

## Bird Bodies

<b>Section(s):</b>	Beavers, Cubs
<b>Estimated Time:</b>	
<b>Materials Included:</b>	-Laminated large Blue Jay image with labels -Cardinal youth answer sheet -Cardinal cut and paste bird body labelling activity
<b>Materials you Provide:</b>	-tape or sticky tack -copies of the cut and paste bird body labelling worksheet (if you choose) -scissors and glue (if you choose to do cut and paste activity) -pencils and crayons (if you choose to do the alternative task)
<b>Canadian Path Connections</b>	
<b>OAS</b>	none
<b>PABs</b>	<b>Beavers:</b> Could go towards part of one adventure for Earth Beaver (learning all about Birds) or Science Beaver (identifying birds in the wild). <b>Cubs:</b> Could go towards part of one adventure for Cub Earth (learning all about Birds).
<b>SDGs</b>	By doing the activities in this bin and exploring “Birding” you have done one project toward earning the “Environment” badge. Remember you need 2 projects for bronze level, 4 projects for silver and all of the goals in the section for gold level. <a href="#">See here for more details.</a>
<b>Activity Outline</b>	
<b>Overview</b>	This is a basic introduction to the different body parts of a bird. Youth will learn the names of different body parts that all birds have, making connections between the characteristics that we share with birds and those that are different.
<b>Set Up</b>	-Post large bird image on the wall with tape. -Ensure labels are placed randomly in a bag for youth to draw from. -Ensure you have one worksheet per youth along with something to write with (hand out the worksheet after the input)

<p><b>Hook</b></p>	<p>Watch the video <a href="#">All About Birds</a> (5 min.)</p> 
<p><b>Explanation and Activity</b></p>	<ol style="list-style-type: none"> <li>1. Once youth have watched the video, invite them to gather near the image of the bird you taped up earlier.</li> <li>2. Explain to youth that in order to learn more about birds we see in nature, we must first learn about their body parts!</li> <li>3. Explain that you need their help to label the different body parts of the bird on the picture, and tell them that you have label cards that need to get attached.</li> <li>4. Invite youth to pull out a label. Read the label out loud as a group and ask where they think it belongs. Using tape, place the label on the correct spot on the bird image.</li> <li>5. Continue until all parts are labelled.</li> <li>6. Ask “Which body parts do we (humans) have as well? Do they look the same? Which body parts do birds have that we don’t?”</li> <li>7. To help remember the different parts of the bird-here is the perfect song.        To the tune of “Head, Shoulder, Knees and Toes”        Be-eak (<i>point to nose</i>), cre-est (<i>hand on head</i>), wings (<i>flap arms</i>) and tail (<i>shake your bum</i>),        wings (<i>flap arms</i>) and tail (<i>shake your bum</i>),        wings (<i>flap arms</i>) and tail (<i>shake your bum</i>),        Be-eak (<i>point to nose</i>), cre-est (<i>hand on head</i>), wings (<i>flap arms</i>) and tail (<i>shake your bum</i>),        Eyes (<i>point to eyes</i>), Throat (<i>point to throat</i>), Legs (<i>point to legs</i>) and Feet (<i>stomp your feet</i>)</li> </ol>
<p><b>Discussion/Wrap-up (optional)</b></p>	<p>Hand out the “Parts of a Bird” cut and paste activity for youth to complete .</p>
<p><b>Alternative Task (optional)</b></p>	<p>On the back of the “Parts of a Bird” paper, draw a real bird species like a robin or blue jay or create a bird species from your imagination.</p>