

Grade: All ages
Time: 1 hour
Season: All

Bird Banding

National Science Teaching Standards

- A.** Science as **INQUIRY**
- C.** **LIFE** Science
- E.** Science **TECHNOLOGY**
- F.** Science in **PERSONAL** and **SOCIAL PERSPECTIVE**
- G.** **HISTORY** and **NATURE** of Science

Objective:

- Students will identify birds common to Iowa.
- Students will understand collecting data world-wide is significant in scientific research and the impact it has on nature.
- Students will begin to see scientist of all countries working together to help our environment.

Pre Activity:

- Using your school's resources and the internet, research birds common to Iowa.

Equipment:

- Bird Field Guides (1 per student)
- Bird banding logs, bands, boxes
- Bird nets

Procedure:

1. Springbrook instructors will begin collecting birds about 1 hour before presentation. Identify species, gender, age of birds collected.
2. See attached notes for bird banding class discussion.
3. Banding: select 4 students (bander, holder of bird, holder of leg, releaser of bird)
4. Band bird...release it
5. Repeat process until all but one bird is released.
6. Last 5-10 minutes of class show the students: bird ear, skin, brood patch if banding during correct seasons, listen to heartbeat.
7. Students wash hands with soap and water.

Post Activity:

- Take an outdoor walk around the school grounds and/or neighborhood. Try to identify the birds you hear and see. If you don't have field guides use the internet.

Post Discussion:

- Discuss the importance of tracking species (not just birds) world wide.

- Write a scenario about a bird similar to the trumpeter swan story or South American trek mentioned in the bird banding class. Share story with the class. Discuss why banding the bird in your story helped ornithologists.
- Research 1 bird common to Iowa. Share your information with your classmates.
- Take on the life as a banded bird. Write a diary of your life. Share it.