

Session title	Birds, beaks and feeding techniques	
Key question	How do birds find and eat different foods?	
Session description	Describe and compare the structure of different wetland birds. Observe the birds as they feed; are they carnivores or herbivores? How do their different beaks and body shapes enable them to eat different foods?	
Key Stage	KS1	
Duration	30 mins	

Curriculum links	KS1 Science - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify that most living things live in habitats to which they are suited. - Describe how different habitats provide for the basic needs of different kinds of animals. - Identify and name a variety of plants and animals in their habitats, including microhabitats.		
Learning outcomes	Most learners...	More able learners...	
	Will be able to identify 3 bird feeding behaviours (dabbling, grazing and diving) Will be able to name birds which feed in different ways	Will be able to explain how the birds' behaviour helps them to find their favourite food Will be able to explain how their beaks are shaped for eating their favourite food	
Key vocabulary	Wetland Behaviour Omnivore	Diet Herbivore	Feature Carnivore

Session outline	Time
Introduction	2 mins
Learners are given a brief intro to WWT Martin Mere and are introduced to the key question: How do birds find and eat different foods?	
Activity 1: Game	5 mins
Learners play the class game 'Do all animals eat the same things?' in which the children are each an animal (bee, kingfisher, rabbit) and have to choose a corner (adults with food cards: flower, fish, grass, not sure) depending on what they eat. They are introduced to the three flash cards showing a dabbler, a grazer and a diver.	
Activity 2: Observing feeding behaviours	20 mins
Learners walk through the waterfowl gardens with the three flash cards to find examples of the three feeding behaviours, observing the structure of the birds' beaks and discussing how they are suited for their diet. Older children may be introduced to other feeding behaviours, such as sieving or spearing.	
Plenary	8 mins
Learners play one of two end games, depending upon the ability of the children, to reinforce what they have seen:	

Younger – two giant dice game. One die has an action (e.g. diving, grazing, dabbling) and the other has how the children have to show it (e.g. mime, act, describe). Children roll the two dice and do what they say – eg. mime diving, act grazing, describe dabbling.

Older – Food matching game with children being goose, merganser or shoveler (picture cards) and choosing the correct corner (adults with habitat/food cards) depending on the food they think they eat.