

Class Summary

Quick Facts

Outside: 1 hour 45 minutes

Grade: 4-8th

Offered: Year-round

Physical Activity: 1 mile walk

Other: No special skills required

Concept

Diversity

Minnesota Academic Standards

- Science
- Language Arts

Classroom Activities

- **Pre-Activity:** *Bird Books*
- **Post-Activity:** *Minnesota Birds*

STEM Components

- Examine
- Observe
- Identify / Classify
- Manipulate
- Summarize / Explain

IB Profiles

- | | |
|---|--|
| <input checked="" type="checkbox"/> Inquirers | <input type="checkbox"/> Open-minded |
| <input checked="" type="checkbox"/> Knowledgeable | <input checked="" type="checkbox"/> Caring |
| <input checked="" type="checkbox"/> Thinkers | <input type="checkbox"/> Risk-takers |
| <input type="checkbox"/> Communicators | <input type="checkbox"/> Balanced |
| <input type="checkbox"/> Principled | <input checked="" type="checkbox"/> Reflective |

Outcomes, students will:

1. Be able to list several characteristics of birds that make them unique to their own taxonomic Class called Aves.
2. Observe birds residing and interacting in their habitats.
3. Use careful observations of bird behavior and physical characteristics to understand bird diversity.
4. Understand why observing birds is an easy way to engage with the natural world and connect with other people.

Brief Synopsis:

This class visits feeders for a close-up view of songbird species, explores the woods for a glimpse of canopy dwellers, sits quietly as wild chickadees approach, and enjoys a view of soaring eagles, hawks, or vultures high above the Root River valley.

Outline:

Bird Brain (30 minutes)

Students will synthesize their knowledge of birds and discover how to differentiate birds from one another. The class then creates a bird on the chalkboard using multiple ideas and sharing their discoveries.

Birding Equipment (15 minutes)

Binoculars are also handed out with instruction on how to focus them and tricks for viewing birds. Each student is given their own pair of binoculars for use during class for stealthy observations. Bird identification books designed for beginning birders may be used to help students identify commonly seen local species.

Birding (1 hour and 45 minutes)

The class hikes the trails of Eagle Bluff making many stops to discover the diversity of wild birds first-hand. These stops may include visiting feeding stations, the overlook to watch soaring raptors, or *Chickadee Central* where wild birds may eat out of quiet students' hands.

Conclusion (15 minutes)

Students will reflect on their learning about birds and how we are connected to them. Students will brainstorm ways to help stay connected to birds after their Eagle Bluff trip and continue learning about birds.