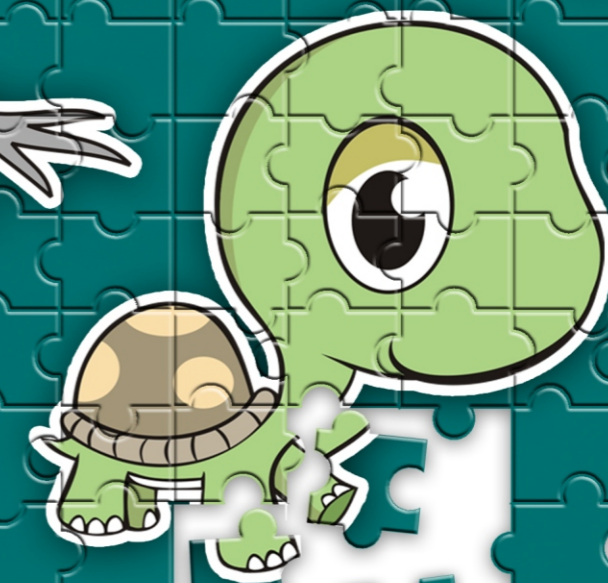
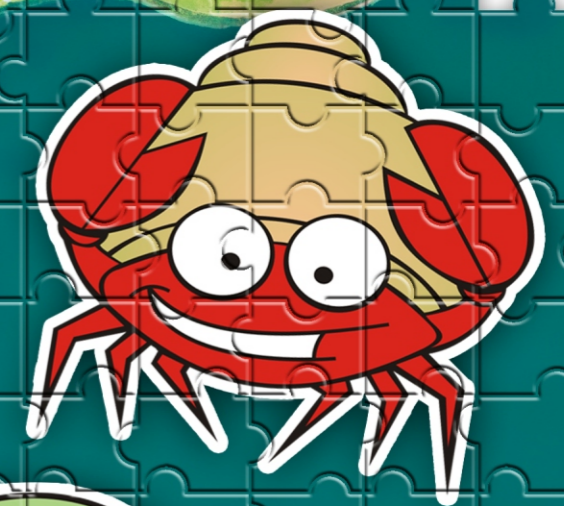
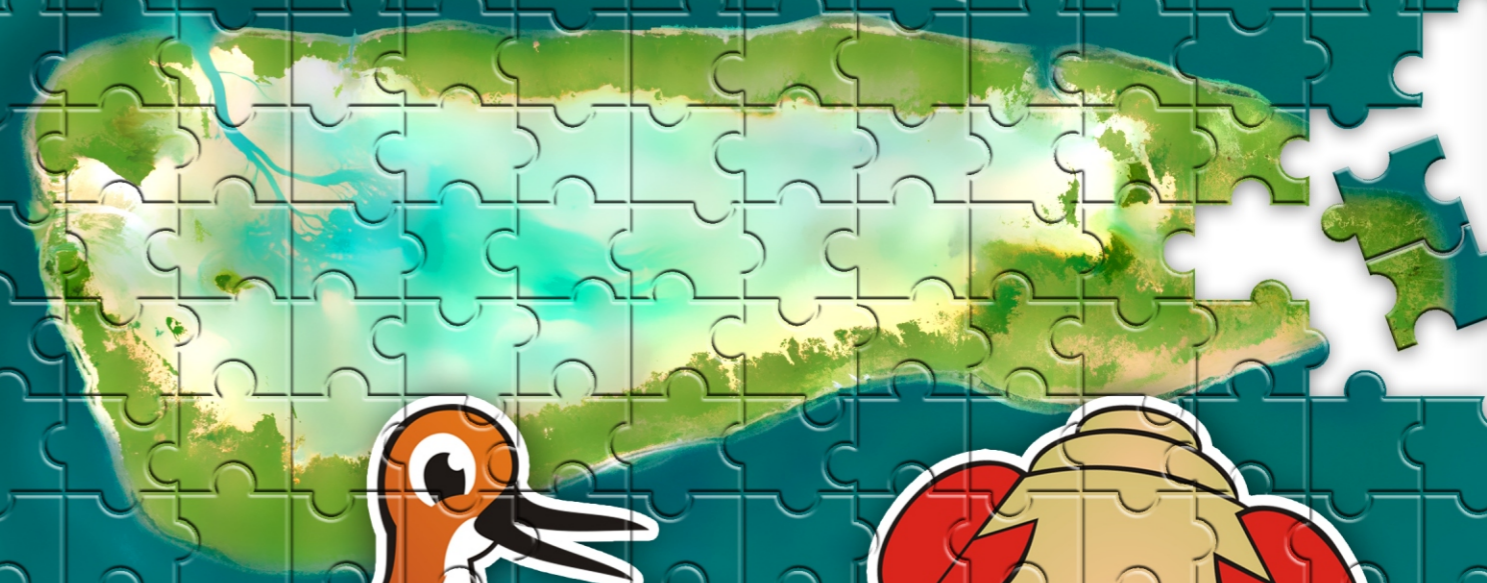


ALDABRA ATOLL

Children's Activity Book



Design by: Allen Labrosse



Copyright © Seychelles Islands Foundation
ISBN: 978-99931-18-00-8
Published by: Seychelles Islands Foundation
Produced by: The Aldabra Children's Book Group



Here are some people we wish to thank:

We would like to thank the Aldabra Children's Book Group (ACBG) for helping us to tell you our stories and share with you some of Aldabra's wonders and a few of the fun games we play. The ACBG is led by Katy Beaver and our other friends Dora Ernesta, Christelle Jacques, Rita Azemia, Lyndy Bastienne-Corgat, Jeanette Larue and Brenda Andimignon. We also want to thank Seychelles Islands Foundation, especially Frauke Fleischer-Dogley and Nancy Bunbury, for their support, and Mangroves for the Future and ReCoMap for funding this small project.

Find out where most of the money comes from to support the work of Seychelles Islands Foundation at Aldabra. Clue: Seychelles Islands Foundation cares for both of our World Heritage Sites.



INFORMATION FOR TEACHERS AND PARENTS

This book is intended for children of school age. Some activities and questions are easier than others, so choose those that are appropriate.

If you live in Seychelles it should be relatively easy to help children find the answers to questions, e.g. refer to the books given in the Reference section below. For people living elsewhere in the world, who may not have access to books about Aldabra, try internet searches. One useful website is given in the References.

The two card games in this book

1. Mangrove card game:

Preparation of the cards ready for play: Photocopy the 4 pages of mangrove card pictures. Paste each page onto a cardboard backing (if using a cereal packet, paste with the plain side showing on the outside). Cut out the individual cards. Cards can be prepared by the teacher or parent; or, if children are allowed to prepare the cards themselves, they become familiar with the pictures and names.

Optional: The children can colour the cards; you can check the colour of flowers and fruit in a field visit to a mangrove or using the internet.

2. Appendages card game:

Preparation of the cards ready for play: Photocopy the 4 pages of animal body and appendages pictures and also the 4 pages with Kreol and English names which form the backs of the cards. Paste each of the 4 picture pages onto a cardboard backing. Next paste the 4 name pages onto the reverse side of the cardboard, making sure that the names match the animals on the front! (the pages are numbered to help you. When dry, cut out the individual cards.

Note: If the children prepare the cards they can become familiar with the less well known species. However it is then easier for them to match the appendages with the correct body, and the Kreol and English names! So if you want them to be more challenged, prepare the cards yourself prior to playing the games.

Alternative use for the cards: An appropriate number of card pairs (Appendages game) or card fours (Mangrove game) can be mixed up and handed out to a group of children so that they find a partner (or partners) to work with on a project or activity.

References / Sources of information

The following reference books should be available in all Seychelles schools, either in the store or the library:

- "A Focus on Aldabra" (1991) edited by A Seaton, K Beaver & M Afif, published by Ministry of Education
- "Marine Education Kit" (1998?) produced by Newman Biomarine, Ministry of Education and Casino des Iles
- "Learning for Sustainable Living in Seychelles" (2003) by K Beaver and C Morel, published by Nature Seychelles and The Ministry of Education (it contains a section on climate change)
- "Common Wild Plants of the Seychelles Coastal Lowlands" (1995) by K Beaver, published by Ministry of Education (the section on mangrove species is useful)

Other books may be available, either from students, teachers or parents, or in the National Library. For example:

- "Aldabra" (2006) produced by Foto Natura and the Aldabra Foundation
- "Aldabra: World Heritage Site" (1995) by M Amin, D Willets & A Skerrett produced by Seychelles Islands Foundation and published by Camerapix Publishers
- "A Guide to the Seashores of Eastern Africa and the Western Indian Ocean Islands" (1997) edited by M D Richmond, published by Sida, Dept for Research Cooperation, SAREC

Seychelles Islands Foundation website: www.sif.sc

ALDABRA ATOLL WORLD HERITAGE SITE

3. In the natural world, nothing is wasted. There are no rubbish dumps! Anything that dies, any waste matter from plants and animals (e.g. dead leaves, bird droppings, tortoise shit) is simply a wonderful resource for other creatures, either large ones like crabs or tiny ones like bacteria. Everything is recycled! Photos F and G show two animals that play a very important role as recyclers in the Aldabra environment.
 - a. How many legs do these types of animals have?
 - b. Where do they lay their eggs?
 - c. Where do the larvae that hatch out of the eggs live?
 - d. The creatures in photo G need to find a 'house' to live in. What is the 'house' made of? Why do they need this 'house'?
4. Photos B, D, E and H all have some link with climate change.
 - a. For example, E (and part of photo H) resulted from climate change that happened thousands of years ago.
 - i. What happened?
 - ii. How long did this process take? A few months, a few years, or many years?
 - iii. What happened to the colonial animal shown in photo E?
 - b. Photo B shows a part of the Aldabra environment which is perhaps the first part of Planet Earth to be affected by climate change.
 - i. Name two main changes which are occurring in Earth's atmosphere and which are driving climate change.
 - ii. Find out how Aldabra is likely to be affected by climate change in the future.
 - c. Photo D shows one habitat that will be affected by sea level rise.
 - i. Where is this habitat found at Aldabra - which part of the atoll?
 - ii. If the mangrove trees cannot adapt to the sea level changes, will they be able to move further inland to avoid the rising sea? Try to explain your answer.
 - iii. If this habitat slowly disappears, what other living organisms will be affected?
 - d. Photo H shows another part of Aldabra that looks as if should be safe from sea level rise for many years because the raised limestone is 1 to 3 metres above sea level. But what about the trees and plants growing on the top of the rock?
 - i. How might Aldabra plants be affected by rising sea level?
 - ii. The limestone rock of Aldabra is full of underground holes and channels. So inland pools are often filled with sea water, even though they are far from the sea. The water level in these pools goes up and down with the tide. How might this affect the plants and animals of Aldabra?
5. Aldabra is basically a very healthy ecosystem. How might this help Aldabra resist some of the effects of climate change, such as severe storms or rising sea temperatures, or help it to recover more quickly? (Hint: think of a healthy happy child and a malnourished child who is beaten every day - if both get the same disease, which is likely to recover faster?)



We all live together on the large atoll of Aldabra in the Indian Ocean. We are very proud because we live in a very special place called a World Heritage Site. It is very far from the main islands of Seychelles: Mahé, Praslin, Silhouette and La Digue. Aldabra is more than 1000km away and it is very difficult for humans to reach us. That is why we want to share with you, in this book, a little bit about our atoll.

Let me tell you more about our home.... It is about 35km long and about 14km wide. The total area of Aldabra atoll is about 154km² and the lagoon is so large that if you squeezed Mahé a bit it would fit right inside the lagoon! There are four main islands forming the rim of the atoll. The sea rushes into the lagoon and out again twice a day, so although we three are animals that live on land, we have many marine friends too. In the 19th century, people came to live on Aldabra and took away giant tortoises, turtles, fishes and mangrove trees. They also introduced a few plants and animals that we don't like. In the late 1960s there was even a plan to build a military base on Aldabra. Fortunately that didn't happen. A scientific research station was built instead and in 1981 Aldabra Atoll was declared a Special Reserve so that our whole atoll and the sea around it could be protected. We were very happy. Then in 1982 our home became a UNESCO World Heritage Site, and we were really pleased that humans at last understood how special our atoll home is in the world.

Now Aldabra is being carefully managed and protected by Seychelles Islands Foundation, which keeps a small community of people on the atoll. They act as protectors, monitor Aldabra's ecosystems to ensure that they stay healthy, and carry out scientific studies to understand the ecosystem better. Even a small number of people require shelter, food, water, a communication system and other amenities. Because Aldabra is so distant from Mahé, it is very expensive to maintain.

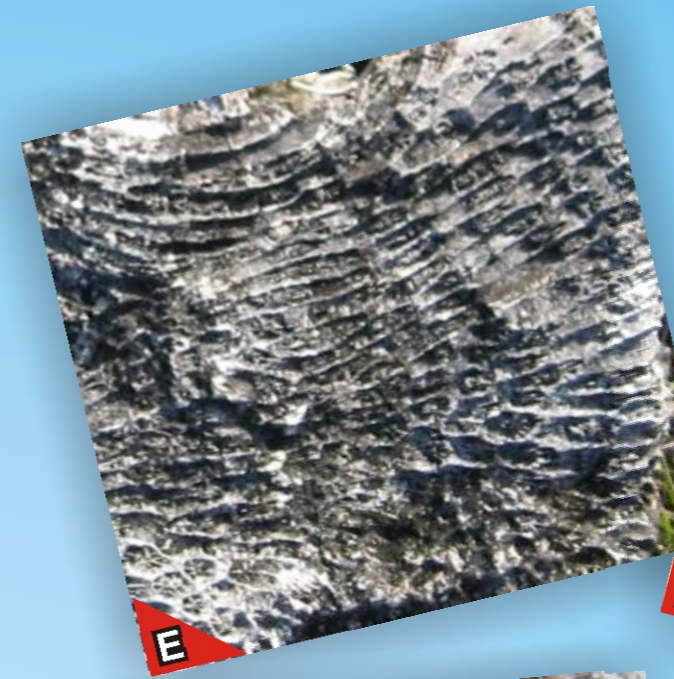


Soon there will be two other books, so you will be able to learn more about Aldabra and meet some more of our friends!

In 2008, Seychelles Islands Foundation, the organisation that manages Aldabra Atoll, held a competition for Seychellois children. It included essay writing, art work and poems about Aldabra, showing the importance and significance of the atoll in Seychelles heritage.

On the opposite page is a prize-winning essay about Aldabra. It tells you why Aldabra Atoll is such a special place and why this beautiful World Heritage Site may now be threatened.

On page 6 is a prize-winning poem which expresses why Seychellois want to protect Aldabra and feel so proud of the fact that the atoll has been given as a gift to the world, for all people.



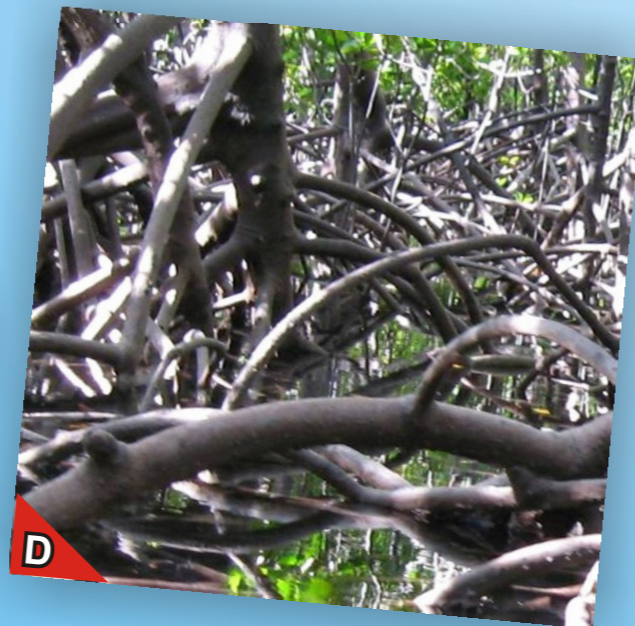
TRY ANSWERING THE QUESTIONS ON PAGES 27 & 28

1. One of the photographs shows an animal that was introduced by humans to Aldabra more than 100 years ago.
 - a. What is the name of the animal?
 - b. Why was it introduced?
 - c. What does it feed on?
 - d. After being introduced to Aldabra did this animal become a problem for the environment of the atoll or did it help the environment in some way? Explain your answer.
2. Aldabra is one of the few islands in the Indian Ocean where the animal shown in photo C is protected. It is quite a scary animal as it has very large strong claws! So why does it need protecting?

ALDABRA UP CLOSE

My friend Tyomityo has been using a camera to focus on small pieces of the Aldabra environment. See if you can guess what part of the environment is shown in each of the eight pictures. Write your answers on a sheet of paper and then look at the questions on pages 27 and 28. Your teacher will tell you which questions to answer.

That's funny.
Did Tyomityo take
a photo of ME?!



SOS For Aldabra

The dolphins say I belong to an archipelago called Seychelles. According to the sea birds I have been a World Heritage Site for twenty five years, meaning I have been recognized officially as having great international importance. I am being protected, thus I rarely have visitors, claim the dugongs. Yes I communicate with the animals and plants with which I share my sanctuary. We coexist. We cannot live without one another.

My history dates from the early Miocene epoch. About every million years I submerge to resurface a million years later. New species inhabit my body. I relish the serene way of life, the gentle lapping of waves upon my calcareous flesh and the melodious chirping of birds, soothing my mind. Some days are scorching hot, burning my skin. Other days are wet, moisturizing my body, whilst the flora and fauna spring to life. However, time is of the essence and more pressing matters await discussion.

I am Aldabra, a haven anxious about its future. A storm is brewing. I sense it from within.

Humans suggest I am the best natural inheritance they can leave their children. I agree. However, I fear my time is near. Will I still be in existence in 50 years time? Humans are unintentionally destroying me as they have done to everything else in the past. I am suffering, as a victim, of global warming and the green house effect.

Twice a day the tide draws out, cleansing my blood of impurities. Hours later my insides are replenished with a multitude of nutrients, fish and marine life.

Recently though, the sea level has, rather rapidly risen, submerging my hands and feet for hours at a time. Plants near my shores have met death. It seems absurd but melting ice somewhere far away is affecting the world in which I live. Every inhabitant has noticed and shows deep concern.

Are you humans wholeheartedly aware of the significance of the problem? If I am to drown in the near future, where will 100,000 tortoises resettle? The endemic white throated-rail, will it no longer be present to befriend the nomadic scientists?

They are ONLY animals. I am ONLY an island. However, we play an essential part in the global society.

My intention is not to frighten but to raise awareness of this delicate situation. Although one may argue that I have drowned on previous occasions and shall definitely re-emerge in a few centuries, times have changed. I fear that this may be D-day. If I do resurface I presume that it will be after the age of mankind. I am not psychic but I do predict that if mankind is to continue along this disastrous route, not only shall I perish but civilization itself, including the earth, will meet its end. Find means both as an individual and as a society to prevent such a self-inflicted occurrence.

I beg of you. Stop global warming! Protect my inhabitants. Protect the world. Protect me. Aldabra, the best natural inheritance you can leave your children!

By: Kalsey Belle, Independent School



Read the essay (page 3) and the poem (page 6), and take a look at the painting (on page 5) which also won a prize in the school competition. Then try to answer the questions below.

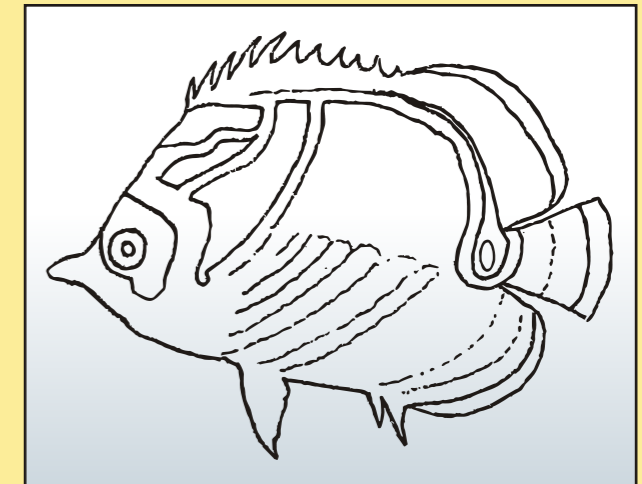
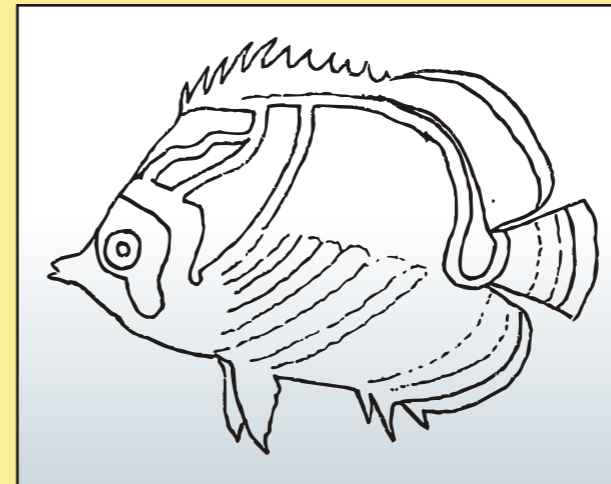


1. Find and write down all the adjectives and phrases that are used in the essay and the poem describing how special, unique or beautiful Aldabra is.
2. Write the names of all the animals and plants which are included in
 - a) the poem
 - b) the essay
3. Can you see any animals in the painting that are not in the poem or essay? If so, try to write their names too.
4. Some people have described Aldabra as being "pristine". Find out and write down the meaning of this word.
5. In Vanessa's poem, she describes Aldabra as having "one of the most undisturbed habitats". This phrase indicates/suggests that there has been some disturbance in the past (or that there is still some disturbance).
 - a) What did humans introduce to Aldabra atoll that caused some disturbance? (there are several animals and plants)
 - b) Humans did live on the atoll for many years in the late 19th century and in the first half of the 20th century. What did they do there? Would these activities have caused any disturbance to the habitats of Aldabra? If so, what kind of disturbance?
 - c) When Aldabra was returned to the Seychelles by the British, scientists carried out many studies of the special environment of Aldabra. What kind of disturbance would this have caused?
6. When Aldabra was declared a Special Reserve under Seychelles Law, it became possible to manage the atoll in such a way that the ecosystems of Aldabra were brought back to a more healthy equilibrium. Damage done by humans in the past can be repaired, and this is what is slowly being done. But Vanessa still mentions in her poem the future threat to Aldabra. What is this threat? What can you do to help prevent this? Write down 6 things you can do to help (not just to protect Aldabra but also to reduce climate change).

Here are two Butterfly fishes (Pwason papiyon in Kreol). Can you find at least 8 differences between the two fishes?



SPOT THE DIFFERENCE!



How about colouring the two butterfly fish in nice bright colours?

Now try to answer these questions:

1. Butterfly fish live in coral reefs. They are rounded in shape and rather flat and thin if you look at them from the front. They also have small mouths. What do you think they usually eat?
.....
2. Other kinds of fish, such as Tuna and Mackerel are elongated. a) Where do these fish live, in which marine habitat? b) What do they eat?
a) b)
3. Can you explain why there is a difference in the shape of Butterfly fish and Tuna?
.....
.....
4. There are many species of Butterfly fish, almost all of them with bright colours (which is how they got their common English and Kreol names). How might this bright colouration be useful to these fish?
.....
.....

Appendages game follow-up questions

- 1) Arrange the animal cards into groups according to:
 - a. Animal type: e.g. mammal, bird, reptile, fish, invertebrate (if possible try to further divide this group into crustacean, mollusc, insect, arachnid).

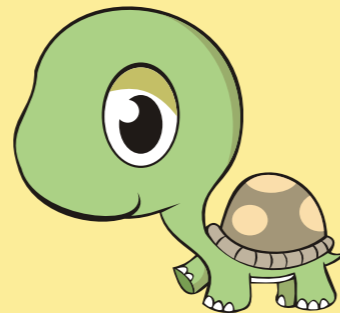
Write a list of the animals you have placed in each group.

Next, regroup the animal cards according to the following:

- b. Animal / habitat group: e.g. land vertebrate, marine vertebrate, land invertebrate, marine invertebrate.
- c. Habitat: e.g. coral reef, open water, mud and sand flats, mangrove, shrubs and bushy areas.

In each case, write a list of the animals you have placed in each group.

Is it difficult to decide which group to put some species into?
If so, you will have to decide what are the most important reasons (= criteria) for including an animal in a particular group.



- 2) This time, observe the appendages of the different animals pictured. Can you place them into groups as follows? Select group 'a' first (animals with legs and animals without legs), then regroup the animals according to how they move ('b'), and so on:

- a. Animals with legs and without legs.
- b. According to how the animal moves (e.g. does it fly? swim? walk?)
- c. Fast movers and slow movers
- d. Predators and prey
- e. The main sense they use to find food (e.g. eyes, feelers, nose, touch)
- f. Animals that have special appendages for protection and/or for scaring predators.



If it is difficult to decide which group to put a species into, decide what the most important reasons are for including an animal in a particular group. You may want to add a new group as well as those suggested. Make sure you write down your reasons for including animals in a new group.

PRESERV

LARISES ALDABRA



JEAN YVES BARRONE,
BAIE ST. ANNE PRIMARY



ALDABRA

THE SEYCHELLES PRIDE

Far from our sights
We learn to appreciate your sublimity
Enrooted deep in our hearts we can feel your fragility
This is the reason why we should protect and preserve Aldabra
The Seychelles pride

Surrounded by an evergreen mangrove vegetation
Providing for millions of seabirds, bats, insects and rare birds
One of the most undisturbed habitats
A cradle and breeding place for fishes, crabs and turtles
Shade and food for giant tortoises
Not to forget a resting place for fregat, ribis, zegret,
kavalye after a long tiring flight around the lagoon
Aldabra the Seychelles pride

On the rocky limestone surface
Living in harmony are the giant tortoise and the tyomityo
In the bright greenish blue sea
Green turtles swim freely among the black tip sharks
The coconut crabs high up in the pandanus
trees compete with the green gecko
Among the champignon, fler payanke, pemphis,
bwa taba, zannannan mowo grow and blossom
It's truly a wonderland
Aldabra the Seychelles pride!

By Vanessa Roseline, Anse Boileau Secondary School

APPENDAGES GAME - BACKS OF CARDS

PAGE4

Zourit

Octopus

Tyangoman

Land crab

Krab semafot

Fiddler crab

Ribis

Sacred Ibis

APPENDAGES GAME - BACKS OF CARDS

PAGE 3

Pwason koray

Coral reef fish

Pwason pelazik

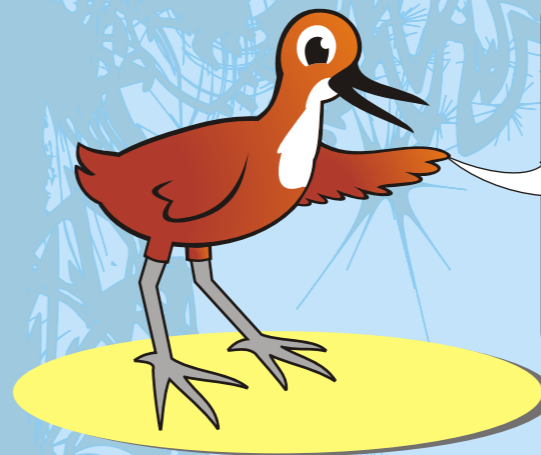
Pelagic fish

Marswen

Dolphin

Reken

Shark



I hope you managed to answer all the questions on page 4 about the essay and the poem and the painting! Now you can read this poem in Kreol, which also won a prize in the children's competition. Kreol is the language which all Seychellois children speak. If you are a Seychellois, you will find this easy. Try answering the questions Pti torti asks you.

Aldabra Lafyerte Sesel

Ou lagon in tale,
Parey sa pli gran levantay.
Ou lanmer i resanble,
Sa pli zoli karpet velour.
Ou bann lespes,
Zot tou pe sant menm refren,
Lo diferan oter.
Aldabra ou lorkes i inik.

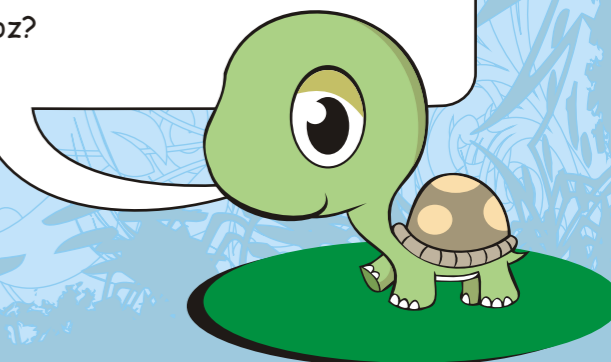
Ou reserve,
I rasanble sa pli gran bwat bizou,
Ki anferm tou ou pyer presyez.
Napa ni perl, ni lor, ni dyaman,
Ki kapab konpar zot.
Ou en mervey.
Ou nou trezor.
Aldabra ou lafyerte Sesel.

Alyssa Payet,
Lekol Besentann



Ou oule konn plis lo Aldabra? Esey reponn sa bann kestyon!

1. Ekrir tou ladzektif oubyen fraz ki dekrir mervey Aldabra.
2. Dan sa fraz, 'Aldabra ou lorkes i inik', ki sa ki loter pe fer referans avek?
3. Nonm trwa pyer presyez mansyonnen dan poenm.
4. Loter dan poenm i konsider Aldabra en trezor. Akoz?



MANGROVE CARD GAME



The mangrove habitat is very important at Aldabra. Mangrove trees form a fringe around the huge lagoon of the atoll. There are seven different kinds of mangrove trees at Aldabra. In these two games you will learn more about these seven species of mangrove tree. After you have enjoyed playing the games, try answering the questions on page 12.

Instructions for students

Your teacher or parent will photocopy the mangrove card picture pages (pages 9 to 12) and tell you how to prepare the cards ready for play. In each pack of finished cards there should be 28 cards (one of each picture).

Instructions for playing the Mangrove card games

Game 1: Happy Mangroves

A game for 2 to 4 players. This game is similar to "Happy Families", which may be familiar to you. The aim of the game is to be the first person to collect a complete set of four cards for one species (e.g. all four cards of Mangliye blan - roots, leaf, flower and fruit).

- 1) Deal four cards to each player and five cards to the starting player. Put the rest of the cards in a pile, picture side down.
- 2) The starting player throws one card away, placing it picture-side up in a new pile (the discard pile).
- 3) The next player either picks up a card from the discard pile or picks up a card from the upside down pile. Then s/he must throw one card away, placing it on the discard pile.
- 4) Play continues until one player has a set of four cards for one mangrove species (= "Happy Mangrove"?!).

Game 2: Mangrove Quartets

This is a good game for testing concentration and memory (trying to remember who has a missing card!). The aim of the game is to collect as many Quartets of cards as possible (1 quartet = the four cards belonging to one mangrove species). A game for 3 to 5 players.

- 1) Deal out the entire set of 28 cards.
- 2) The player to the left of the dealer asks any other player for a card needed to make a Quartet (the four cards of one mangrove species). For example, if a player has the fruit and roots of Mangliye zonn, she/he may ask someone if they have the leaf of Mangliye zonn. If the asked player has the card, she/he must give that card to the player who asked for it. The first player continues to ask for cards until she/he gets "no" for an answer.
- 3) Play then passes to the next player on the left, who repeats the process. The game continues until all the cards have been collected into Quartets. The player with the most Quartets is the winner.

Adapted from a similar game in "Native Plants of Seychelles - Teachers Handbook" (2000) Katy Beaver; Ministry of Education, Seychelles



When you have finished playing, be sure to answer the questions on page 12. Your teacher will explain how to do this.



APPENDAGES GAME - BACKS OF CARDS

PAGE 2

Tortidter

Giant tortoise

Tortidmer

Green turtle

Tyomityo

Aldabra rail

Moulanba

Drongo

APPENDAGES GAME - BACKS OF CARDS

PAGE 1

Bib

Spider

Papiyon

Butterfly

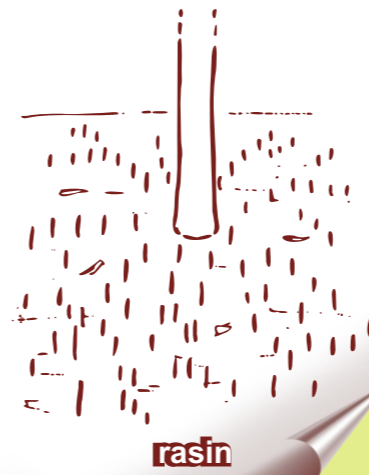
Sousouri

Fruit bat

Fregat

Frigate bird

Mangliye blan



rasin

Mangliye blan



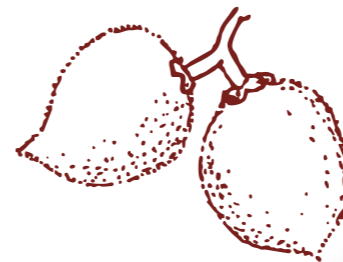
fey

Mangliye blan



fler

Mangliye blan



fri

Mangliye fler



rasin

Mangliye fler



fey

Mangliye iler



iler

Mangliye fler



fri

Mangliye zonn



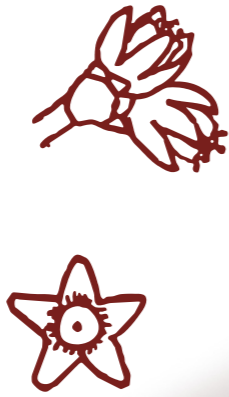
rasin

Mangliye zonn



fey

Mangliye zonn



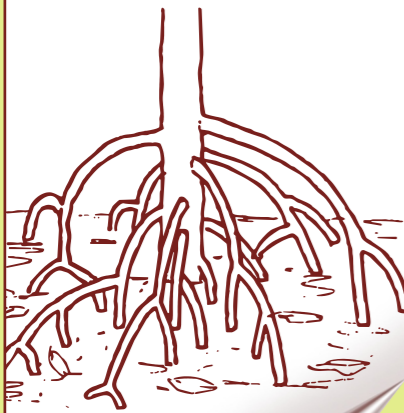
fler

Mangliye zonn



fri

Mangliye rouz



Mangliye rouz



fey

Mangliye rouz



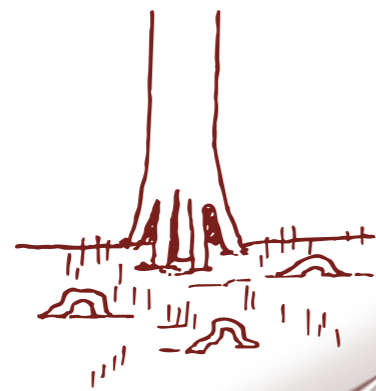
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Mangliye rouz



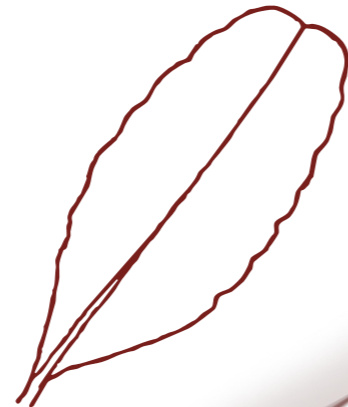
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Mangliye pti fey



rasin

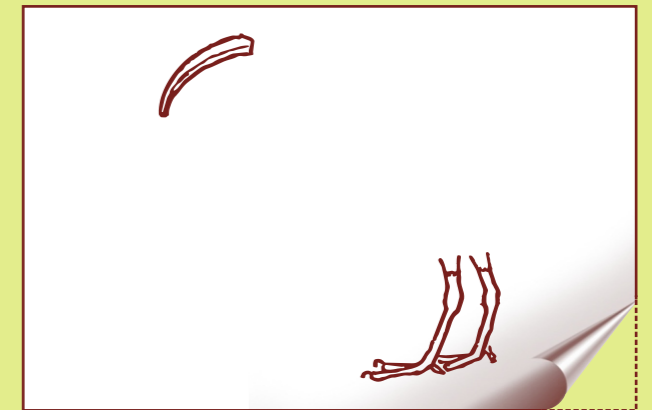
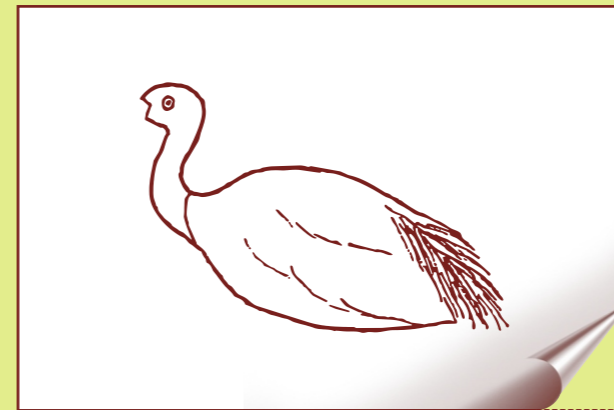
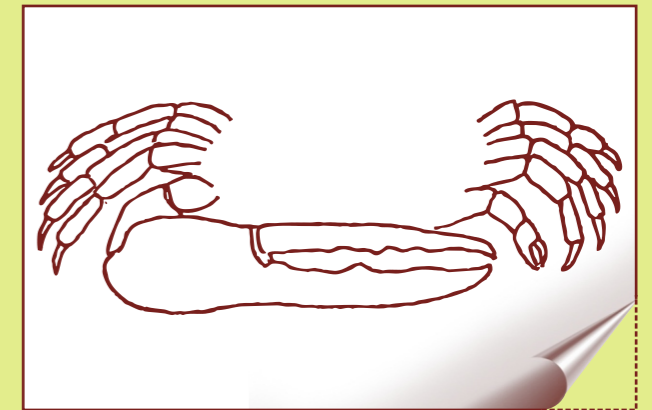
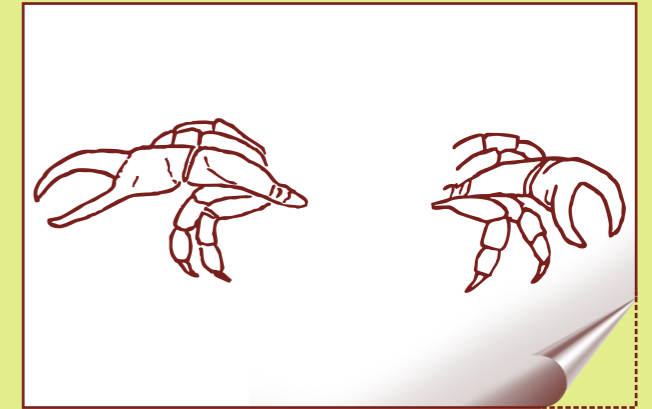
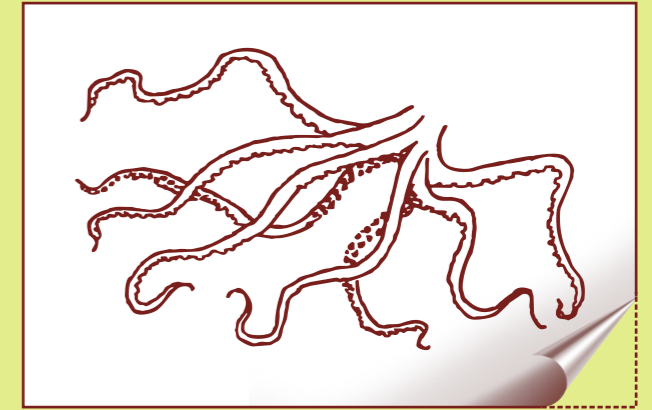
Mangliye pti fey



fey

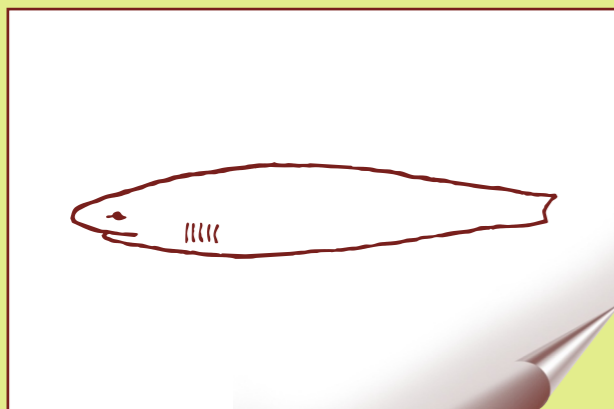
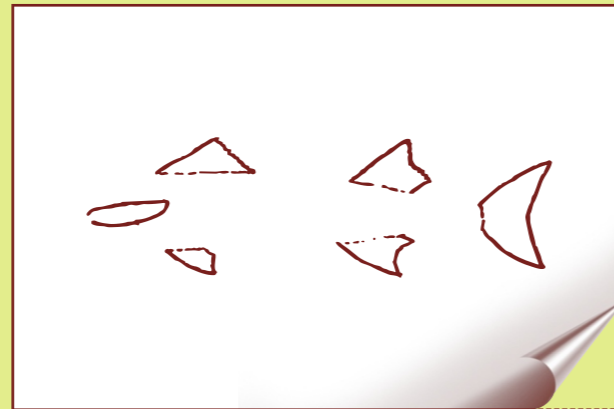
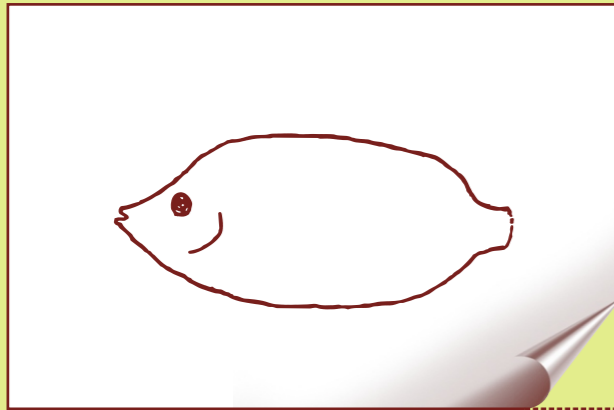
APPENDAGES GAME

PAGE 4



APPENDAGES GAME

PAGE 3



Mangliye pti fey



fler

Mangliye pti fey



fri

Mangliye lat



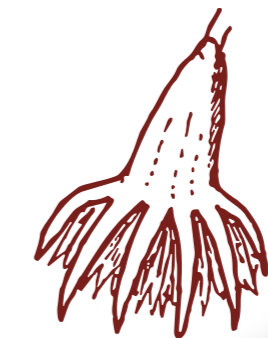
rasin

Mangliye lat



fey

Mangliye lat



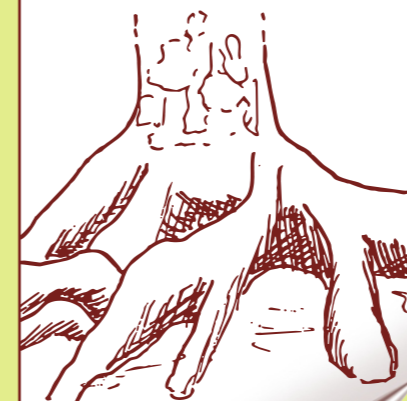
fler

Mangliye lat



fri

Mangliye pasyans



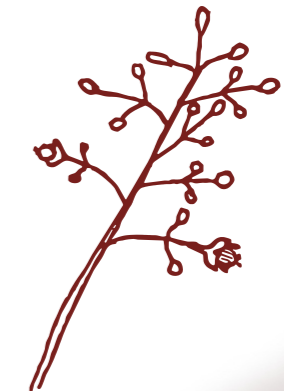
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Mangliye pasyans



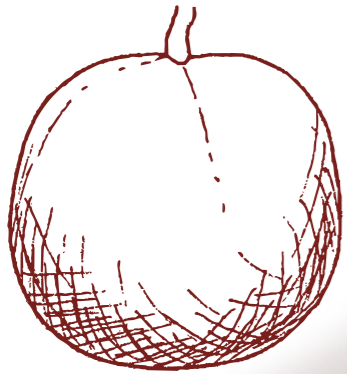
fey

Mangliye pasyans



fler

Mangliye pasyans

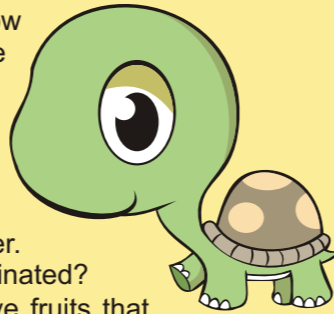


fri

Don't forget to photocopy this card too!

Mangrove game follow-up questions

1. Find all the Mangrove cards that show roots. Most mangrove trees have roots which are above ground (aerial roots) as well as below ground. How does this help them to survive in the inter-tidal habitat?
2. Mangrove trees live in a habitat which is often flooded by sea water. How do you think their flowers are pollinated?
3. Some of the mangrove species have fruits that drop off the tree when they are mature. How are these fruits dispersed to a new place?
4. Have a look at the card pictures of the fruits of Mangliye rouz, Mangliye lat and Mangliye zonn. These three mangrove species have fruits which contain just one seed. This seed germinates



INSIDE the fruit and grows a structure that looks like a green root. What shape are these 'green roots'? How do you think this adaptation helps the tree?

5. At Aldabra, the mangrove habitat is found around the edges of the lagoon. The Aldabra mangrove habitat is very important for many animals. Find out what kinds of animals live:
 - a. in the mangrove trees above ground,
 - b. on the aerial roots,
 - c. on the mud around the roots at low tide,
 - d. in the seawater around the roots at high tide.
6. Animals use the mangrove habitat for many purposes, such as *feeding, hiding, resting after a long journey, breeding, and as a nursery for their young*. Look at the following examples of animals that use the mangrove.

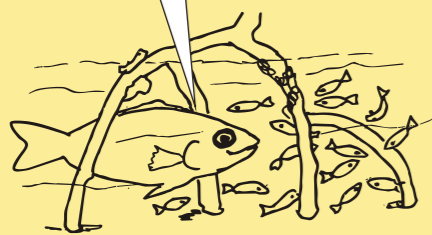
A. Frigate bird:
This is such a nice place for my wife and I to build a nest



B. Crab:
This mud is so easy to dig out; and I can easily drag leaves and seaweed into it too



C. Fish:
Look at all my lovely babies! If I let them out to play they will get eaten by all the nasty animals out in the lagoon!



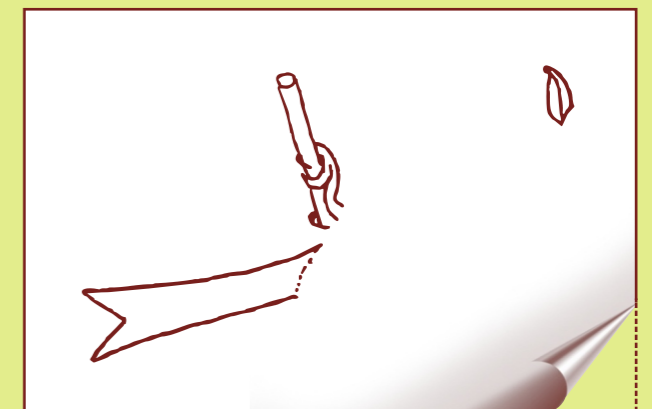
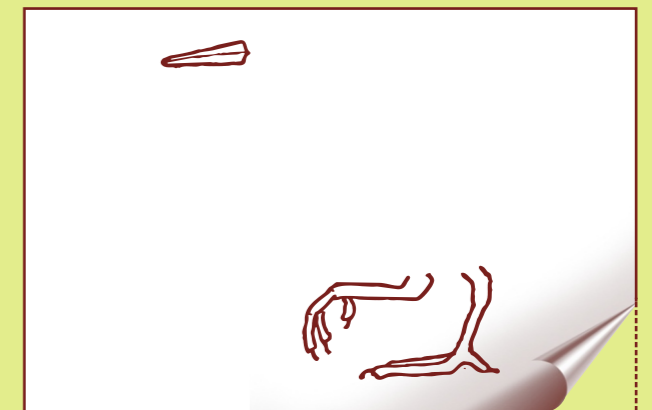
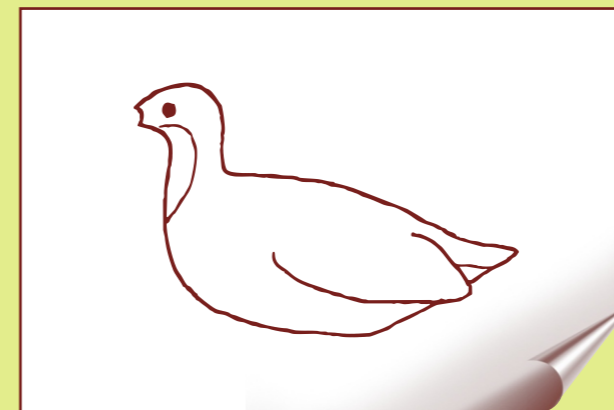
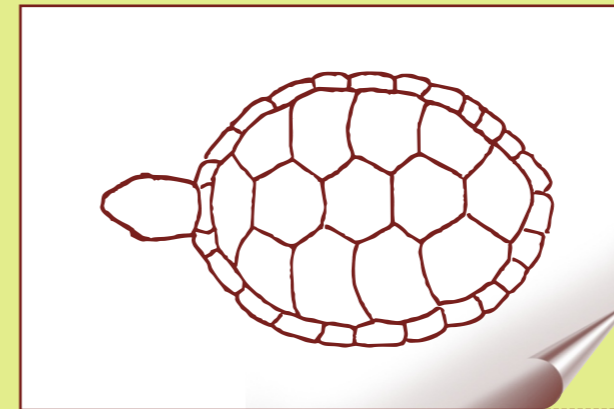
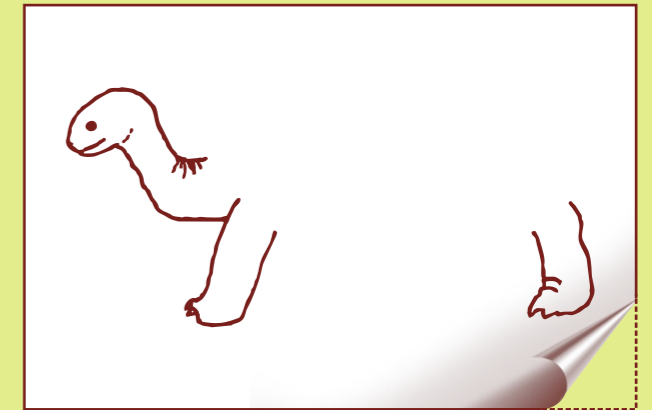
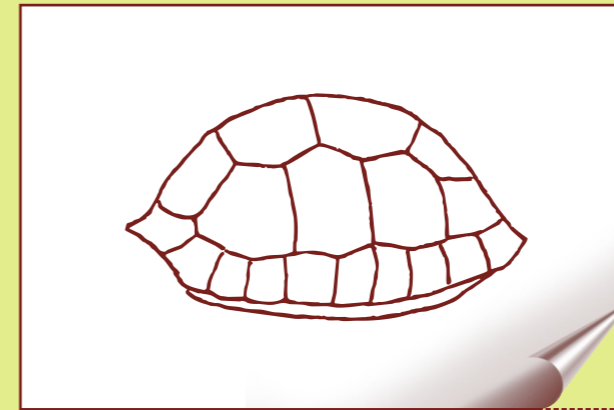
D. Wader:
I am SO exhausted after coming all the way from India. It is wonderful to find such a lovely hotel



- i) How is each animal using the mangrove?
- ii) In each case, if the mangrove disappeared, would the animal disappear too or could it go to another habitat for the same purpose or purposes?

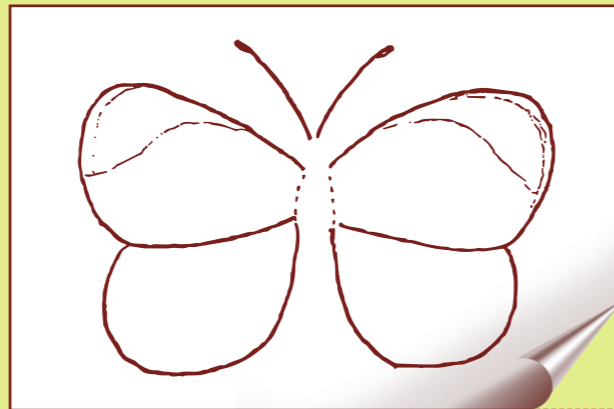
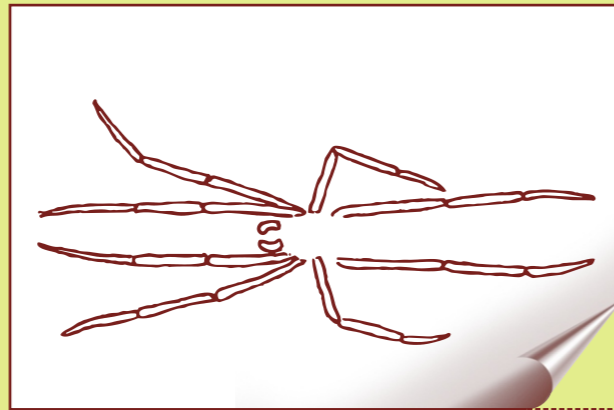
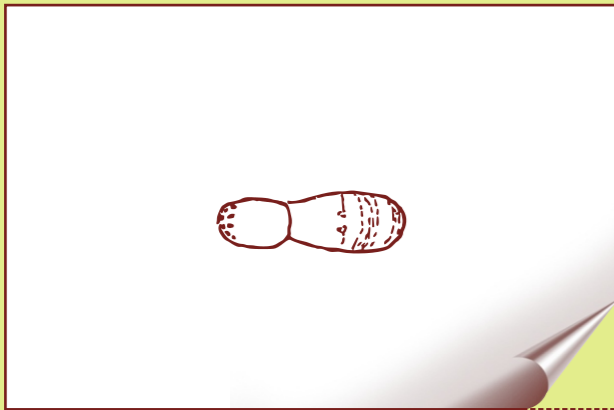
APPENDAGES GAME

PAGE 2



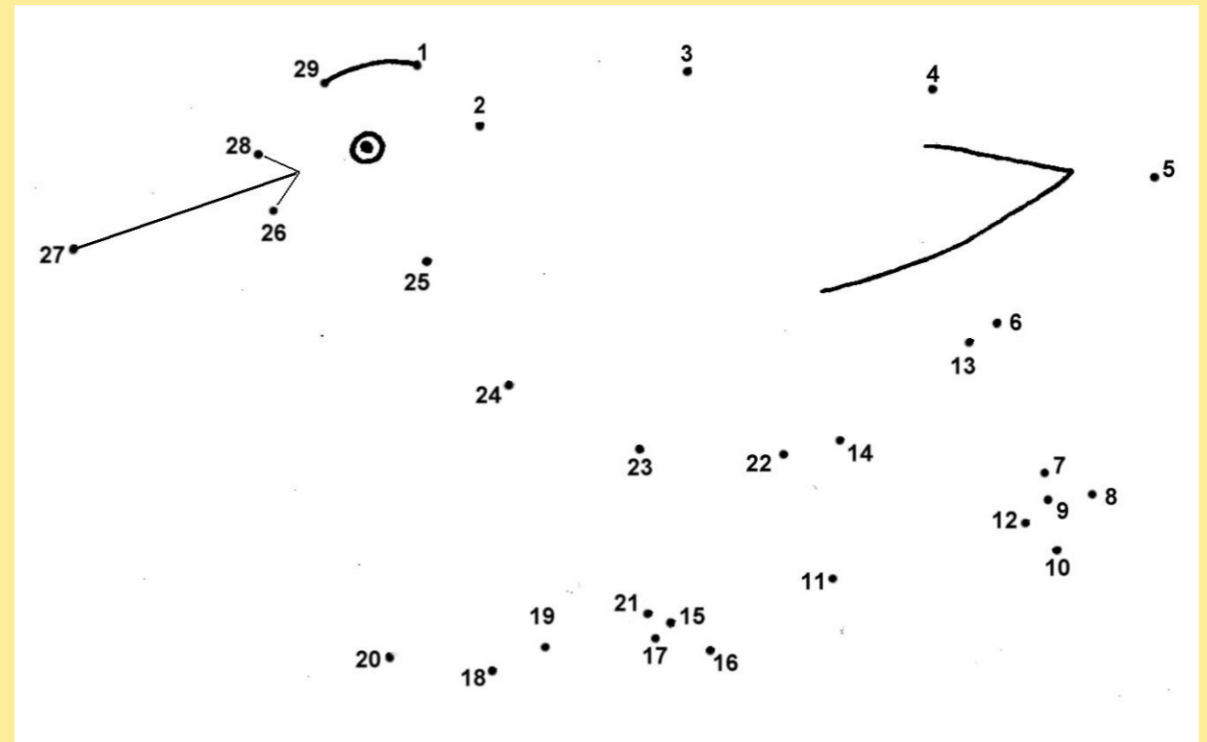
APPENDAGES GAME

PAGE 1

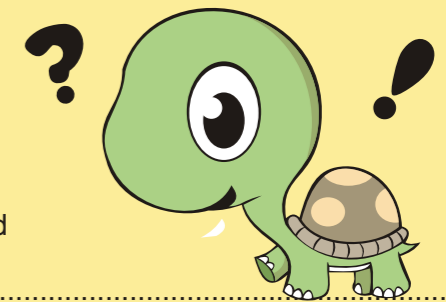


SOMEONE SPECIAL !

Join the dots from 1 to 29 to find out who it is!
She is a special bird found only on Aldabra.



What do you know about this bird?
Try answering these questions!



1. Write the English name and the Kreol name of this bird

.....

2. How is this bird different from most other birds?

.....
.....

3. Can you think of any other bird that has this same characteristic?

.....

4. Find a picture of this bird in a book, then colour in your drawing

5. Find out what this bird feeds on and write it here.

.....

ALDABRA WORD SEARCH

Look for the **BOLD** words in this description of Aldabra and then find them in the Word Search grid. Words read from left and right, up and down, and diagonally.

ALDABRA is an **ATOLL** which has been raised above **SEA LEVEL**. Its **LIMESTONE** rock is like **STONE LACE** in some places because there are so many **HOLES** in it. There is a **DRY SEASON** and then a **RAINY** season which makes the **PLANTS** look **FRESH** and **GREEN**. On Aldabra lives the only flightless bird remaining in the **INDIAN OCEAN**, the Aldabra **RAIL**. **FRIGATE** birds and **RED-footed BOOBIES** nest in the **MANGROVES** and Green **TURTLES** come to lay their **EGGS** on the beaches. Giant **TORTOISES** roam the land during the day and **COCONUT CRABS** come out at night.



You can find your friends Tyomityo (the Rail) and Pti Torti (the giant tortoise) in this Word Search. Now look for Bernard (the Hermit **CRAB**).

There are many **NICE** coral reef **FISH** at Aldabra too! To find out where many of them live, use the 6 letters which remain when you have found all the other words. They live in the _____.

N	O	S	A	E	S	Y	R	D	L	O	I
I	S	E	A	L	E	V	E	L	I	S	N
C	S	E	L	T	R	U	T	S	M	E	D
E	Y	N	I	A	R	L	E	T	E	V	I
C	F	I	S	H	A	S	G	N	S	O	A
A	R	R	E	D	I	N	S	A	T	R	N
L	E	B	I	O	L	E	R	L	O	G	O
E	S	A	T	G	I	B	O	P	N	N	C
N	H	R	A	B	A	S	G	G	E	A	E
O	O	C	O	D	A	T	O	L	L	M	A
T	H	O	L	E	S	N	E	E	R	G	N
S	B	A	R	C	T	U	N	O	C	O	C

APPENDAGES GAME

Most animals have a main body which contains the vital organs which keep it alive, such as stomach, heart and lungs. But attached to this main body are usually structures that help the animal to move around, to sense its environment, to get food and to protect itself. These structures are called appendages.



Tyomotyo asks: "I have legs, feet, wings and a beak. What appendages do YOU have? What are they used for?"

Appendages are adapted to the life of the animal. Take birds' beaks for example - they are used to help the bird to get food; but a beak can be different in size and shape, depending on what the bird eats. What shape is the beak of a Sunbird (Kolibri)? What does it eat? How does the shape of a sunbird's beak help it to get food? What about the beak of a Kestrel (Katiti)? Or the beak of a Grey heron (Floranten)?



Instructions for students

Your teacher or parent will photocopy the appendages card picture pages and the animal name pages, and tell you how to prepare the cards ready for play. Alternatively, your teacher will give you the 32 cards ready to play.

The set of cards shows pictures of 16 animals found on Aldabra or in the sea around Aldabra. But the body of each animal and its appendages have been separated onto two separate cards.

Instructions for playing the Appendages card games

Game 1: Where are my appendages?

In this game you will try to match the body of each of the 16 animals with its appendages.

- You can play alone or with up to 8 players.
- Mix up the cards and spread them out on a table with the picture sides upwards.
- Take it in turns to choose one card showing the body of an animal.
- Each player then tries to find the card which has the matching appendages (feet, beak, fins, legs, tail, claws, wings or any other kind of appendage) for their chosen body card.
- When everyone has matched an animal body with its appendages, choose another body card and repeat until all the animals are completed.

Game 2: Who am I?

In this game you will try to match the Kreol name of each animal with its English name.

- You can play alone or with up to 8 players.
- Mix up the cards and spread them out on a table with the name sides upwards.
- Take it in turns to choose one animal name card.
- Each player then tries to find the name of the same animal in the other language.
- When everyone has matched the two names of one animal, choose another name card and repeat until all the names are matched.

When you have finished playing, answer the questions on page 24.

Your teacher will explain how to do this.