



Learning through Landscapes

S2 Bird Survey

Accessible version



About you

Name of your school

How many participants are in your survey group?

What ages are the participants?

Aims

- To notice the weather and what is happening around us
- To explore the use of senses to locate wildlife
- To develop skills in teamwork, co-operating with one another to successfully survey birds

What you will need

Essential

- This sheet and 'Practitioner Guidance' document
- Pen, Pencil and Eraser

Helpful

- Binoculars
- Camera (can use mobile phones if suitable)
- Identification aids (see guidance)

Funders and partner organisations

Green Recovery Challenge Fund



The National Lottery Heritage Fund



Leicester City Council



Wildlife Gardening Forum



Co-funded by the European Union



LUND UNIVERSITY



Naturskolan i Lund



LUNDS KOMMUN

Survey preparation

When conducting a survey, it is important to record what was happening on the day of the survey - just in case the results of the survey are affected by the weather! If you don't think children will engage with this section, please feel free to skip it. If you do this section, emphasise observing your surroundings - you could start by asking everyone to stand silently for one minute, and notice the weather and the conditions. You could then answer the below questions as a group, discussing what children noticed.

1. Record the date on which the survey was completed (e.g. 01/01/21)

00	00	00
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2. Record the time that you started the survey (e.g. 10:25 AM)

00:00	AM/PM
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3. Which of these symbols best describes the weather today?



4. How windy is it at the moment?

- Leaves still Leaves moving gently all the time Leaves moving strongly

Key Information for Practitioners

This survey can be completed choosing one of the following options:

1. Completing the steps below, and counting the number of birds seen in the grounds of the school. (Table 1)
2. Completing the steps below, and counting the number of birds, and classifying them according to colour e.g. black, brown, black and white, blue yellow and grey, has some red on it, lots of different colours. This can also be carried out by noting if a particular colour of bird is present, rather than counting them. (Table 2)

OR

1. Completing the steps below, and counting and identifying birds seen. This can also be carried out by noting if a particular species of bird is present, rather than counting them. (Table 3)

An additional activity could include listening for different birds, as a calming, mindful activity. Children would not need to identify birds for this but could just listen and see which different sounds they can hear.

Survey method



Steps

1. Please walk around your school ground site for up to 10 minutes (alternatively 5 or even 3 minutes would be a great start). This can be done individually, in small groups, or in a large group but try to keep noise levels low so you don't scare all the birds away!
 2. Use binoculars if you have any handy.
 3. Why not try to stop and listen, looking straight ahead for a few seconds at each tree or bush to see if any birds are moving.
 4. If appropriate, you can explain to children that we should only survey birds in the grounds, so we are not recording birds which are not here, leading to our survey results indicating a higher level of biodiversity. Feel free to skip this step.
 5. If possible, one person can be the 'photographer', or children can take it in turns, and take photos of the birds. You can zoom in later in the classroom if children want a closer look/ to help with identification.
 6. Children can also be the 'artist' and sketch/describe birds if you would like to identify them, or to give roles to children who might communicate more effectively through drawing.
 7. Remaining team members are 'spotters' looking and listening for birds.
- The recording tables for all three levels of surveys are below, please use whichever is most suitable.

Recording sheet

- If possible, try to only count each individual bird once.
- You can make a tally count of each individual bird you see.
- If you are not able to count individual birds but did see a given species (and are completing the survey to that level), please just tick inside the relevant box.
- If you see a bird not on this list, you can have a go at drawing/describing it and write down its name if you know it in the description column. See guidance for further help.

Example of tally count

Eurasian blackbird (<i>Turdus merula</i>)		Present/ Number seen
Female	Male	
		

Example of tick count

Eurasian blackbird (<i>Turdus merula</i>)		Present /Number seen
Female	Male	
		

Recording sheet for tallying number of birds



Tally of number of birds seen in your school grounds



Recording sheet for tallying number and colour of birds

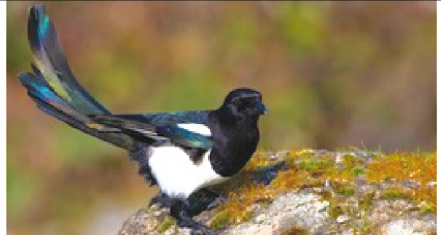
Colour of bird	Present/Number seen
Grey	
Black	
Brown	
White	
Grey and white	
Has some yellow on it	
Has some blue on it	
Brown with an orange breast	
Other - which colours?	
Other - which colours?	
Other - which colours?	



Recording sheet for tallying species of birds



Below are the 8 birds you may find in your school grounds



Eurasian blackbird		Present/Number seen
Female	Male	
		

House sparrow		Present/Number seen
Female	Male	
		

Magpie		Present/Number seen
Adult	Juvenile	
		

Blue tit		Present/Number seen
Adult	Adult	
		

Seagull		Present/Number seen
Adult	Juvenile	
		

Collared dove		Present/Number seen
Adult	Adult drawing	
		

Robin		Present/Number seen
Adult	Juvenile	
		



Wood pigeon		Present/Number seen
Adult	Adult	
		

Image credits:

Bird illustrations by Victor Falzon. Photos by Aron Tanti, Mario Gauci, Alison Perry and from the Public Domain.

Any other birds?

Sketch	Description	Present/Number seen

Sketch	Description	Present/Number seen

Sketch	Description	Present/Number seen

