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Bird Team Leaders:

- Jim Anding (776-8371, kittyoncole@msn.com)
- Kitty Anding (776-8371, kittyoncole@msn.com)

KIDBLITZ ACTIVITIES- BIRDS DRAFT 3/27/08

PINECONE FEEDERS

GOAL: Learn to build a simple bird feeder to improve backyard habitats.

MATERIALS:

- Peanut butter
- Dump bag of bird seed into a tray
- Pine cones with yarn loops tied for hanging

RESOURCE PEOPLE:

Kitty Anding, Jean Paul, Ginny West

INSTRUCTIONS:

1. Dialogue about HABITAT
 - a. Ask “what does habitat mean”?
 - b. Explain that scientist teach us habitat = food + water + shelter + space
 - c. Think of a type of bird...what does it eat?
 - d. Think of another type of bird...what does it eat?
 - e. If you wanted more cardinals to visit your backyard, what would you do?
2. Learn how to make a simple feeder for birds that eat seeds
 - a. Tie string on pine cone
 - b. Spread peanut butter on cone
 - c. Roll buttered cone in bird seed
3. Hang up your completed feeder and get your passport stamped
4. Feed the birds in your backyard- make a feeder when you get home and watch it

SUPPORTING INFORMATION

Texas Wildscapes: <http://www.tpwd.state.tx.us/huntwild/wild/wildscapes/>

BIRD BRAIN BOARD

GOAL: Learn the names of common birds in Texas.

MATERIALS:

- Bird board (Dry erase board with pictures of birds on the front; list of bird species at left side; brads by pictures and species names; wiring underneath that connects with a buzzer; pointers that complete the circuit when the brads for correct picture & name are touched) FOR CHECK OUT FROM BLINN AQUATIC CENTER

RESOURCE PEOPLE:

Ginny West, Phil Kronforst

INSTRUCTIONS:

5. Dialogue about BIODIVERSITY
 - a. Ask “what does BIODIVERSITY mean”?
 - b. Explain that scientists teach us BIODIVERSITY = biology + diversity
 - c. BIOLOGY = plants +birds + fish + mammals + insects + herps
 - d. DIVERSITY = all the different species of birds.....
6. Dialogue about how birders learn to recognize bird species
 - a. “I’m thinking of a bird that is red...what is its name”
 - b. Find its picture on the bird board, touch the brad with one pointer
 - c. Find its name and touch the brad with the second pointer
7. Ready for a bird quiz? Name as many birds as you can using the pointers. Count the beeps.
8. Report how many you named and get a bird stamp on your passport

SUPPORTING INFORMATION

In Bird Trunk binder: Common Birds of Texas, Klutz Guide to Birding
Field guides

Are You a Bird Brain? http://www.tpwd.state.tx.us/kids/wild_things/birds/index.phtml

BIRD BEAKS!

GOAL: Learn why there is diversity in the shapes of the beaks of birds, related to their foods.

MATERIALS IN BIRD BEAKS ACTIVITY TRUNK (Available from TCWC):

- Tools: e.g. nutcracker, tweezers, straw, fork, tongs
- Foods in trays
- Photos or models of birds: cardinal, bunting, robin, warbler, hummingbird, heron, duck

RESOURCE PEOPLE:

Larry Hysmith, any one who has taken Project Wild training

INSTRUCTIONS:

1. Dialogue about diversity in shapes of bills of birds
 - a. If they came to dinner, how would you know what they like to eat?
 - b. The clue is in the shape of the bill
 - c. Bills are like tools designed to pick up different objects
2. Which birds have bills like...
 - a. Nutcracker (buntings and cardinals)
 - b. Tweezers (warblers)
 - c. Straw (hummingbird)
 - d. Fork (herons)
 - e. Tongs (ducks)
3. Dialogue about how birds choose their habitats based on what they eat
4. Explain the difference between two bird beaks and get your passport stamped

SUPPORTING INFORMATION

Project Wild

Guess Who's Coming to Dinner

http://www.tpwd.state.tx.us/kids/wild_things/birds/bird_bills_quiz1.phtml

I SPY!

GOAL: Learn to recognize and name the most common species along the trails in the park

MATERIALS:

- Bird dummies (meadowlark, bluebird, bluejay, dove, owl, duck, painted bunting, cardinal)
- Laminated check sheets with sticky dots
- Bird stakes (silhouettes on garden stakes)

RESOURCE PEOPLE:

Jim Anding, Betty Vermeire, David Scott, Mary Dabney Wilson

INSTRUCTIONS:

1. Decide on a section of trail for the I SPY activity. Place a garden stake at the beginning and end to mark the spot.
2. Place the bird dummies along the trail in locations where you would expect to find that species (e.g. on ground, near water, in shrub, on stake). Attach the dummy to an object with the ring, to reduce tendency for kids to “grab & take”. OPTION: get older kids to help place the birds
3. Pass out checksheets and instruct kids to
 - a. Identify the birds on the checksheet
 - b. Explain how scientists count birds on a transect, what is a transect
 - c. Look for the birds you see along the trail transect
 - d. Place a sticky dot on the checkbox next to the bird you saw on the transect
 - e. Report the results when you have completed the survey
4. Bring your bird list to the bird booth for a stamp on your passport

SUPPORTING INFORMATION

In Bird Trunk binder: Common Birds of Texas, Klutz Guide to Birding
Field guides

Are You a Bird Brain? http://www.tpwd.state.tx.us/kids/wild_things/birds/index.phtml