

Life in Your Backyard

ACTIVITIES I & II

- 1) Activities I & II can help meet the following learning outcomes:
 - For science at the middle stage (Grades VI–VIII): The learner can identify and classify living organisms based on their observable features, can conduct simple investigations to seek answers to queries, and makes efforts to protect the environment (by spreading awareness on the need to protect plants and animals).
 - For EVS at the preparatory stage (Grades III–V): The learner can identify simple features (like movement, eating habits, and sounds) of birds in their immediate surroundings, group birds according to similarities and differences using different senses, predict patterns, and show sensitivity towards plants and animals.
- 2) One of the goals (CG–3) in the National Curriculum Framework for School Education (NCF–SE) 2023 for science in the middle stage is for students to have the opportunity to explore the living world in scientific terms. Activities I & II are designed to help meet this goal and two of its related competencies:
 - Describe the diversity of living things (including birds) observed in the natural surroundings.
 - Analyse patterns of relationships between living organisms and their environments in terms of dependence on and response to each other.
- 3) In Activity I:
 - Start the activity by narrating the story of 'The Meditating Heron'. You may want to read the parts that describe the features of the bird and its fishing routine again if students request it.
 - The kinds of birds in **Sheet I** are: (a) Kingfishers, (b) Grebes, (c) Skimmers, (d) Herons, (e) Sea Eagles, (f) Pelicans, (g) Cormorants, and (h) Spoonbills.
 - In **part B** of the **Think about** section: Kingfishers, Grebes, Sea eagles, and Cormorants are divers. Skimmers are named for skimming. Pelicans and Spoonbills are scoopers. Herons are ambushers.
 - Encourage students to attempt the questions in the **Discuss** section after you show them a short 4-minute YouTube video (by Roundglass Sustain) on your mobile phone. Titled 'How Namdapha's Most Statuesque Bird is Quietly Disappearing', this video is available in English here: <https://www.youtube.com/watch?v=s-H5zn4xCDw>. If students prefer, you could play it in Hindi instead: <https://www.youtube.com/watch?v=eTPr31KbHeE&t=0s>.
- 4) In Activity II:
 - Encourage students to listen carefully to the stories and information their elders share. Ask them to record these details in their notebooks.
 - Also, encourage them to listen carefully to presentations by the other groups in class.
- 5) Facilitate the discussion in both activities by encouraging students to think about and share the effects we (humans) have on birds in our neighbourhoods. End the session by posing these questions: Do human activities always have harmful impacts on birds? Can they think of some activities that don't? Do they know of efforts in their locality that help protect birds or their habitats? Let students take at least a couple of days to think about these questions. If you see a lot of interest in these questions, you could invite them to share their responses in a class discussion.