What does the forest look like? The answer for this question seems to be very clear. However, it could be defined in various ways. For a Biologist, the forest means a special complex of flora and fauna, characteristic of the climate zone. An Ecologist would say that the forest contains many species of plants and animals connected with each other in a specific way, according to the place in which they occur. In the terms of law, a forest is an area of at least 0.10 ha of ground covered with trees and undergrowth. It may be maintained for wood production, or it may be a Nature Reserve or a part of a National Park or it could be on a list of national monuments. The legal definition of a forest states that it is a renewable natural resource which can be exploited mainly for the production of wood.

Considering the natural point of view, trees are one of the most important characteristics of a forest. Trees form the structure and dynamic of a whole biological environment. A biological community of interacting organisms – biocenosis with the complex of abiotic factors (water, light, soil) are called the ecosystem. The forest biocenosis includes both plants, among which the dominant role is played by trees and other organisms inhabiting forest soil (including mulch), moss fleece, herbaceous fleece, underwood and a layer of trees sometimes composed of several floors. All organisms in the forest biocenosis are related to a food dependence. In a simplified way, we can define these connections as food chains, in which the transfer of matter and energy contained in the food takes place between subsequent links in a specific order. A perfect example of this is the butterfly caterpillar, which eats a cetaria, which eats pine needles, and then moves to the soil to pupate, where it is eaten by a beetle from the family of grasshoppers. In fact, the food dependencies in the ecosystem are more similar to a web, because all the above-mentioned links can use different types of food and can be eaten by different animals.

In a well-functioning ecosystem there are groups of organisms (trophic levels) that perform specific functions related to energy flow and the circulation of matter, that is with the basic tasks that each ecosystem performs. These are producers - energy producing and storing organisms to which plants belong. Then there are primary consumers, i.e. herbivorous animals such as insects, rodents and ungulates, as well as consumers of higher degrees - predators and parasites (e.g. wolves, lynxes, owls, hawks, swallows). The ecosystem must also have destructors that break down dead organic matter reaching the bottom of the forest (droppings, dead bodies of plants and animals) into individual molecules and in the form of mineral salts, bringing them into circulation allowing them to be reused by the vegetation of the forest. The destructors include various groups of organisms, including: bacteria, fungi, algae, protozoa, nematodes, mites, snails, vultures, spiders, beetles and their larvae, earthworms and vertebrates. Forest fungi, bacteria and earthworms have the largest share in the biomass of forest destructors (soil block with an area of 1 m² and a thickness of 30 cm contains about forty earthworms, a billion fungi and a billion bacteria).
The structure of the forest has a clear layering system. The individual layers form (from highest to lowest):

- **Tree crowns** - there are different species of deciduous and coniferous trees. They are a great place for birds to nest. In hollows forged by woodpeckers or naturally formed in old trees, they nest among others tits, starlings, nuthatch, owls. Trees are the main area for acquiring food, insects, seeds and fruits for many birds. Small mammals, such as dormice and garden dormouse, inhabit hollows and squirrels that build their nests live in the treetops.

- **Underwood** - is created by bushes and young trees growing under a layer of trees. Typical species for this layer are hazel, wild lilac, buckthorn, viburnum or smaller shrubs, such as the daphne mexicanum. They range from one to over three meters in height. Many arachnids, insects and their larvae live on the bark of shrubs and young trees. There are also small birds looking for insects and fruits, such as robins, tits or wrens. Among the shrubs and young trees there is also a tree frog refuge, which, in search of insects, can climb to a height of one meter. In the undergrowth layer you can also find deer feeding on bark, green leaves, buds and forest fruits. The undergrowth protects the soil against erosion due to the strong bonding of the surface layers of the soil with a dense network of roots. Shading the soil lowers the evaporation of water from the surface and improves the climatic relations of the tree stand interior, inhibiting the penetration of wind into the interior of the forest.

- **Forest undergrowth** - the understory consists of various herbaceous plants, small shrubs (blueberries, blueberries), mosses, ferns and fungi. In this layer there are also numerous insects, such as hymenoptera, diptera, beetles, butterflies, bugs, ants and arachnids. In addition to them, you can also find snails and small vertebrate animals such as: amphibians (newts, frogs), reptiles (lizard) and mammals (mice, hares, hedgehogs). Forest undergrowth is an important factor in distinguishing forest types. It also allows the assessment of soil properties and microclimate, as well as the degree of transformation of the natural community as a result of the human economy.

- **Soil and litter (forest floor)** - litter is a protective layer of soil formed by fallen leaves, trunks and bark pieces. It prevents excessive evaporation of water and protects against lowering the temperature of the soil. In the leaf litter lives small vertebrates such as mole, rodents and insectivorous shrews. You can also meet predatory insects and snails, which break down the leaves on the ground. This enables the release of mineral salts from the rotting leaves and their return to the ground.

The stratified structure of the forest forms a varied structure of resources and available places of residence for many species of animals. In deciduous forests with a very varied structure, 80 to 100 bird species live in an area of 1 ha. The forest is characterized by a wealth of niches, which is particularly evident in the example of food niches. The spruce for example may be a place of residence and foraging for various species of birds that have separate areas of action and sources of food. The crossbill (Loxia) is a bird specialising in picking seeds from cones, The
Great Spotted woodpecker (Dendrocopos major) extracts insects and beetles from rotten wood with its strong pecking beak, while the Nuthatch (Sitta europaea) uses its beak like tweezers and selects insects from cracks in the bark.

Short-toed treecreeper (Certhia brachydactyla) with its delicate, thin beak reaches to the smallest crevices in the bark and extracts small insects from them. The weight of the bird is also significant. Common Firecrest (Regulus ignicapillas) weighing about 6 grams, can feed on the thinnest branches, and the much heavier Common Tit (Parus major) collects insects from thicker branches. For the flycatchers, the trees are an observation point and a place of rest, because it catches insects flying in the air. Common nightjar (Caprimulgus europaeus) flies into swarms of mosquitoes and it’s wide beak catches them like a butterfly net. Thrushes (Turdus) use Spruce trees watching snails and worms on the ground.

The maintenance of high biodiversity in the forest is also greatly affected by dead trees, whose presence is a natural supporter of life and much needed. The life of every tree has its natural end, which is why after reaching a certain, advanced age, these plants die down and their vitality and health condition decrease. In trees, the process of dying occurs gradually. The first symptom is dying of shoots, then dying branches and limbs, formation of wounds on the trunk, bark dropping, decaying trunk, branches falling off, and finally overturning of the trunk as a result of decomposition by fungi, decay of the root system and strong winds. Lying trees become the habitat of many species of fungi, lichens, bacteria, mites, insects, as well as birds, mammals, mosses and even new trees.

In the forest you can observe a very rich world of invertebrates, especially insects. Decaying wood is inhabited by countless beetles, both those feeding on wood and predatory species. The fauna feeding on rotten wood is particularly valuable. They are often very rare species, once inhabiting vast areas of primeval forests, in which there was no shortage of dead tree trunks. Currently, there are less and less such places, which is why many of these beetles have died out in our areas. Single old trees are sometimes the last refuge, once a very numerous, fauna of such environments.

Among other invertebrates, the specific fauna of mites or spiders deserves special attention. The overturned trees are covered with numerous lichens, mosses and fungi, which constitute a perfect living environment for various animals. Inside the hub you can find a large variety of invertebrates associated with the appropriate fungi On the hubs there are large amounts of beetles, dipterans and even butterflies.

Dead wood is also a place of refuge, foraging and breeding for mammals such as; bats, shrews, rodents (squirrels) and predators (pine marten).

Lying tree trunks also perform other functions in the forest ecosystem: they take part in the circulation of elements, protect growing young trees between them, from damage by deer and other herbivorous mammals, and retain flowing surface waters in the forest during spring thaws. Numerous species of birds such as woodpeckers, owls, flycatchers and tits use dead and hollow trees as nesting, sheltering and foraging areas. Some of the birds are associated with uprooting,
or trees uprooted by the wind. The survival of many protected species (many of which are not native to Ireland) such as; White-backed Woodpecker (Dendrocopos leuctos) and Eurasian Three-toed Woodpecker (Picoidus Tridactylus), Collared Flycatchers (Ficedula albicollis) and Red-breasted Flycatchers (Ficedula Parva), Eurasian Pygmy Owl (Glaucidium passerinum), Boreal Owl (Aegolius funereus), European roller (Coracias garrulus), Stock Dove (Columba oenas) is closely related to the occurrence of dead trees.

The Eurasian Three-toed woodpecker (Picoidus Tridactylus) eats 670,000 woodworms per year living in old, dying spruce trees. Woodpeckers, due to their skills, play an extremely important role in the forest ecosystem, because the hollows they leave are a safe place of shelter and reproduction for other animals. Forging a hollow is work done by both male and female, and the time devoted to this task varies and ranges from a dozen to over forty days. The height of placing this shelter on the tree can be from 0.5 to 25 meters above the ground. Eurasian Green Woodpecker (Picus viridis), Syrian Woodpecker (Dendrocopos syriacus) and Great-headed Woodpecker (Picus canus) place their hollows at the lower heights. The highest places are chosen by the Black Woodpecker (Dendrocopos martius). The size of a hollow depends on the size of the woodpecker. The largest hole created by the largest woodpecker - the Black Woodpecker (Dendrocopos martius). Its oval hole is 11 cm x 8 cm and its depth is 37 to 60 cm. The smallest are the hollows forged by the smallest woodpecker - Lesser Spotted Woodpecker (Dendrocopos minor). The diameter of the hole is 3-3.5 cm, and the depth is 10-18 cm. In the other species, the size of the inlet opening is 3.5 to 6 cm, and the depth from 20 to 50 cm. The dimensions of the hollow have an impact on which inhabitants will settle after the woodpecker leaves.

Photo 1. The only Irish species of woodpecker. Great spotted woodpecker (Dendrocopos major) at a tree hollow. photo Cezary Korkosz
There is only one species of woodpecker in Ireland, which arrived very recently, less than 20 years ago. The most frequently encountered woodpeckers across Europe include: the Great Spotted Woodpecker (Dendrocopos major), Middle Spotted Woodpecker (Dendrocopos medius) and Lesser Spotted Woodpecker (Dendrocopos minor). They have white - black plumage with an admixture of red color which is part of the characteristic hat on the head. In the plumage of the Eurasian Green Woodpecker (Picus viridis) and Great-headed Woodpecker (Picus canus), as the name suggests, green and gray colors appear in different shades. The most unusual representative of woodpeckers is the gray-brown Eurasian Wryneck (Jynx torquilla), when in danger it performs arched movements of the head and neck to the left and right, which is an imitation of the behavior of the viper.

![Eurasian Wryneck](image1.png)

**FIG. 1 EURASIAN WRYNECK**

Author: Juan Varela.

A characteristic feature of woodpeckers is the chisel, a very strong beak, the impact of which on a tree is absorbed by special cartilage and cranial muscles. The woodpeckers are equipped with a very long, sticky tongue which makes it easier for them to extract insects and their larvae from the holes in the wood, as well as, in the case of the green woodpecker, the favorite ants from the anthill. The woodpeckers also have four fingers, arranged oppositely, two each on each side and ending with very sharp claws, which allows them to attach themselves to the vertical surface of the tree. Numerous species in the breeding period search for the appropriate branch and hit it with a strong beak, making the sound of the so-called drumming, which is a very characteristic mating signal. Sometimes they can hit even tin roofs, tin covers of streetlights or satellite dishes.

Woodpeckers feed on varied food. In addition to insects, their larvae and pupae, woodpeckers may also eat ants, spiders, snails, tree seeds, nuts and berries. The larger woodpeckers feed on carrion and even the chicks and eggs of other birds. Some woodpeckers gather food on tree trunks and some search for it at the tops of trees, thicker weeds or at the ends of thin twigs, this prevents their ecological niches from overlapping.
Woodpeckers are found in forests, city parks, gardens and old orchards with a lot of old trees with decaying trunks, in which it is easy to forge a hollow.

The second group of birds interested in dead trees or secondary hollows that use ready-made hollows carved by woodpeckers include; flycatchers, nuthatch, tits, starlings, and stock doves. Nuthatch (Sitta europaea) and Willow Tit (Poecile montanus) can forge or correct hollows themselves, but only in soft wood. Owls also use the hollow, which nest in large hollows or in old corvid bird nests.

The most numerous species of owl in Ireland is the Long-eared owl. This bird has a large head, short tail and stocky figure. They have a characteristically slow hovering flight which coupled with total silence allows them to locate and capture prey.

The Barn owl builds nests mostly in Breeds in ruined buildings, such as castles and to a lesser extent in outbuildings (barns/sheds). Will use special nest boxes. Breeding success heavily dependant on the availability of suitable prey. Hunts small mammals and frogs. In Ireland, found to be very dependant on Greater White-tooted Shrew with other small mammals forming a much smaller percentage of prey caught.

Rarely seen during the day, only active late at night. Most frequently seen flying across road in car head-lights. Appears a ghostly white, with no markings on the underwing - Long-eared Owl has a dark comma mark. Given a close view, shows a remarkably intricate patterning on the wings, back and head.
How should we behave in the forest?

Forest is not only a place that we visit on various occasions, but also a home for many species of animals. Just as we respect our own home, we should respect the animal house as well. What rules should be followed when visiting the forest?

1. **We do not introduce dogs into the forest without a leash**, for the safety of other animals and the dogs themselves. The wild boar with the young can be aggressive and attack the dog and its owner.

2. **We do not litter the forest!** We throw the rubbish into a trash bin or take it with us.

3. **We only camp in allowed places.**

4. **WE DO NOT USE MOTOR VEHICLES INTO THE FOREST.**

5. **WE DO NOT USE FIRE IN THE FOREST, UNLESS THERE ARE DESIGNATED PLACES.**

Besides:
- we will not scare animals,
- we do not destroy plants and places where animals are kept (nests, burrows, rest areas and feeding),
- we keep silence.
This material was prepared as part of the project „We live in harmony with nature. The educational program for teachers of pre-school and primary education”. The project involved selected non-governmental organizations involved in the protection of birds associated as part of the international BirdLife International federation. In addition to the National Society for Bird Protection, which ran the project, the Spanish Ornithological Society (SEO), the Slovak Ornithological Society (SOS), the Macedonian Ecological Society (MES), the Czech Ornithological Society (CSO) and BirdWatch Ireland (BWI) were involved. The University of Gdańsk became the substantive partner of the project responsible for creating materials for teachers.

BirdWatch Ireland is a non-governmental organization with a public benefit status, dealing with the protection of wild birds and the places where they live. The aim of the Society is to preserve the natural heritage for the benefit of present and future generations. BirdWatch Ireland is the Irish partner of the global federation of bird protection societies - BirdLife International.
BLOCK 10: FOREST BIRDS
## Block 10: PTAKI LEŚNE

**Background:** Build an atmosphere in the classroom with a model of a forest. After coming back from the field class, the decoration can be completed (with participation of the children) with animals that you saw or observed. You can also add the treasures that you brought from the forest.

<table>
<thead>
<tr>
<th>DETAILED PROBLEMS:</th>
<th>WHAT IS A FOREST?</th>
<th>WHAT SPECIES OF BIRDS CAN YOU MEET IN THE FOREST? WHAT ANIMALS (INCLUDING BIRDS) USE THE FOREST?</th>
<th>HOW ARE THE ORGANISMS LIVING IN THE FOREST INTERCONNECTED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor observations and experiments</td>
<td>Go for a trip to the forest. Pay attention to the trees that are found there. Choose a tree and hug it. Be mindful, close your eyes and take a deep breath. Listen to the voices of nature. Can you see the diversity that surrounds you? Try to identify the trees that grow there using an atlas. Think about the type of the forest that you are visiting. Is it a coniferous or a deciduous forest?</td>
<td>During the trip, try to identify the encountered birds. An atlas of forest birds (10/B/1) will be helpful here. (The version with characteristic features and birds ordered by size can be printed out and taken to the field) Woodpeckers are a group of birds the unique anatomy of which makes them able to drill hollows in trees and break wood in search of invertebrates. Thanks to these features, their role in the forest ecosystem is very important and essential to the existence of other animal species. While in the forest, together with children look for traces of woodpeckers using the sheet: Become a woodpecker tracker (10/B/2).</td>
<td>Dead wood plays a very important role in the forest. It is home to many organisms and takes part in the circulation of elements or in forest regeneration. When in the forest with children: look for a dead tree (10/C/1) and inspect its dwellers.</td>
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<tr>
<td>Indoor observations and experiments</td>
<td></td>
<td>One of the typical forest inhabitants is the Tawny Owl (UK &amp; Europe, rare in Ireland). Together with children, think what a year of the Tawny Owl is like (10/B/3). The worksheets can be laminated and used in the field.</td>
<td></td>
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<tr>
<td>Art and graphomotor tasks</td>
<td>Use the forest findings collected during the trip in the task: create your own forest (10/A/1).</td>
<td>During the trip collect leaves to make leaf animals (10/B/4), to present forest inhabitants.</td>
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</table>
### Language and writing tasks
While in the forest, enhance the curiosity of the children and train their creativity by asking a question to the forest (10/A/2). Remember that in this task it is not the answer but enhancing mindfulness through asking questions that is the most important.

One of the typical inhabitants of the forests is the tinctus. Think with your children what it looks like a year from the life of the Tawny Owl (S10 / B / 3). Triangular cards can be laminated and use in the field.

Being aware of the woodpeckers’ role in creation of breeding sites for other birds, write a letter of request to hire a hollow (10/C/3). Together with the children, think about what the role of deadwood is by telling stories matching pictures (10/C/4).

### Math tasks
There are many treasures in the forest that can be used to exercise forest maths (10/A/3).

Find and count forest animals using the sheet (10/B/5).

### Games and competitions
Bill against a tree. A woodpecker can also be heard while hitting a tree to find food. This sound is very different from the drum and consists of single and loud strikes. Play woodpeckers with the children (10/B/6).

### Additional information for the teacher
"MYSTERY FOREST" - HTTPS://BOOKS.GOOGLE.PL/BOOKS?ID=FD_XNJV__GC&PG=PA113&LPG=PA113&DQ=PTAKI+LE%3BCS%9BNE&SOURCE=BL&OTS=FO4E09YWLM&SIG=VTHC861N-GPUUEO_DPEH1CNAXJW&HL=PL&SA=X&VED=0AHUKEWJO1RJ_XKTVAHUDPFAKHYDJCQ44HDOAQRMAE#V = Q = & ONEPAGE BIRDS% 20LE% C5% 9BNE & F = FALSE "THE SECOND LIFE OF A TREE" - HTTP://AWSASSETS.WWFPL.PANDA.ORG/DOWNLOADS/DRUGIE_ZYCIE_DRZEWY_WWF.PDF
OBSERVING THE FOREST

What you need?

• shoebox, or similar,
• observation card.

Tasks and questions:

1. Carefully observe the forest around you. Are there animals hidden between the plants? If so, write down your observations in the observation card.
2. Collect treasures of the forest to your shoe box. Warning! Collect only specimens lying on the ground. Do not take away others.
3. Organize collections and observations by creating a mock-up of forest layers.

Take a look at the example below of completing the observation card.

<table>
<thead>
<tr>
<th>FOREST LAYER?</th>
<th>LOCATION?</th>
<th>WHAT ANIMALS DID YOU OBSERVE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forest canopy</td>
<td>Deciduous tree</td>
<td>Squirrel</td>
</tr>
<tr>
<td>Ground layer</td>
<td>Mushroom</td>
<td>Snail</td>
</tr>
</tbody>
</table>
# OBSERVATION CARD

<table>
<thead>
<tr>
<th>FOREST LAYER?</th>
<th>LOCATION?</th>
<th>WHAT ANIMALS DID YOU OBSERVE?</th>
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</table>
ASK A QUESTION OF THE FOREST

What you need?

- a group consisting of a minimum of 5 people
- a forest object that you like very much. It can be a tree, trunk, shrub, holes in the ground, a woodpecker hole, whatever is what interesting to you.
- possibly something to sit on.

Tasks and questions:

1. Sit around the chosen object and look at it for a moment.
2. Think about the question you can ask him.
   - Are there any holes in this tree? If so, what does this mean?
   - How old is this tree? How can you know the age of a tree?
   - If the tree is many years old, do you remember any history-related event?
   - Did this hole originate naturally? etc. etc.
3. Speak out loud questions so that others can hear in the circle.
   - You can ask questions you want. There are no bad questions here.
   - Anyone can ask any number of questions. Follow what your imagination tells you.
4. You finish the fun when ideas run out.

Consider:

- Was it an easy task?
- What question did you like best and why?
- Do you know the answer to any of the questions?
FOREST MATHEMATICS
FOREST HARVEST

What you need?

• various forest treasures (leaves, seeds, cones, fruits, sticks, etc.)
• plastic trays

Tasks and questions:

1. Gather your forest treasures together.
2. How can you separate them?
3. What other collections can you come up with?

AXIS OF SYMMETRY AND MIRROR REFLECTION

What do you need:

• leaves of different species – each species 3 leaves
• card
• scissors
• glue or double sided tape
• crayons

Tasks and questions:

1. Look closely at the leaves. What shape, color do they have?
2. Cut each leaf along the primary vein.
3. Half of the leaf glue to the paper and draw the missing piece as if the leaf looked in the mirror. Remember also about the color.
4. Leaves of what kind of trees did you draw?
5. Which leaf was the easiest to draw, and which one was the most difficult?

FOREST MEASUREMENT

What do you need:

• different types of measures
• an object in a forest for example a tree

Tasks and questions:

1. Measure the object using a measuring tape.
2. Measure the object using something other than the measuring tape. You can use sticks, your feet, elbows and other things you can think of.
3. What did you use to measure?
4. In how many ways did you measure the object?
### MEASUREMENT METHOD

<table>
<thead>
<tr>
<th>MEASURE (CM)</th>
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</table>

4. Is the result for a thin tree smaller in every measurement than for a thick tree?

5. What does this mean?
BECOME THE WOODPECKER’S SPOTTER

Go to the forest and seek out the woodpeckers. The card illustrating their traces will help you. Please, mark your observations in the appropriate box.

<table>
<thead>
<tr>
<th>Feathers of the Great Spotted Woodpecker</th>
<th>A nut pecked by the woodpecker</th>
<th>A pine cone hammered by the woodpecker</th>
</tr>
</thead>
<tbody>
<tr>
<td>A spruce cone hammered by the woodpecker</td>
<td>Place hammered by the woodpecker</td>
<td>Traces of feeding in an ant-hill</td>
</tr>
<tr>
<td>The Eurasian Green Woodpecker’s faeces</td>
<td>The Great Spotted Woodpecker’s hollow</td>
<td>The Black Woodpecker’s hollow</td>
</tr>
</tbody>
</table>

**Consider:**

- What traces did you observe? Compare your observation cards.
- Does the woodpecker live in this area? What does this mean?
A YEAR IN THE LIFE OF A BARN OWL

What you need:

• Cut out cards; A year from the life of a Barn Owl
• Story:

It was the beginning of May 2014. Evening was approaching. I went to a tree, an old maple, on which an owl family lived. The silent voices of offspring suddenly died away when an adult female appeared and made discreet warning cries. Curious chicks began to look at me intensely, characteristically, in a circular manner, they took turns to view me. For a long time, the birds remained silent, and as soon as the female flew away to hunt, they began to call again with short shouts. Time after time the female came back with captured insects and fed the chicks.

It got darker and night came. The time of night when all nocturnal hunting creatures, such as bats and barn owls are actively looking for food.

A few bats flew out of the old barn. Two of them flew so close to an adult owl that it was no wonder that the bird jumped into a silent flight and flew in the other direction. The second bat, who had seen all this, made loud alarm sounds with tickling or smacking noises. Moments later, loud noises of excited chicks could be heard as the parent owl once again returned with a feast for her young. (Based on http://enstories.blox.pl/tagi_b/408063/puszczyk.html)

Tasks and questions;

1. Talk about what was happening in the owl family in May.
2. Which drawing fits our story?
3. What happened before in the family of the forest trees? Arrange the events in the life of the owl according to the clockwise direction.
4. Discuss drawings depicting the life of the owl.
5. When are they breeding?
6. When do they build hollows/nests?
MAKE LEAFY FOREST ANIMALS

Make your forest animals from leaves

What you need:
• different leaves, fruits, seeds, sticks, twigs
• sheet of paper
• glue
• scissors
• marker
• you might need moving eyes

Assignments and questions:
1. Choose the materials you will make your favourite animals from.
2. You can cut, glue together, glue to the paper your leaves to shape your favourite animal. Follow your imagination.
3. What animal did you make?
4. What natural materials did you use?
5. Did you enjoy this assignment?
FOREST MATHEMATICS

Tasks and questions;

1. Many species of life live in the forest. Can you find them and name them?
2. How many different birds did you find?
3. How many mammals did you find?
4. How many birds live in a hollow tree?
5. How many birds are in flight, how many are on the ground, and how many are sitting on the bushes?
6. Which animals are facing the left and which are in the right?
7. Arrange the task of animals from the illustration. Take action and count.
WOODPECKER GAME

Location: Woods if possible, but also a park.

What you need:

- blindfold,
- one thick stick

Assignments and questions:

1. Choose one person to be the woodpecker.
2. The woodpecker person should find a thick stick, which won’t brake during hitting the tree.
3. The rest of the group walks away and puts on the blindfolds.
4. When the children are ready, the woodpecker starts to peck the tree. Children with the blindfolds try to find the woodpecker following the sounds he makes.
5. Decided on a signal that a child reaching the goal will give e.g. holding an arm.
6. Children who have accomplished the game earlier can take their blindfolds off and watch the rest of the group still playing, trying not to disturb the others still taking a part in the game.
EXPLORING A DEAD AND LIVING TREE

What you need?

• magnifying glass
• containers for storage of finds, eg jars, plastic boxes, etc.
• observation card
• pencil

Tasks and questions:

1. Examine the dead tree carefully, answering questions from the table.
2. If you find something interesting, move it carefully to the containers and look through the magnifying glass.
   Remember to release living creatures after observation.
3. Save your observations in the table.
4. Do the same for the growing tree.

Consider:

• What is the difference between a dead tree and a living tree?
• Can the same organisms be found on both trees?
• Do both spurs smell the same?
• What does it mean that the tree is dead?
• Are dead trees needed in the forest?

<table>
<thead>
<tr>
<th>Problems to investigate</th>
<th>dead tree</th>
<th>living tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there an odour?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it hard or soft?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there something under the bark?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What organisms live on the tree?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any traces of animals feeding on the bark?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any questions:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observer name:

Date:
RESEARCH CARD
WOODPECKERS AS HOUSE BUILDERS FOR OTHERS

Tasks and questions:

• Which animals use the hollows prepared by the big woodpecker?
• Which animals use the hollows prepared by the black woodpecker?
• Look for information in various sources and select animals that use woodpeckers’ hollows.
Consider:

• Do the hollows of the big and black woodpeckers live in the same animals?
• What would happen if the woodpeckers stopped building so many hollows?
• What would happen if there were no old large trees in this area?
THE LEASE AGREEMENT OF A HOLLOW

Tasks and questions:
1. The following two woodpeckers placed an ad about renting a hollow. Check out their content.
2. Based on the information in the table, write a letter to the woodpecker with a request of renting the hollow.
3. Choose an animal on whose behalf you will write the letter and to which woodpecker.
4. Be sure to write the date and place and the headline at the top. In the text of the letter justify why you want to rent a hollow. Beneath the text of the letter use a salutation and sign as an animal that wants to rent the hollow.

Ads about renting

OGŁOSZENIA O WYNAJMIE

<table>
<thead>
<tr>
<th>Who: Black woodpecker</th>
<th>Who: Great spotted woodpecker</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Black woodpecker" /></td>
<td><img src="image2" alt="Great spotted woodpecker" /></td>
</tr>
<tr>
<td>Accommodation conditions</td>
<td>Accommodation conditions</td>
</tr>
<tr>
<td>Hollows mainly in old pines. Inlet openings at the height of 8 to 20 meters.</td>
<td>Hollows mainly pines, birches, aspens, alders. Inlet openings at the height of 1 to 20 meters</td>
</tr>
<tr>
<td>To whom?</td>
<td>To whom?</td>
</tr>
<tr>
<td>stock dove, common goldeneye, goosander, boreal owl, tawny owl, pine marten, squirrel, wasps, hornets, wild bees</td>
<td>pygmy owl, starling, common noctule, Daubenton’s bat, edible dormouse, hazel dormouse, eliomys, pied flycatcher, great tit, blue tit, wryneck, wood nuthatch</td>
</tr>
</tbody>
</table>
Tasks and questions:
1. Draw a picture.
2. Invent your own story based on the picture. Remember that every story is good because it was invented by you!
3. Present your story to other children.
4. If someone asks you a question, try to answer it.
This material has been prepared as part of the project „We live in harmony with nature. Educational program for teachers of preschool and primary education.“

The project involved selected non-governmental organizations involved in the protection of birds associated as part of the international BirdLife International federation. In addition to the National Society for Bird Protection, which ran the project, he was involved in the Spanish Ornithological Society (SEO), the Slovak Ornithological Society (SOS), the Macedonian Ecological Society (MES), the Czech Ornithological Society (CSO) and BirdWatch Ireland (BWI). The University of Gdańsk became the substantive partner of the project responsible for creating materials for teachers.

BirdWatch Ireland is a non-governmental organization with a public benefit status, dealing with the protection of wild birds and the places where they live. The aim of the organisation is to preserve the natural heritage for the benefit of present and future generations. BWI is the Irish partner of the global federation of bird protection societies - BirdLife International.

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