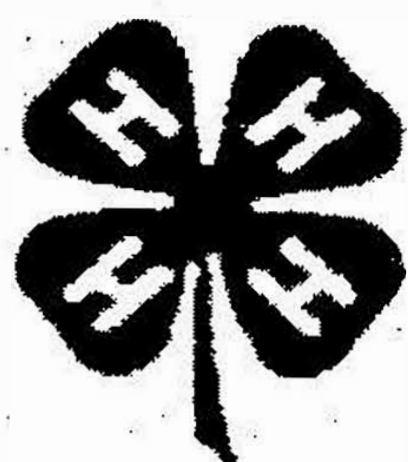
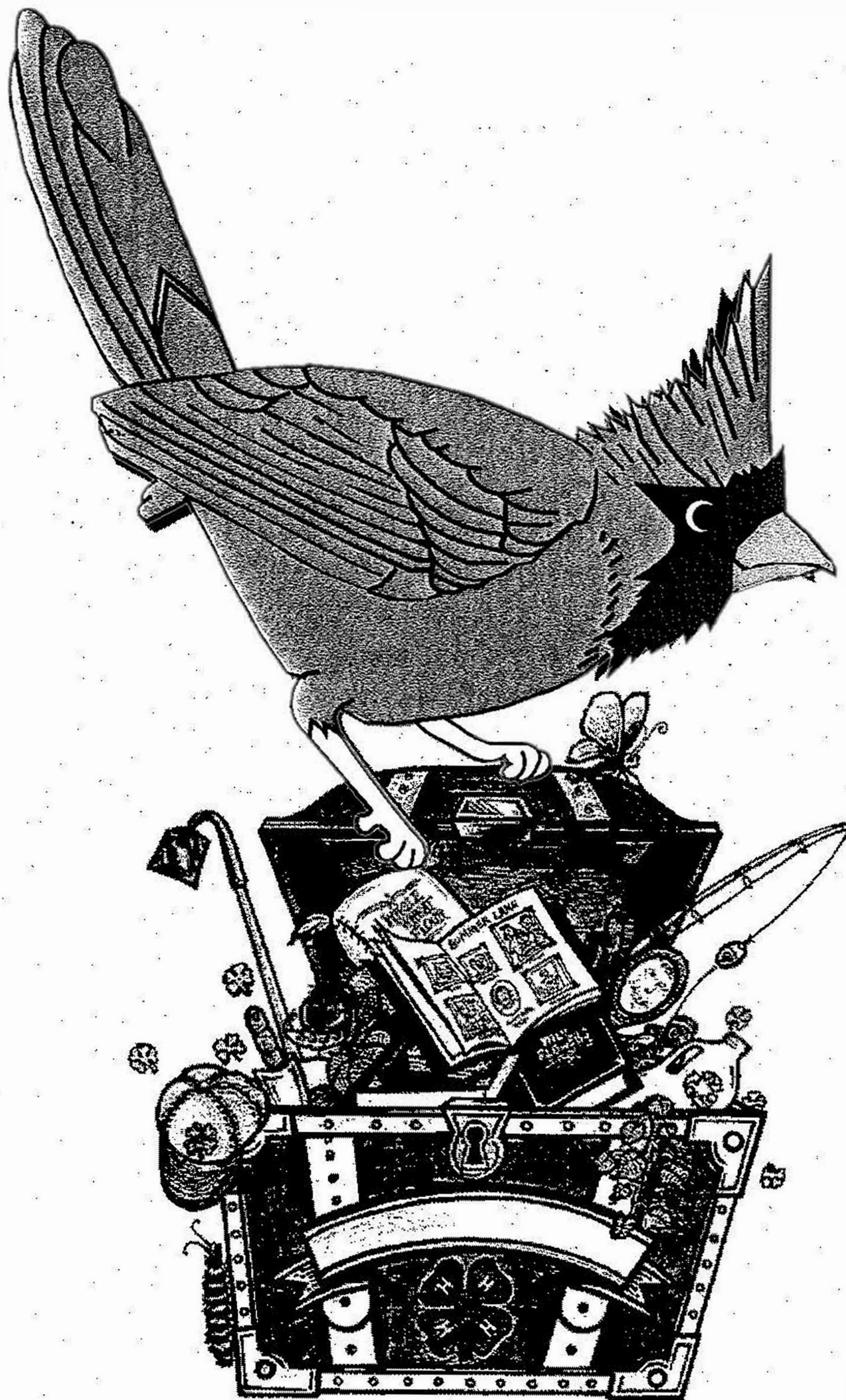


Birds

Group Activity Guide



K-3RD GRADE PROGRAM

North Carolina Cooperative Extension
North Carolina A&T State University
North Carolina State University

Dear Parent or Partner,

The activities in this guide are group activities, and they are designed with a special emphasis on experiential learning. Many of the activities are self-contained: you will need nothing more than this guidebook and common household items to lead 4-H'ers through them. Some activities require handouts, and originals of these handouts, which you can trace or photocopy, have been provided. Another source for the handouts is A&T Cooperative Extension's World Wide Web site (<http://www.ag.ncat.edu/extension/programs/birds/>). All activities are readily adaptable to a variety of conditions, and both large and small groups of children.

Activities are designed to help children develop one or more "life skills." "Life skills" are abilities, knowledge, attitudes or behaviors that enable people to manage real-life situations and transitions. This curriculum is designed to help children develop competencies in social interaction, decision-making, health and physical fitness, self-understanding and experiential education.

In the Step I Birds Mini Project, children learn the body parts of birds, names for different species, and what birds need for survival. The Step II Birds Mini Project exposes children to bird habitats, bird identification and other more advanced topics. This group activity guide is designed to extend the learning experiences and activities children gained in their Step I and Step II Birds Mini Project Books. These activities, designed for parents/partners to use with groups of 4-H'ers, will expose children to a variety of learning experiences related to birds. At several points in each activity, questions are provided for parents/partners to ask the 4-H'ers. To help children develop critical thinking skills, most questions are open-ended, without right or wrong answers. Occasionally, questions have possible answers which will help direct critical thinking, and answers are provided (marked with an asterisk) which may be helpful to parents/partners directing the activity.

The description of each activity contains eight sections. The first three sections are the objectives, materials needed, and background information. The fourth section has detailed instructions for the activity, and it is at this point that the "Experiential Learning Process" begins. In the Experiential Learning Process, the activity is an experience for 4-H'ers. Experiential Learning does not stop with experience alone, and the final four sections — sharing, processing, generalizing, and applying — are equally important. These final four sections provide questions which the 4-H'ers should be asked, to help them think through their experience, process, and evaluate it.

For additional information on the Experiential Learning Process, see the diagram on inside the back cover of this group activity guide.

With your assistance, encouragement and guidance, your child and other members of the 4-H club will learn much and develop a positive attitude toward group dynamics and the learning process. Feel free to contact the 4-H Extension agent at your local Cooperative Extension Center for more information.

Step 1

Activity 1

A Bird Day Birthday!



Objective

4-H'ers will learn to compare and contrast birds' beaks and feeding habits.

Materials Needed

- Paper napkins
- Three or four items from the list below:
 - Peanuts
 - Popcorn
 - Sunflower seeds
 - Raisins
 - Cooked macaroni or spaghetti

Background

All birds don't eat the same kind of food — some only eat seeds, while others are meat eaters — and the shape of a bird's beak provides clues for determining what kinds of food it eats. Birds may also use their beaks to gather water or nectar from flowers. Some birds even use their beaks to tear their food into pieces small enough to swallow.

Birds don't have teeth for chewing. They instead use their gizzards to grind and crush nuts, seeds, grain and other foods. Birds have tongues that come in all shapes and sizes.

★ EXPERIENCE

Tell the 4-H'ers:

1. Today we're going to find out what it's like to eat like a bird.
2. Place peanuts, popcorn, etc. on a paper napkin in front of each child.
3. Ask the 4-H'ers to clasp their hands behind their backs.
4. Allow each child to use only their mouths to eat food from their napkin.

★ LET'S TALK

Ask the 4-H'ers:

1. Which food was easiest to pick up and eat without using your hands? Which food was most difficult to pick up with your mouth?
2. Was it hard or easy to eat without using your fingers?
3. How many pieces of food did you eat?
4. Did you use your tongue to pick up any food items?

★ PROCESSING

Ask the 4-H'ers:

1. Since birds do not have teeth, how do they "chew" their food?
2. Why do you think that birds don't all eat the same kind of food?
3. How did you use your tongue when trying to eat the food?
4. How are the parts of a bird's mouth similar to parts of your mouth?

★ GENERALIZING

Ask the 4-H'ers:

1. What happens when living things don't get enough food?
2. During which season of the year do you think birds will find the most food to eat in your yard or neighborhood?
3. What types of seeds do humans eat?
4. How would you eat a piece of meat without using your hands?

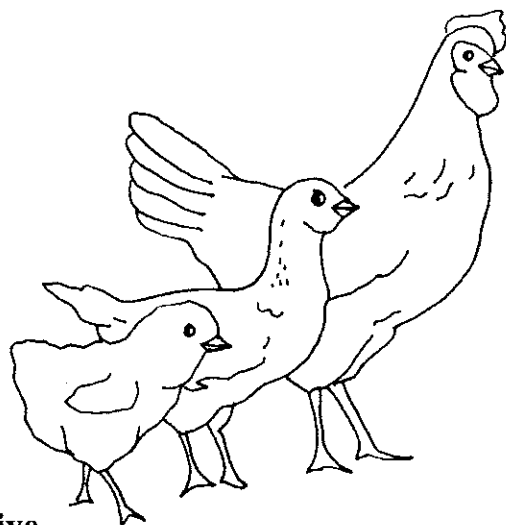
★ APPLYING

Ask the 4-H'ers:

1. In what locations do you see birds pulling worms out of the ground?
2. Where might you see birds catching fish with their beaks?
3. What do you need to attract a greater variety of birds to your yard?
4. Do birds have a favorite food color?
5. If birds can't find their natural source of food, will they eat food offered to them by humans?
6. Do birds eat the same type of food all year?

Activity 2

Birds of a Feather



Objective

4-H'ers will explore the attractiveness and usefulness of bird feathers.

Materials Needed

- One copy (trace or photocopy) of the handout on page 3 of a bird feather for each 4-H'er
- Crayons

Background

Birds are the only animals on earth with feathers! Feathers are made from a chemical called *keratin*. On animals other than birds, keratin goes into scales, fur, (spider) webs, horns, beaks, claws, fingernails and hair. The hollow base part of a feather is called the *quill*. The stiff part of the feather that goes up the middle is called the *shaft*. The sometimes colorful soft parts are the *vanes*. Birds have different types of feathers. Some feathers form brightly colored crests and tail displays, which are important in a bird's courtship behavior.

★ EXPERIENCE

Tell the 4-H'ers:

1. We're going to color our own bird feathers today. You can use any combination of colors you wish. There are no right or wrong color combinations. Be sure, however, to color the shaft of the feather a different color than the vanes.
2. Distribute copies of the handout and crayons, and give the 4-H'ers time to color their feathers.

★ LET'S TALK

Ask the 4-H'ers:

1. What did you learn from this activity?
2. How can you use what you learned today about bird feathers to help you identify birds?
3. What surprised you most about bird feathers?
4. Did you choose your favorite color combination to color the feather?

★ PROCESSING

Ask the 4-H'ers:

1. What specific feature makes a bird a bird?
2. How are feathers from different birds alike? How are they different?
3. Do you think that the shape, size, and weight of a bird's wing help it to fly faster?
4. Are all of the feathers on a bird the same color?
5. Why do you think that some male birds are more brilliantly colored than female birds of the same species?
6. Are the colors of a bird's feathers important for finding a mate (courtship), or keeping eggs warm (incubation)?
7. What other features of a bird do you think are of different colors?

★ GENERALIZING

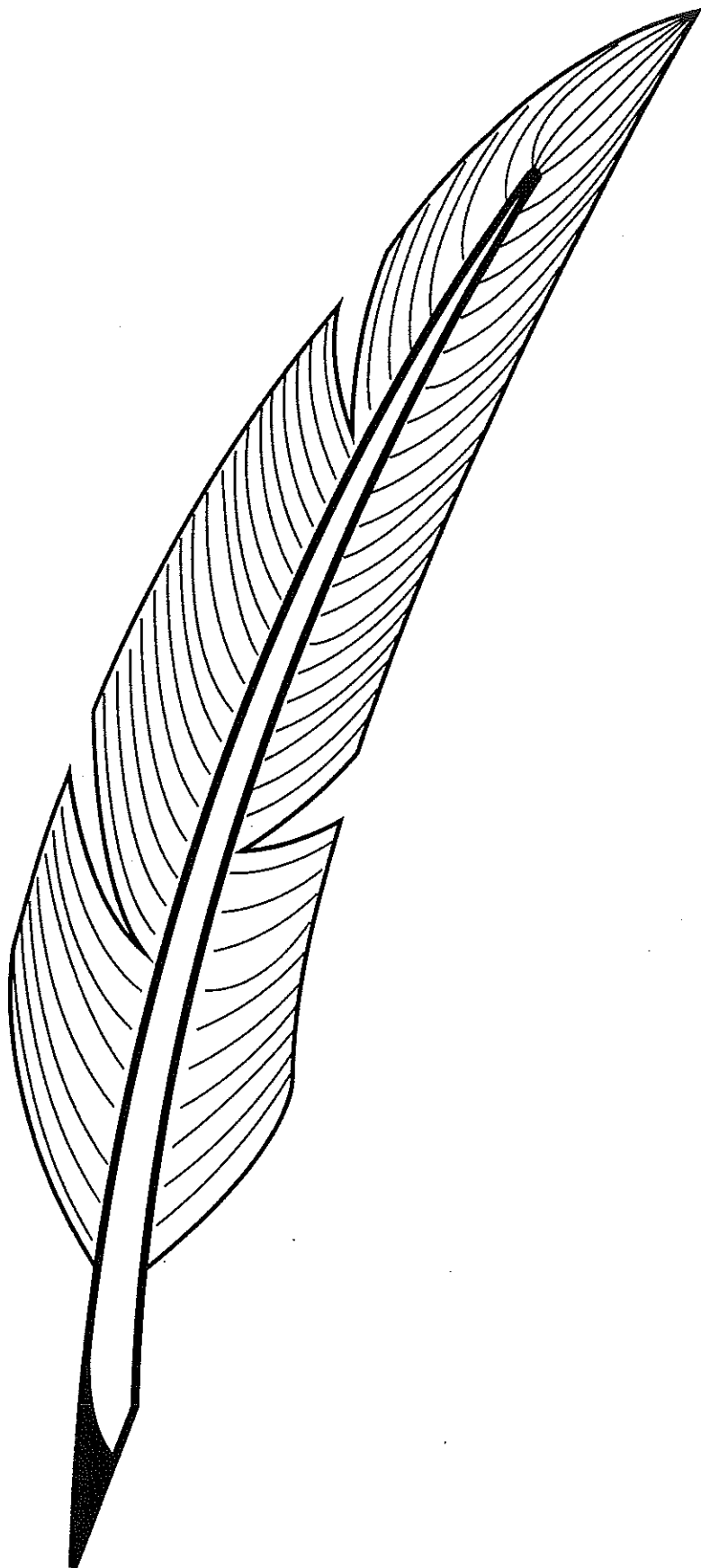
Ask the 4-H'ers:

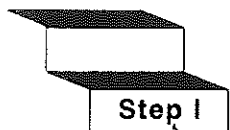
1. Do birds ever get their feathers dirty and need to take a bath?
2. When you get dirty, how do you get clean?
3. Did you know that some birds even take dust baths?
4. Do other animals have different colored eggs, fur, skin or hair?
5. Is color important to other living things, such as plants and insects?
6. How many animals and insects can you think of that have wings other than birds?
7. In what ways are humans similar to birds?

★ APPLYING

Ask the 4-H'ers:

1. Can certain colors be warmer or cooler than others?
2. Would you like to have to wear the same color clothes every day?
3. Are bird feathers useful in other ways?
4. Where would you look for feathers on a scavenger hunt?
5. What does a bird do to keep warm on a cold day?
6. Are birds with bright feathers easier to see than those with dull colored feathers?





Activity 3

Colorful Clues

Objective

4-H'ers will learn to identify four common birds of the Southeast by coloring a chart which they can take home and tape near a window, and use to identify birds they see outside.

Materials Needed

- One copy of the handout on page 5 for each 4-H'er
- Crayons

Background

Amateur bird-watchers as well as ornithologists (scientists who study birds) rely on "field marks" to determine what kind of bird they are looking at. "Field marks" are the distinguishing characteristics of birds' anatomy and plumage which make it possible to recognize them. Some "field marks" are subtle clues, and sometimes difficult to see without binoculars. A bird's beak indicates what sort of food it eats, and the type of talon on a bird's foot can reveal the habitats it prefers as its diet.

One "field mark" that is not so subtle is the color of a bird's feathers. Coloration often can be determined with the naked eye, and although there are some species of birds which closely resemble others, several of the most common Southeastern birds have unique coloration. In some species of birds, the males and females differ dramatically in appearance, and the gender differences include differing colorations. Most male birds are more brightly colored than female birds.

★ EXPERIENCE

Tell the 4-H'ers:

1. We are going to make bird identification charts which we can tape beside a window in our bedrooms. Then, when we look outside and see a bird, we can compare it to the birds on our chart, and perhaps know exactly what kind of bird it is because the one we see outside resembles one of the birds on our chart. There are two things to remember when comparing real birds to those on our charts. First of all, because we are going to color our charts with crayons, the colors of real birds will not match them exactly. Secondly, male and female birds of the same species often look very different. For example, a male

cardinal is very bright red all over, but the female has more buff-brown feathers than red ones.

2. Distribute crayons and copies of the handout to the 4-H'ers.
3. Make sure the 4-H'ers understand color by numbers before they begin coloring their bird identification charts.

★ LET'S TALK

Ask the 4-H'ers:

1. Have you seen any of the birds on your chart? Where have you seen them? What were they doing?
2. Did you learn anything new about birds? If so, what did you learn?
3. What window are you going to tape your bird identification chart next to, and which of the birds on it are you most likely to see from the window?
4. Do the birds you colored have "field marks" which would help you tell them apart even if they were all the same colors?

★ PROCESSING

Ask the 4-H'ers:

1. Are there features on the birds you colored other than color which set them apart?
2. Can you use the same clues or "field marks" to identify all birds?
3. Do you know of any clues other than appearance a bird watcher might use to identify birds?
4. Which feature is used most often by bird watchers to identify birds?

★ GENERALIZING

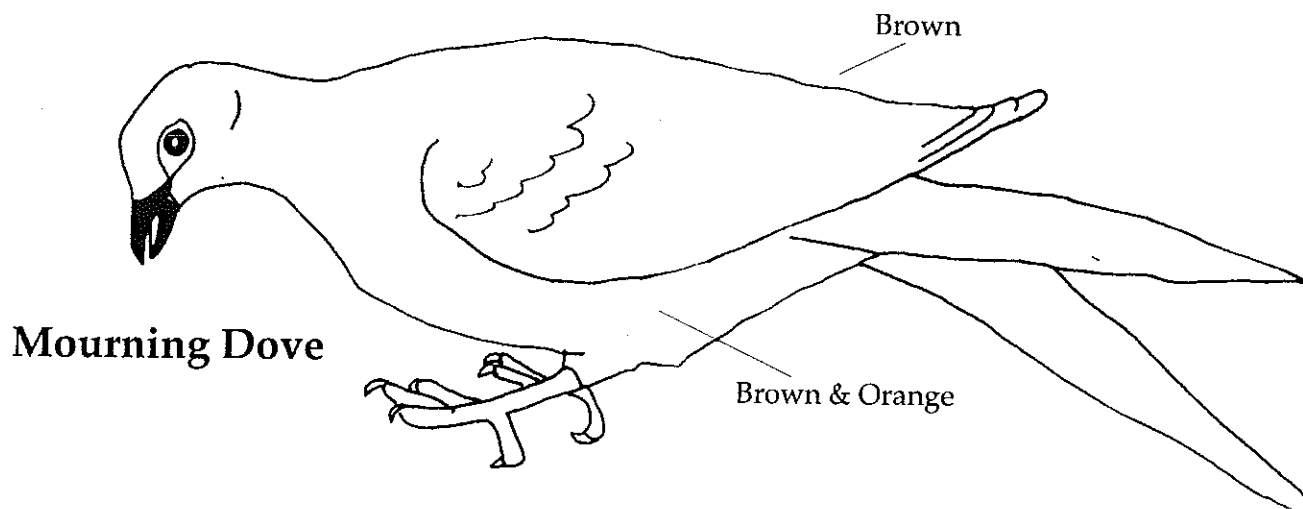
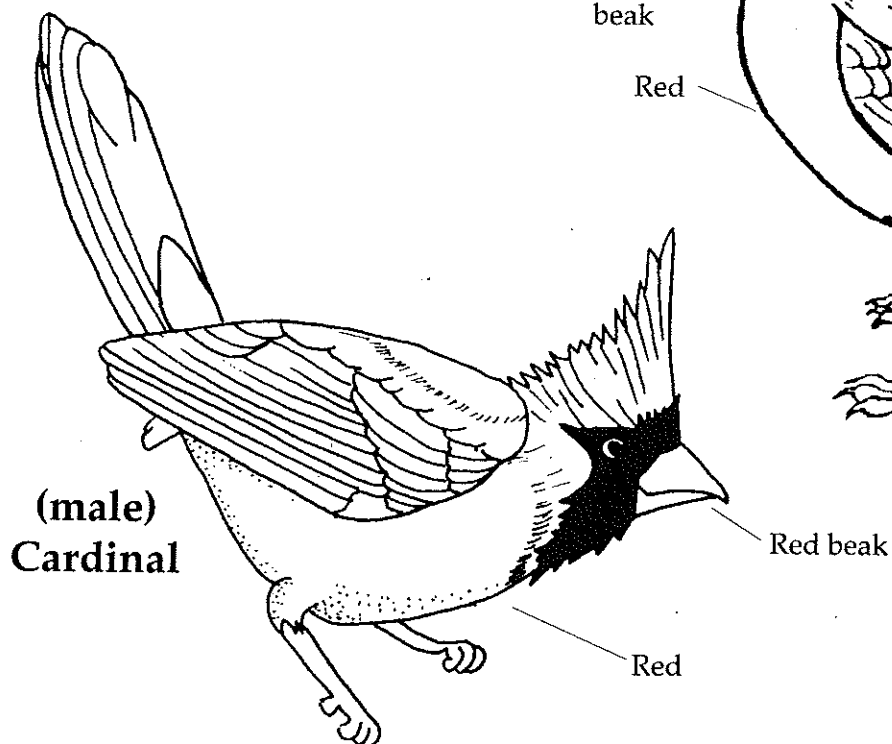
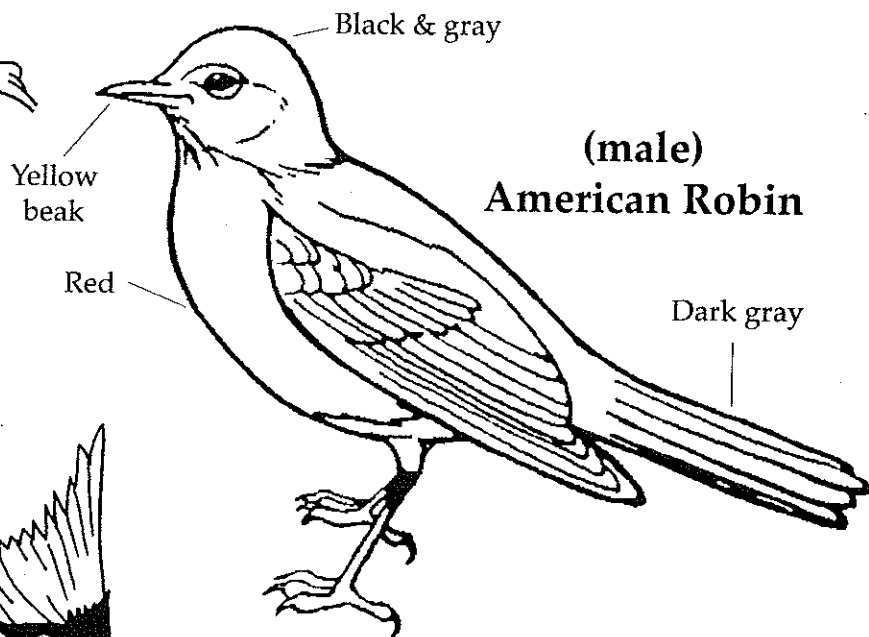
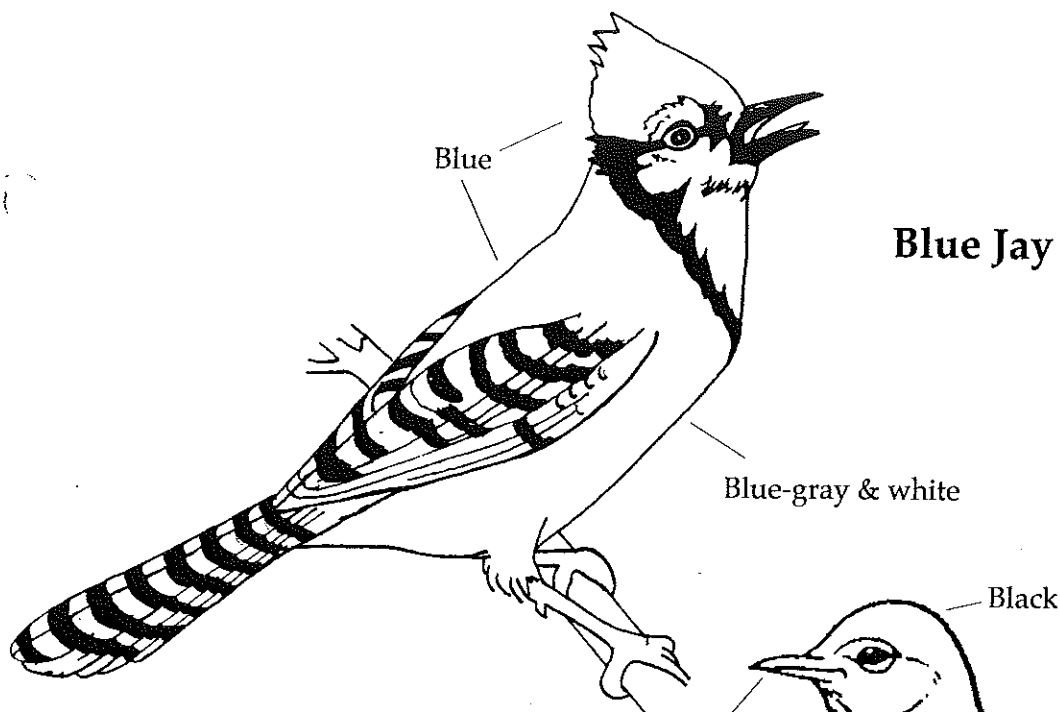
Ask the 4-H'ers:

1. In what ways are birds similar to other animals?
2. How many things can you identify by knowing its color and just one other feature?
3. Do you know of any other animals where the male is a different color from the female?
4. Which other animals do you know that have very distinct "field marks?"

★ APPLYING

Ask the 4-H'ers:

1. When else might you need to use several clues to identify something or someone?
2. What will be good places to see more kinds of birds than what you will be able to see around your home?
3. Can you develop your own list of traits for identifying birds?





Step II

Activity 4

What's In My Home?

Objective

4-H'ers will learn how to build a bird nest.

Materials Needed

- Mud or clay
- A copy of the handout on page 7
- Three or four items from the list below:
 - String
 - Bristles from an old paint brush
 - Yarn
 - Raveled burlap or rope
 - Dental floss
 - Leaves
 - Thread
 - Small pieces of fabric
 - Grass clippings
- Pencils

Background

Nest building usually gets underway after a bird finds a mate. Birds use nests to lay eggs and feed their young. Different kinds of birds build their nests out of different materials, and in different places. Some birds live and build their nests near water, some in deserts, and others on rocky cliffs. There are even birds which make their homes on city buildings and bridges. Most birds make their nests close to where they find their food. A gull eats crabs, clams, and fish and makes its nest close to the seashore. Woodpeckers eat insects that live in trees and make their nests in tree cavities. Some warblers make their nests in trees, but close to the ground. Cardinals nest higher up in trees, and crows nest at the very tops of trees. Many birds make their nests in holes in trees or cactus. Other birds make their nests in meadows where there are few trees but lots of grass.

Sometimes the male and female bird work together to build a nest. Different species build nests of different shapes and sizes. A redstart nest is shaped like a cup, an oriole nest is shaped like a lacy bag, a magpie nest is round like a ball, and a kingfisher nest looks like a tunnel. Some birds don't build nests at all; instead, they use nests built by other birds. Many birds just lay their eggs on bare ground!

★ EXPERIENCE

1. Distribute modeling clay or mud to all the 4-H'ers, and place the other nest-building materials (string, yarn, dental floss, thread, etc.) in the middle of a table or at another central location where all the 4-H'ers have access to them.

Tell the 4-H'ers:

2. Today we're going to pretend we are birds, and, like birds, we're going to build nests out of materials we can find easily. Pretend that you are a bird, and build a nest using anything that you can easily find. Build whatever type of nest you want. Build your nest so it will cushion eggs, and give shelter and protection for the birds as they sit on eggs until they hatch, and protection for baby birds after they hatch from the eggs.
3. Give the 4-H'ers time to construct their bird nests.
4. After all the 4-H'ers have completed their nests, distribute a copy of the handout to each 4-H'er. Instruct them to look at the nests the other 4-H'ers have made and compare to the nests on the handout.
5. In the spaces provided beneath the nests on the handout, 4-H'ers should list the names of their fellow 4-H'ers according to the similarities of the nests they made to those on the handout.
6. If a blackboard or flip chart is available, collect the completed handouts and compile the results for all to see.

★ LET'S TALK

Ask the 4-H'ers:

1. What did you learn about nest building from this activity?
2. As you built your nest, did you have a specific model in mind, or were you just trying to build a sturdy nest?
3. Do you agree with the other 4-H'ers' opinions of what type of nest you built?

★ PROCESSING

Ask the 4-H'ers:

1. Why do birds build nests?
2. How are birds able to build such sturdy nests?
3. Can you think of any "tools" a bird might use to build a nest?
4. Did you use any tools to build your nest?

★ GENERALIZING

Ask the 4-H'ers:

1. During which season of the year do you see birds building nests in your neighborhood?
2. Have you ever seen bird nests in places other than trees?
3. Do you know of animals other than birds which build nests? If so, how do they look like birds' nests, and how are they different?

★ APPLYING

Ask the 4-H'ers:

1. How is a bird nest similar to your home?
2. Did you use materials to build the bird nest that can be used to build other things?
3. Can you think of ways other animals have adapted to buildings, streets and other additions to their environments which people created?

A dove's nest is mostly sticks and straw, without much clay or mud holding it together.

Which of the other 4-H'ers built a nest which reminds you of a dove's nest?



A flamingo's nest is a mound of mud.

Which of the other 4-H'ers built a nest which reminds you of a flamingo's nest?



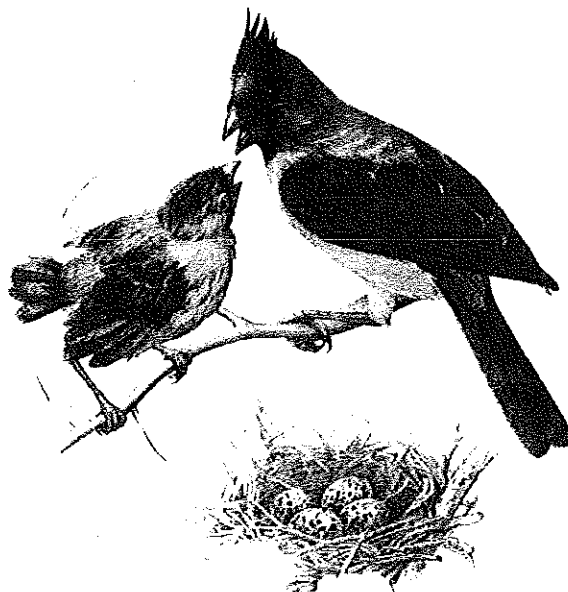
An oriole's nest hangs down from limbs, like a woman's purse hanging from a hook.

Which of the other 4-H'ers built a nest which reminds you of an oriole's nest?



A female cardinal builds a nest of small twigs and grass.

Which of the other 4-H'ers built a nest which reminds you of a cardinal's nest?



Activity 5

Staying Alive!



Objective

4-H'ers will learn birds' four requirements for survival.

Materials Needed

- A copy of the handout on page 9 for each 4-H'er
- Crayons
- Pencils

Background

Humans can sometimes be a real threat to the future existence of birds. Endangered birds are species whose numbers are so low they are in danger of becoming extinct. Threatened birds are species whose numbers are very low or decreasing rapidly. Some species are already extinct — not a single bird of this species is alive on our entire planet. The main reason birds become extinct is loss of habitat due to natural and human causes.

Birds as well as other forms of wildlife have four basic habitat requirements: food for nourishment, water to drink, cover from predators, and shelter to rear their offspring. Some birds migrate thousands of miles to find locations where their requirements are not so hard to find. Other species have shown a remarkable ability to adapt to major changes in their habitats. The natural habitat for pigeons, for example, is rock crevices, but buildings and bridges are great substitutes. By contrast, scientists believe that the present decline or extinction of many birds is due in large part to the destruction of the Central and South American rain forest habitats.

✶ EXPERIENCE

After copies of the handout have been distributed, tell the 4-H'ers:

1. All birds need four things to survive: food, water, shelter and places to hide from their predators. Look at your bird's treasure map, and decide what each stop represents. If it's a stop for food, put an "F" in the box below the picture. If it's a stop for water, put a "W" in the box; if the stop is for

shelter, put an "S" in the box; and when the bird is hiding from an enemy or predator, put a "C" in the box, which will stand for "cover."

2. When the 4-H'ers are finished coloring their bird map, let them think up a name for their bird and write it in the space provided at the bottom of the handout.

✶ LET'S TALK

Ask the 4-H'ers:

1. In how many of the eight drawings is your bird getting food, water, shelter or cover from something people made?
2. In how many of the drawings is the bird getting food, water, shelter or cover from something birds would be able to find in areas where there are no people?
3. Of the four places the bird went which were made by humans, how many were made especially with birds in mind, and how many did people build or plant for another reason?
4. Do you think there might be more than one right answer for some of the drawings?

✶ PROCESSING

Ask the 4-H'ers:

1. What places have you seen birds getting food, water, shelter or cover other than the eight places in the drawings?
2. What do you think would happen to you if all of your habitat requirements were either removed or destroyed?
3. What do many birds do during the fall and winter, when they cannot get food?

✶ GENERALIZING

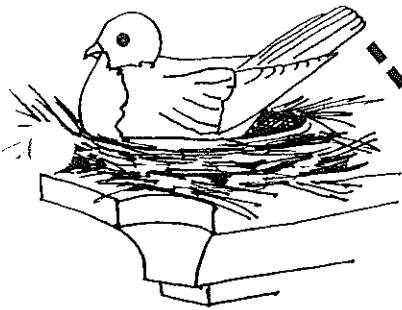
Ask the 4-H'ers:

1. If all the birds were to suddenly leave the area where you live, how would the absence of birds affect the insect populations? What happens to plants in yards and gardens when there are too many insects?
2. How similar or different are human survival requirements from those of animals?
3. Do people have habitat requirements for survival which animals don't have?

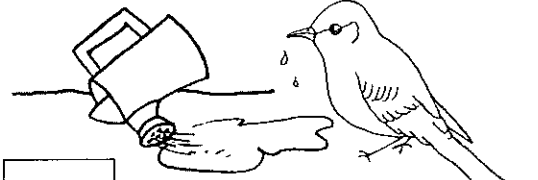
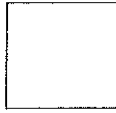
✶ APPLYING

Ask the 4-H'ers:

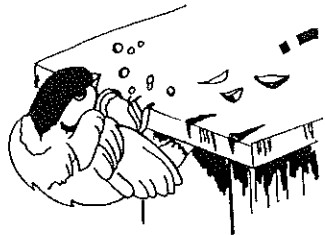
1. What do you think would happen if there were no natural or human controls on wildlife populations?
2. If you were a bird or another animal, would you prefer to live in very crowded conditions, where you must compete constantly, with other animals for food and water, or would you prefer a more open space?
3. Do you know of animals other than birds which migrate?
4. What do humans do when they can't find food, housing or jobs?



This bird is nesting on a ledge



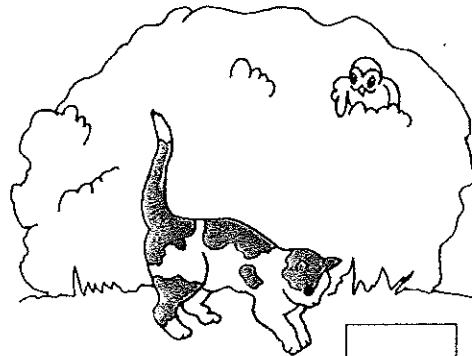
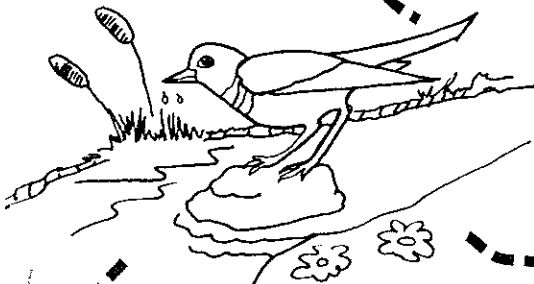
This bird is drinking from a puddle made by a watering can



This bird is eating at a bird feeder



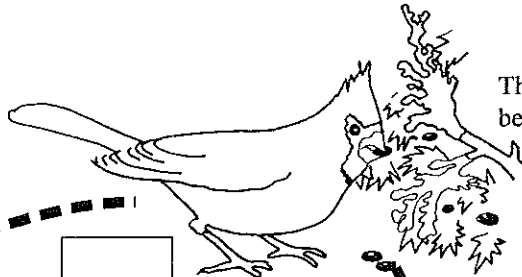
This bird is drinking from a stream



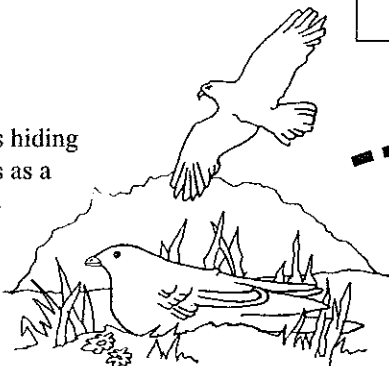
This bird is hiding in a hedge from a cat



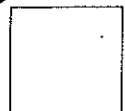
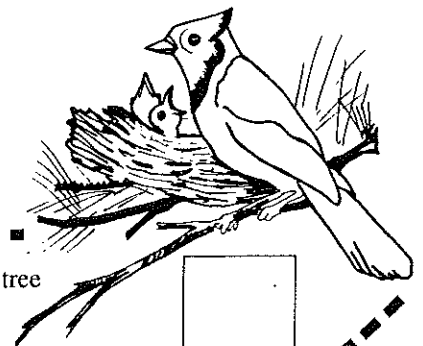
This bird is eating berries on a bush



This bird is hiding in the grass as a hawk soars overhead



This bird has a nest in a tree

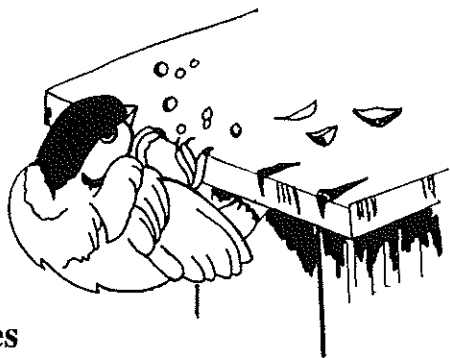


My name is _____



Activity 6

Birder's Up



Objectives

4-H'ers will build simple bird feeders which they can take home and hang outside a window to see what birds visit it.

Materials Needed

- A dried pine cone for each 4-H'er
- Several feet of cord or string
- Peanut butter
- Bird seed
- Popsicle sticks
- Plastic bags

Background

Scientists think there are some 8,800 different species of birds. More species (2,500) are found in South America than on any other continent. Next in line is Africa, with about 1,750 species. North America only has about 950 different species of birds.

Some birds migrate thousands of miles to find food and a home. Different kinds of birds also build their nests out of different things and in different places. Some birds live near water, some in deserts, and others on rocky mountaintops. Still other birds make their home on city buildings and bridges. If you study the birds in a particular area, you will notice that there are far more of some species than others.

So how do you figure out which one of the world's trillion (or so) birds has landed in your yard or at your bird feeder? Most bird watchers compare the bird at the feeder to the pictures and descriptions of birds in their handy field guide — an illustrated bird identification book, which includes descriptions of bird appearances, calls, behaviors, and geographical locations.

★ EXPERIENCE

1. Distribute a pine cone, a piece of cord or rope, peanut butter, bird seed and a popsicle stick to each 4-H'er.
2. Instruct the 4-H'ers to begin construction of their bird feeders by attaching the string or cord to the small end of the pine cone.

3. Show the 4-H'ers how to use the popsicle sticks to insert peanut butter into spaces in the pine cone.
4. Complete the bird feeder by sprinkling or spreading bird seed onto the peanut butter. Allow for some drying time before helping the 4-H'ers place their bird feeders in plastic bags to take home with them.

★ LET'S TALK

Ask the 4-H'ers:

1. Where are you going to hang your bird feeder? Are you going to hang it so birds will have a limb or ledge to perch on while they eat?
2. What kinds of birds do you think will come to eat at your bird feeder?
3. How many times a day are you going to check your feeder to see if any birds are eating from it?
4. Do you think animals other than birds will try to eat the bird seeds or peanut butter?

★ PROCESSING

Ask the 4-H'ers:

1. Which type of beak do you think would be best for eating the bird seeds? Which type will be best for eating the peanut butter?
2. Will the type of birds you see at your bird feeder be different in three months, when the season has changed?
3. Where will be the closest place for birds who eat at your feeder to get water?

★ GENERALIZING

Ask the 4-H'ers:

1. Describe the birds you think you will see most often at your feeder. Do you see those birds throughout the year, or just during certain seasons?
2. If you were to build a bird feeder like this without bird seed, what foods are there in your home's kitchen cabinets and refrigerator which you might substitute?
3. Do you think robins and other birds which eat worms and insects will like peanut butter more than bird seed?

★ APPLYING

Ask the 4-H'ers:

1. Can you think of a way to make a bird bath from string and an item which would ordinarily get thrown into the garbage or recycling bin? How could you build a bird bath for heavier birds?
2. Do you think more birds would come to your feeder if it was far away from your bedroom window and up high in a tree?
3. Are there tools we can use to observe birds which aren't close to us?
4. If a bird you've never seen before comes to your bird feeder, what clues will be most important for determining what kind of bird it is?

Activity 7

Bird Watching Expedition

Objective

4-H'ers will learn about the basic tools for bird watching.

Materials Needed

- The *Audobon Society Field Guide to North American Birds*, *A Guide to Field Identification of Birds of North America* or another of the field guides available at your local library
- A copy of the handout on page 12 for each 4-H'er
- 2 cardboard tubes from toilet paper rolls for each 4-H'er
- Several feet of fairly thick string
- A roll of masking or duct tape
- A piece of heavy cardboard, at least 8 1/2 X 11, for each 4-H'er
- A heavy-duty paper clip (a "binder clip") for each 4-H'er
- A small pencil for each 4-H'er

Background

Birds are fun to watch! Birds have been the inspiration for art and music. Throughout history, the attributes of birds have served as metaphors and symbols for human traits and behavior: "wise as an owl," "peaceful as a dove," "brave as an eagle." From cavemen who drew birds on the walls of their caves to the lyricists who wrote the songs we hear on the radio every day, people have been fascinated by the appearances and behaviors of birds.

Although it's fascinating to simply watch a colorful bird hop around without knowing what kind of bird it is or what it's up to, bird watching becomes a much more absorbing activity with a little basic knowledge of birds and a few tools. Field guides and binoculars are the primary tools for extending our visual appreciation of these animals. Some of the best clues for bird identification come from the physical appearance of the bird.

✦ EXPERIENCE

1. Distribute cardboard tubes, tape and string to all the 4-H'ers, and help them construct make-believe binoculars by placing two toilet paper rolls side by side and taping them together. To attach a neck-cord to the binoculars, make a hole in each of the toilet paper tubes, insert a piece of string and tie it off with a large knot.
2. Once the 4-H'ers have made their binoculars, distribute copies of the handout, and help them make clipboards from cardboard and large paper clips, to support their bird identification charts on the expedition.
3. Distribute pencils to the 4-H'ers and tell them:
We're going to go on a bird watching expedition in a few minutes, and although our binoculars will not be as much help in identify-

ing birds as real binoculars, everything else we do is going to be just the same as an actual bird-watching expedition. We're going to take careful note of how the birds we're watching look and what they're doing, and we're going to use our charts to record important clues that we'll use to later on find more about the birds we're looking at.

4. Lead the 4-H'ers to the outdoor setting available for the bird watching expedition. Let them spread out so they will discover different varieties of birds to watch and chart.
5. Once the bird watching expedition is complete, return to the meeting room and use the field guide to determine what kind of birds the 4-H'ers observed, and to learn more about them.

✦ LET'S TALK

Ask the 4-H'ers:

1. Did you know what kind of bird you were looking at before you began filling out your chart?
2. Can you think of some reasons why birds are of so many different colors?
3. Why is it important to move quietly and not talk loudly when bird watching?

✦ PROCESSING

Ask the 4-H'ers:

1. Did the bird you were watching whistle or make another noise when you were watching it?
2. If you had been able to watch a bird through real binoculars, what more could have been observed about it than you observed with the naked eye?
3. What do you think the bird you watched was doing as you watched it?
4. Why do you think birds sing? Why don't all birds sing the same song?

✦ GENERALIZING

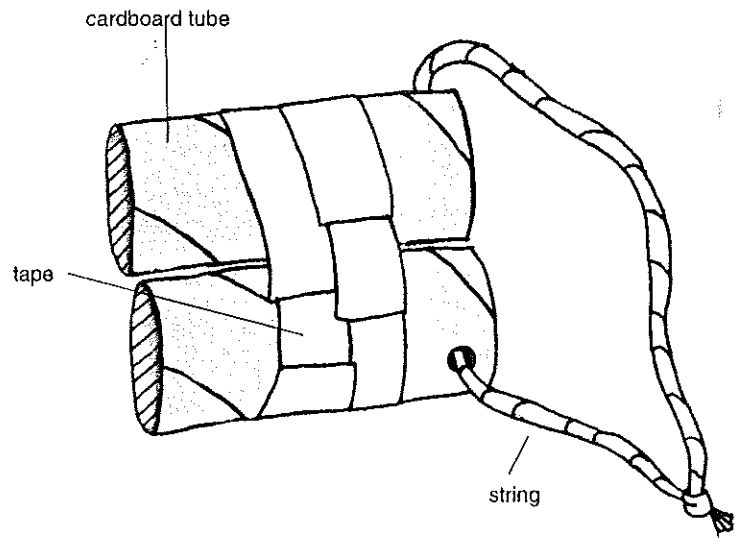
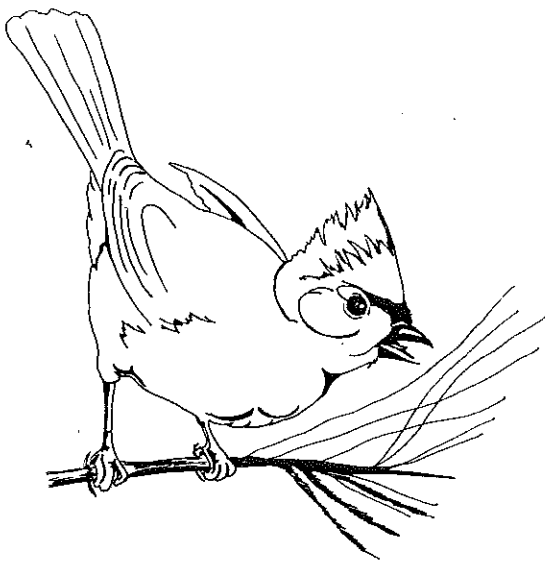
Ask the 4-H'ers:

1. Have you ever watched a wild animal other than a bird?
2. What other ways do animals, insects or humans communicate?
3. What other animals or insects can you identify by the sounds that they make?
4. Do you think that all birds have the same type of tail feathers? If not, then why?

✦ APPLYING

Ask the 4-H'ers:

1. How many animals, other than birds, can you think of which lay eggs?
2. What place do you go to often where you most notice birds? Why do you think there are so many birds there?
3. Can you think of things people do other than bird watching which require them to be quiet and patient?



Location of Sighting _____

Date of Sighting _____ Main Color _____

When sighted, bird was:

- ☐ building a nest
- ☐ eating
- ☐ drinking
- ☐ in tree
- ☐ in bush or shrub
- ☐ on ground
- ☐ flying

Size

- ☐ Smaller than hand made into a fist
- ☐ Larger than hand made into fist, but not as large as a football
- ☐ Larger than a football

Tail shape

- ☐ pointed
- ☐ forked
- ☐ fan

Does the head have a crest?

- ☐ Yes
- ☐ No

Do the bird's eyes have:

- ☐ Rings around them?
- ☐ Stripes over them?

Wings and back colors

- ☐ black
- ☐ blue
- ☐ red
- ☐ grey

Other _____

Are the bird's wings:

- ☐ pointed?
- ☐ round?

Do the bird's wings have "sidebars?"

- ☐ Yes
- ☐ No

Is the bird's breast:

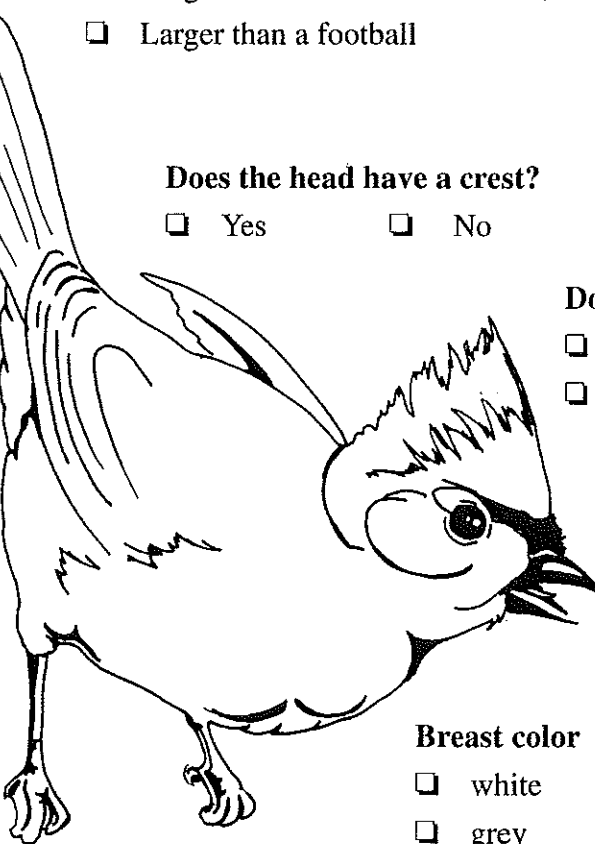
- ☐ streaked?
- ☐ spotted?
- ☐ striped?

Breast color

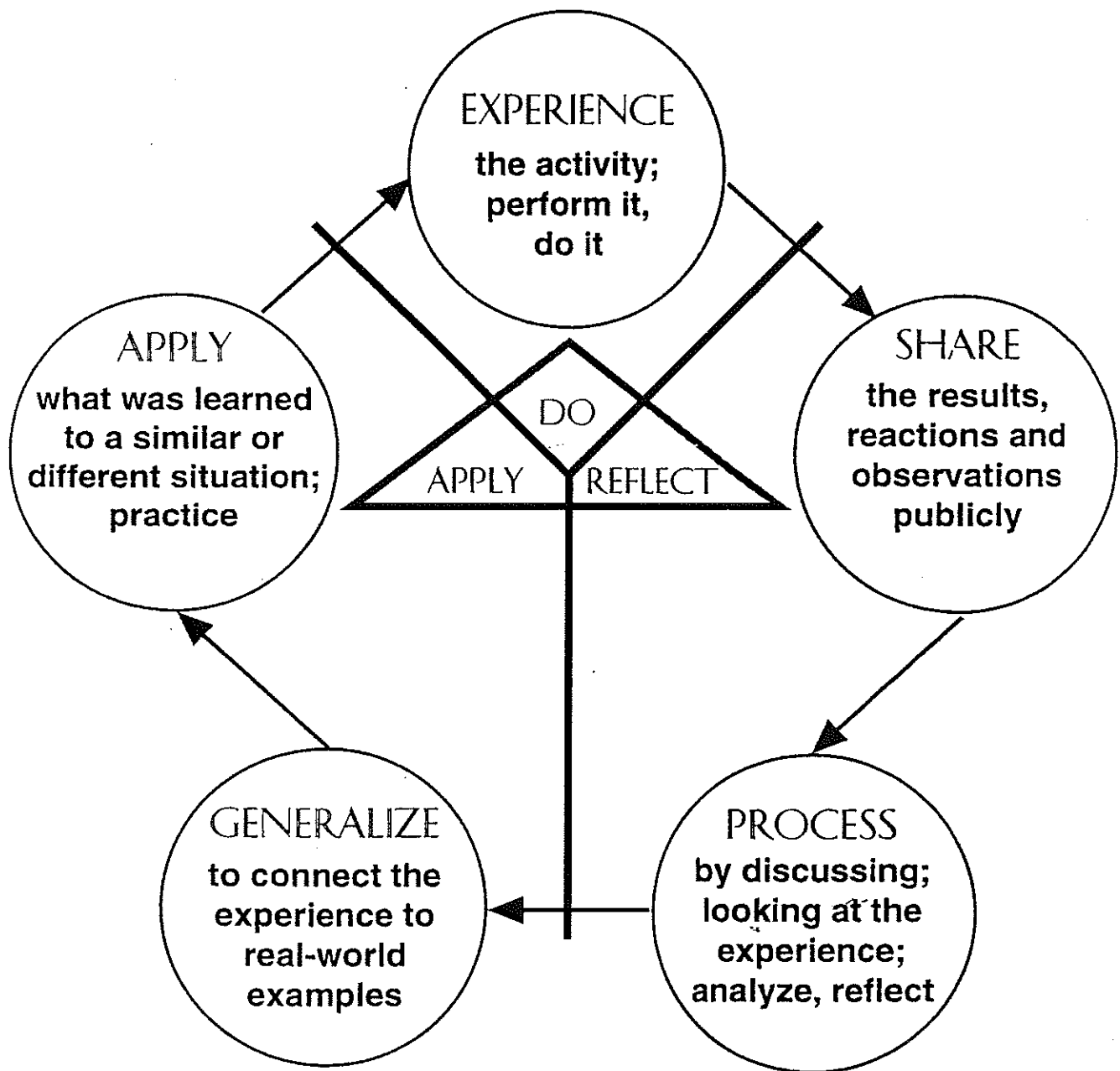
- ☐ white
- ☐ grey
- other _____

Is the beak:

- ☐ Pointed?
- ☐ Long?



EXPERIENTIAL LEARNING MODEL

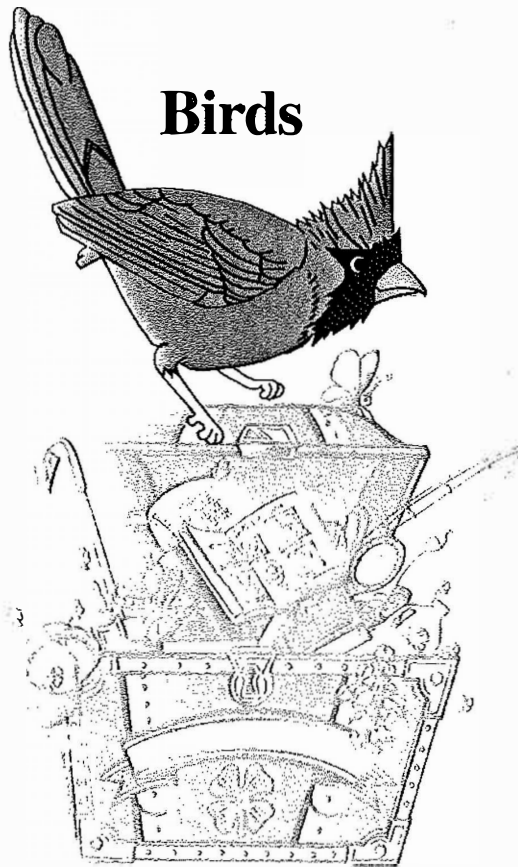


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North Carolina Cooperative Extension Program

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