise book:</p> <ul style="list-style-type: none"> <li>- Write down three reasons why you think banding birds is important.</li> </ul> | <p>Banding Birds Worksheets:</p> <ul style="list-style-type: none"> <li>-Core</li> <li>-Extension</li> <li>-Support</li> </ul> <p>Colouring pencils</p> |

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|---------------------------------|---|--|
| <b>Main Activity Continued.</b> | <ul style="list-style-type: none"> <li>- Describe how the scientists band the birds.</li> <li>- Why do you think each bird is given two bands on each leg?</li> <li>- Write down three problems that the scientist might come across when trying to band birds.</li> </ul>  |  |
| <b>Plenary</b>                  | <p>Divide the class into two teams. Ask one student from each team to come to the white board. Students use the information on the core worksheet to show the bands found on the legs of specified birds e.g.</p> <ul style="list-style-type: none"> <li>• The female bird with the shortest wing span</li> <li>• The male bird with the longest wing span</li> <li>• The bird with a wing span of 58mm</li> </ul> <p>The first team to show the correct combination of bands on the board wins a point. The winning team is the one with the most points at the end.</p> | <p>Banding Birds Worksheet</p> <p>Coloured white board markers</p> |

### Extension Activities

- Further photographs about how very young and small birds are banded can be found on the Black Robin blog site [www.blackrobin.org.nz](http://www.blackrobin.org.nz)
- Students can use the data provided on the worksheet to find the average (mean) wing length of all the birds.
- Additional information is available in a video clip showing, birds being banded (this can be found on the Black Robin blog site [www.blackrobin.org.nz](http://www.blackrobin.org.nz) (click on the video gallery tab at the top)).