

CREATE A PIECE OF WRITING!

Get your students to **write a letter** to a bird trapper, market trader or bird owner asking them to stop caging birds or produce a leaflet talking about the illegal songbird trade.



CURRICULUM LINKS

ENGLISH

- Articulate and justify answers, arguments and opinions



Create **POSTERS** or **COLLAGES** of Indonesian songbirds to put up around your school or make songbird masks for use in **drama projects** and **storytelling sessions**.

Even simpler, make an **origami bird** using the downloadable instructions available from the Chester Zoo website! Make a display or exhibition of your creations in the reception or main hall - parents could even **DONATE** to the Sing for Songbirds campaign to take their children's work home!

CURRICULUM LINKS

ART AND DESIGN

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]



FOR MORE INFORMATION OR SUPPORT TO GET YOUR CLASSROOM SESSIONS OFF THE GROUND GO TO
[CHESTERZOO.ORG/LEARNINGRESOURCES](https://www.chesterzoo.org/learningresources)

ACT FOR
WILDLIFE

LED BY 

"Sing for Songbirds!"



IN THE CLASSROOM

THERE ARE **⇒ LOADS ⇐** OF WAYS YOU AND YOUR STUDENTS CAN **JOIN IN** WITH OUR **SINGING FOR SONGBIRD** CAMPAIGN.

Here are a few ways you can incorporate the topic into your different lessons. These ideas are most suited for Key Stage 2, however are easily adaptable to suit different abilities.



Ask your students to be **CHESTER ZOO** conservationists.
Ask them to try to find answers to the following questions:

Where in the world do songbirds live?

What has happened to their habitat over the past 50 years?

What is their natural habitat?
Why do they live there?

What other threats do songbirds face?
Why has this endangered songbirds?

What can we do to help protect songbirds?

CURRICULUM LINKS

SCIENCE/GEOGRAPHY

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Describe and understand key aspects of physical and human geography
- Identify that most living things live in habitats to which they are suited
- Recognise that environments can change and this can sometimes pose dangers to living things



As a class, **RESEARCH** and **GATHER DATA** about the Asian songbird trade, such as:

How many songbirds are sold in markets every year?

How many of each species are remaining in the wild?

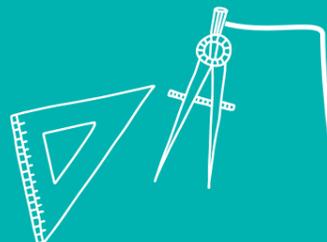
How much have songbirds numbers declined in the last 30 years?

USE THIS DATA TO CREATE GRAPHS AND PIE CHARTS TO PRESENT THAT DATA. MAYBE COMBINING IT WITH A PIECE OF CREATIVE WRITING

CURRICULUM LINKS

MATHS

- Interpret and present data using tallies, bar charts, pictograms and tables
- Complete, read and interpret information in tables
- Interpret and construct pie charts and line graphs



Sing for songbirds! Learn and perform the **CHESTER ZOO Sing for Songbirds song** (available to download for free from the Chester Zoo website).



Use *instruments* and other objects to mimic the *calls of songbirds* and the *sounds of the rainforest* (rain, wind through trees, animal calls).

CURRICULUM LINKS

MUSIC

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression



Hold a **SONGBIRD** debate and discuss the problems with the **ILLEGAL SONGBIRD TRADE**.

Have some students on the side of conservationists and others on the side of the market traders. Discuss the reasons why people might want to keep songbirds in a cage and why songbirds should not be kept in a cage.

CURRICULUM LINKS

ENGLISH

- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

