



# Birds Are Everywhere

## ALABAMA OUTDOOR CLASSROOM ACTIVITY

### Grade Levels

K-5

### Overview

Students search their outdoor classroom for evidence of birds

### Subject Areas

Science, Language Arts,  
Environmental Education

### Duration

one 30-45 minute session

### Learning Objectives

Students will 1) look for the presence of wildlife in their classroom; 2) identify types of evidence that can be used to indicate the presence of wildlife, particularly birds; and 3) look for the presence of birds in their outdoor classroom.

### Alabama Course of Study Objective Correlations for Science

Kindergarten: 3, 4, 6, & 7

First: 1, 2, & 4

Second: 2 & 6

Third: 8 & 13

Fourth: 5 & 6

Fifth: 9

### Outdoor Classroom Connections

Explore your outdoor classroom's song bird habitat for evidence of birds and other wildlife.

### Materials

- Pencils and paper for journaling (*optional*)
- Field guides (*listed on page 2*)

**This activity was adapted from the "Wildlife is Everywhere!" activity in Project WILD with permission from ADCNR.**

### Background Info

Many people think of wildlife as the large animals of Africa, such as the lion and elephant, or the large animals of the North American forests, such as the grizzly bear and elk. However, wildlife includes all animals that have not been domesticated by people.

What may be surprising is that wildlife includes the smallest animal organisms—even those that can be seen only through a microscope. Spiders, insects, reptiles, amphibians and most species of fish, birds and mammals may be considered wildlife. Even when animals are silent or not visible, they exist somewhere around us. Thousands of organisms live in and on human skin, hair, and bodies. In fact, the organisms that inhabit human bodies play a part in human survival. Some form of animal life is always near.

Evidence for the presence of birds can be found when actual sightings are possible. Students will practice looking for evidence for the presence of birds in their outdoor classroom.

### Preparation

You can place "evidence" of birds and other wildlife such as a bird's nest, bird feathers, snake's skin, etc. in your outdoor classroom area that the students can "discover" in addition to the evidence that can naturally be found. (*optional*)

### Procedure

Note: *Ask students to observe, but not touch or disturb, any animals they may see.*

1. Invite the students to explore the indoor classroom looking for signs of wildlife. Even in the cleanest rooms, some signs of life can be found. It might be a spider web, dead insects near lights or insect holes along baseboards and behind books. After the search, and a discussion of what the students might have found, asks the students what **evidence** can they provide that animals are present in their classroom.

2. Ask students to list types of **evidence** that can be used to determine the presence of a bird (sightings, bird songs, droppings, nesting sites, feedings sights, feathers, eggs, carcasses, tracks, scratches or markings, etc). Encourage students to think about using their senses (especially their senses of sight and hearing).

3. Take the students outside **to look for evidence** of birds in their outdoor classroom. Divide the students into pairs and give each pair five minutes to find as many signs that birds have been there. (Be sure that they do not harm or seriously disturb any evidence that is found.) Remind them to use their senses.

4. Discuss with the students what they have learned. Emphasize that this activity shows that birds and wildlife share our habitats and sometimes we are not even aware of their presence. Looking for birds in an area requires looking for **evidence** of the bird's presence.



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### Literature Connections

- ⇒ *Bird* (DK Eyewitness) by David Burnie (ISBN: 10-0756606578)
- ⇒ *About Birds* by Cathryn Sill (ISBN: 10-1561451479)
- ⇒ *Backyard Birds* (Peterson Field Guide for Young Naturalists) by Karen Stray Nolting (ISBN: 10-0395922763)

### Bird Field Guides

- ⇒ *National Audubon Society Field Guide to Southeast United States* (ISBN-10: 0679446834)
- ⇒ *The Sibley Field Guide to Birds of Eastern North America* by David Allen Sibley (ISBN: 10-067945120X)
- ⇒ *Birds of Alabama Field Guide* by Stan Tekiela (ISBN: 1591931517) with *Birds of Alabama Audio CD* (ISBN-10: 1591931509)

### Bird Magazines

- ⇒ *Birds & Blooms*
- ⇒ *Audubon Magazine*

### Other Related Conservation Education Activities

#### Project Learning Tree

- ⇒ *Charting Diversity*
- ⇒ *Schoolyard Safari*

#### Project WILD

- ⇒ *Wildlife is Everywhere*
- ⇒ *Color Crazy*
- ⇒ *Learning to Look, Looking to See*

#### Discovering Alabama Videos

- ⇒ *Red-cockaded Woodpecker*
- ⇒ *Wildlife Rescuers*

### Assessment

- ▶ What evidence did the class find that showed that wildlife lives in their indoor classroom?
- ▶ What evidence did you find that birds live in your outdoor classroom?
- ▶ Draw a picture of places where you believe birds live in your outdoor classroom.
- ▶ What kinds of things do you think you can do to increase the kinds and numbers of birds living in your outdoor classroom?

### Extensions

1. Observe birds in your yard, neighborhood and city parks.
2. Search for magazines and books for pictures of birds from all over the world.
3. Invent names and descriptions for birds not seen in an area, but whose presence was indicated by other evidence.
4. Using maps, look for cities, towns, and streets named after a bird.

### Notes

Page 2 of 2

The Alabama Outdoor Classroom Program is a partnership between:



Alabama Cooperative  
Extension System



Alabama Wildlife Federation

[www.alabamawildlife.org/classrooms/](http://www.alabamawildlife.org/classrooms/)



Alabama Department of  
Conservation & Natural Resources