

BIRDS FOR ALL

an eeINSPIRE Webinar

Presented by:



PLT is an initiative of SFI 





HELLO!

AGENDA

- 3:05 p.m.** Inclusive Birding
- 3:15 p.m.** Ornithology & Sense of Place
- 3:25 p.m.** Conservation and Justice Fellows
- 3:35 p.m.** Together for Birds: EE Activity Collection
- 3:45 p.m.** Poetry Reading
- 3:50 p.m.** Partner Panel: Spark Birds
- 4:15 p.m.** Optional Q&A

OUTCOMES

1



ENGAGE

Learners in inclusive birding experiences.

2



EXPERIENCE

An elementary environmental education resource, **Together for Birds**, exploring how it can be used to introduce the concept of habitats through birds.

3



PRACTICE

Reflection after experiencing the joy, wonder, and connection made possible by birds.



**WHO IS A BIRDER?
WHAT IS BIRDING?**

Together for Birds

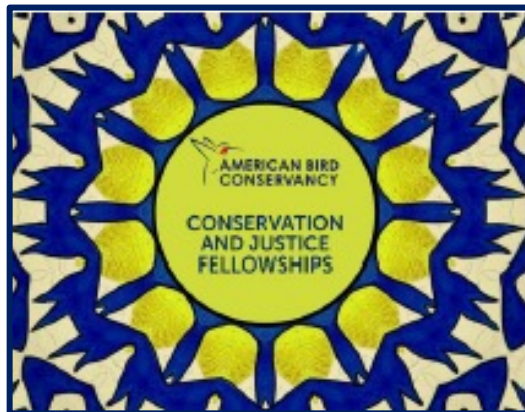
Belonging, Balance, and Fairness

Cultivating a culture that centers care and respect.



Ethical Conservation

Partnerships, community engagement, fellowships, and storytelling.



Birds for All

Environmental education.
Inclusive Birding.





**BIRDS ARE
EVERYWHERE**

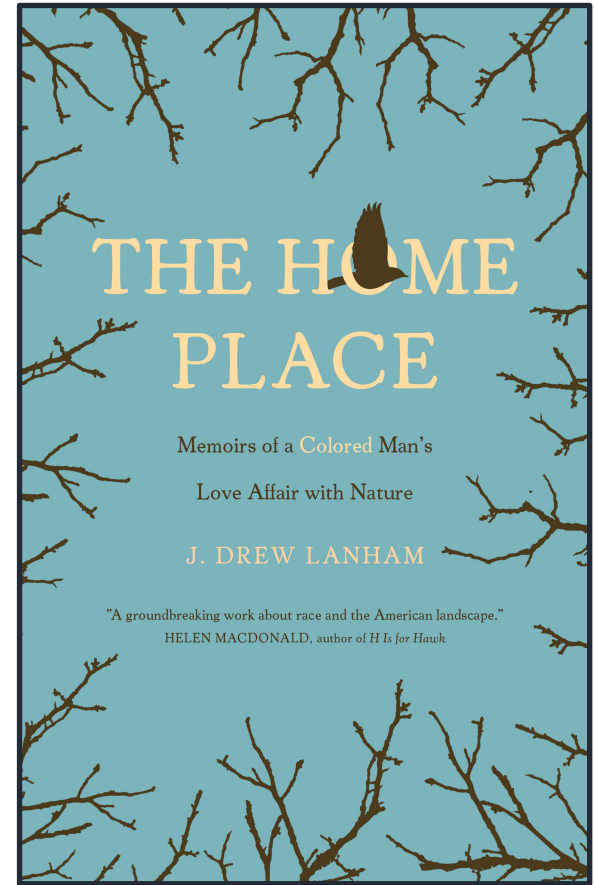
HONORING PLACE



“ I believe that many of the answers lie in honoring people, the other beings with whom we share our planet, and the places where we live, work, and play. ”

“I think about land. But more and more I also think about how other black and brown folks think about land. I wonder how our lives would change for the better if the ties to place weren’t broken by bad memories, misinformation, and ignorance. I think about schoolchildren playing in safe, clean, green spaces where the water and air flow clear and the birdsong sounds sweet. More and more I think of land not just in the remote, desolate wilderness but in inner-city parks and suburban backyards and community gardens. I think of land and all it brings in my life. I think of land and hope that others are thinking about it, too”

– J. Drew Lanham, *The Home Place*, page 183





J. DREW LANHAM



**ABC CONSERVATION
& JUSTICE FELLOWS**

Aloha



NOAH GOMES

Conservation & Justice Fellow



SHARE BIRD STORIES



Look for local or regional stories, legends, or songs about birds to share with students. For example, the traditional native Hawaiian story of the 'Ōhi'a Lehua and Po'opāpale explains the relationship between native honeycreepers and the 'Ōhi'a tree, a primary food source and habitat for many of them. One place to start is the website Native American Birds of Myth and Legend at native-languages.org/legends-bird.htm



Swapna Shepherd



HELLO!



CLAUDIA SANTIAGO

Conservation & Justice Fellow



ee360+





Swapna Shepherd



“By stepping out of the park's boundaries to talk to the community, we were making a difference. We were also deepening our own understanding...”



HELLO!



JACLYN STALLARD

Curriculum Advisor
PLT/SFI





PLT's Goal:
To advance environmental education,
forest literacy, and career pathways using
trees and forests as windows on the
world.

PLT'S LIFETIME OF LEARNING



PLT EDUCATION

Curriculum resources for educators and community leaders that teach young people *how* to think about some of our complex challenges and support young people in exploring a green career



PLT FOREST LITERACY

Knowledge building tools and resources that teach important concepts around forests and sustainability



PLT CAREER PATHWAYS

Programming to support building career pathways that expose young people to the diversity of careers in the forest and conservation sectors

AWARD-WINNING EE MATERIALS



2021 Winner of the Platinum MarCom Award for **Print Design**

2021 Winner of the **Smart Book Award** from Academics Choice

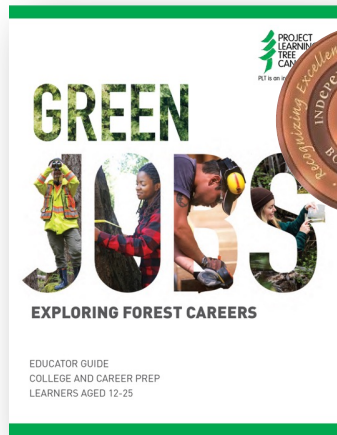
Winner of **Kirkus Reviews' Best Indie Books** of 2021



Platinum winner in the **2021 Hermes Creative Award** from the Association of Marketing and Communication Professionals



2021 Winner of the **Smart Book Award** from Academics Choice

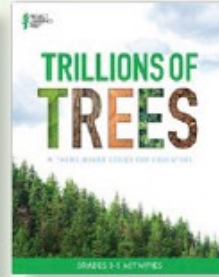
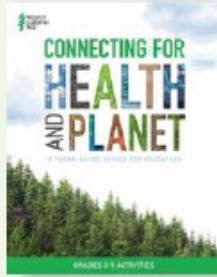


Bronze medal winner in the **2021 Independent Publisher Book Awards** contest

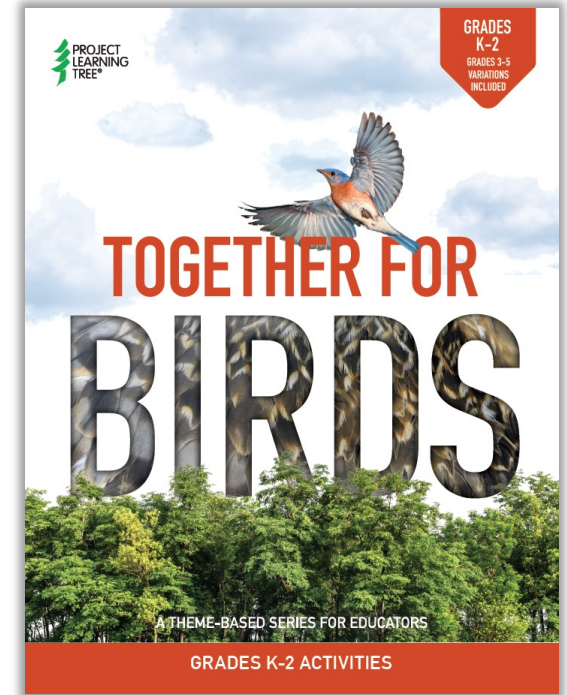
ACTIVITY COLLECTIONS



2021-2022



2020



WHY WE NEED BIRDS

Birds play countless roles in healthy ecosystems—and improve our quality of life. One of the best ways to attract birds is to plant a tree. Trees provide birds with food (nuts, fruit, buds, leaves, and sap), water collected in their leaves, shelter, and nesting sites.

did you know?

Birds inspire poetry, music, and the visual arts. See the Poetic Reflection on page 30.

Birds are indicators of ecosystem health.

Birds inspire scientific inquiry.

Birding is an important source of ecotourism in many parts of the world.

Birds connect us to nature—including cities.

Birds teach us about climate and the environment.

Birds bring color, sound, and beauty to our landscapes.

Birds are essential for dispersing native plant seeds.

Birding activities improve people's mental and physical health.

Birds eat insect pests in gardens and farms.

Birds pollinate plants, which is necessary for our survival.

- **Grades K–2** learners explore why birds matter using habitat-based investigations.
- Each activity contains age-appropriate **adaptations for Grades 3–5**. See the **VARIATION** section in each activity.
- Activities can be used as stand-alone lessons, or as a **cohesive unit of instruction**.

Turn teaching and learning into
ACTION FOR BIRDS
all year long



PLT is an initiative of SFI 

ACTIVITIES INCLUDED



GRADES K-2
VARIATION 3-5

TREES AS HABITATS

From their leafy branches to their tangled roots, trees provide habitat for birds, other animals, and plants. Students will inventory living things in, on, and around trees and discover how birds and other living things depend on trees in many ways.

SUBJECTS
Science, English Language Arts

PLT CONCEPTS
1.1, 1.2, 2.1

STEM SKILLS
Collaboration, Data Analysis, Technology Use

DIFFERENTIATED INSTRUCTION
Hands-on Learning, Higher-order Thinking, Nonlinguistic Representations

MATERIALS
Part A: Paper tubes, materials for decorations, magnifying glasses, binoculars, digital cameras or electronic tablets, clipboards or cardboard with paper clips, Optional: Collection of animal signs.
Part B: Journals or paper and clipboards.
Optional: Field guides (or trees, shrubs, insects, and birds), magnifiers, bug boxes, binoculars, digital cameras or electronic tablets.

TIME CONSIDERATIONS
Preparation: 15 minutes
Part A: 40 minutes
Part B: 40 minutes, plus time for data analysis

OBJECTIVES
Students will

- Observe birds and other living things that depend on and influence trees.
- Identify interrelationships between birds and other organisms that depend on trees.

BACKGROUND
A habitat is the place where a plant or animal gets all the things it needs to survive, including food, water, shelter, and space for having and raising offspring. A habitat may be as large as 100 square miles (259 km²) of grassland for a lion or as small as a single plant for an insect. A tree may serve as part of an organism's habitat, or it may be the organism's entire habitat.

Trees provide optimal habitat for many different bird species, offering spaces for shelter, mating, and feeding. Their branches and limbs provide protection from weather and predators, as well as places to build nests. Birds feed on their seeds, nuts, fruits, buds, nectar, and sap and on insects in their bark. Birds also use tree crevices for hiding and storing food.

Even snags, or standing dead trees, provide habitat for a variety of different species. Tree frogs and beetles live under a snag's bark. Woodpeckers and other birds feed on the insects that live in snags. Owls and chickadees nest in cavities created by woodpeckers, and squirrels and deer mice store food in them.

GETTING READY

- Find an area with several trees (any size) or shrubs for students to examine.
- If you do not have access to trees or shrubs, you may use human-built structures instead. Many birds and other animals live on and around buildings, bridges, fences, and other structures.

SAFETY CHECK! Look for any hazards at the site, such as deep holes, sharp objects, or poisonous plants.

PART A:

- Gather (or make) paper tubes and collect art supplies for student-made telescopes.
- Make copies of the Bird Observation Bingo student page.

4 PROJECT LEARNING TREE © SUSTAINABLE FORESTRY INITIATIVE

1

GRADES K-2
VARIATION 3-5

BIRDS AND BUGS

Camouflage is an essential survival strategy in the natural world. Students discover the value of protective coloration as they pretend to be birds in search of colored bugs.

SUBJECTS
Science, Math, Physical Education

PLT CONCEPTS
2.1, 2.2, 2.3

STEM SKILLS
Collaboration, Data Analysis, Nature-based Design, Organization

DIFFERENTIATED INSTRUCTION
Hands-on Learning, Nonlinguistic Representations

MATERIALS
60 small objects in assorted colors (e.g., pipe cleaner segments, colored pieces of yarn, paper shapes, or punched holes) to represent "bugs"
(If you are doing this activity outdoors, we recommend using biodegradable items such as colored pasta, beans, popcorn, or breakfast cereal), 3 large pieces of chart paper/crayons or markers. Optional: clothespins or tweezers for picking up bugs, camera.

TIME CONSIDERATIONS
Preparation: 15 minutes
Activity: 50 minutes

OBJECTIVES
Students will

- Participate in a modeling activity to explore how coloration affects an animal's ability to survive.
- Describe how coloration helps animals survive.

BACKGROUND
Many animals are "color-coordinated" with their surroundings. For example, snowshoe hares and grouse-like birds called ptarmigan (TAI-mig-ah-nin) change from brown in summer to white in winter. A box turtle's dappled shell and a fawn's white-spotted blotches of sunlight on the forest floor, helping them blend in with the background. And the two-toned appearance of many fish—dark on top and light on bottom—helps them match the background of dark river bottom or pale sky. Any coloration, body shape, or behavior that helps an animal hide is called camouflage.

Blending in with the environment is a great adaptation to avoid being eaten, but some predators use it too. Camouflage helps them avoid being spotted by a potential meal. For example, an owl's spots match the patchy sunlight in a tree's branches, and a bittern's coloration and stripes help it hide in marsh reeds.

Insect-eating birds consume a wide variety of insects and other invertebrates, such as beetles, gnats, spiders, mites, flies, and butterflies. The coloring of these invertebrates may resemble their surroundings, or they may have warning coloration that stands out, the opposite of camouflage, to tell predators that they are poisonous or unpalatable.

GETTING READY

- Find one or more large, open areas (indoors or outdoors) for doing the activity. Collect 60 small, colored objects consisting of equal amounts of at least three colors. These will represent bugs. Make sure you have at least one color that matches the area's surface (e.g., gray for asphalt, green for grass, or brown for carpet). You'll need 20 each if you have three colors, 15 each of four colors, 12 each of five colors, and so forth.

SAFETY CHECK! Use only biodegradable objects in outdoor settings (see Materials).

- Optional: Create charts in advance for recording the results for Steps 4 and 6. Consider laminating the charts so you can reuse them.
- Before students arrive, scatter the "bugs" throughout the area(s).

14 PROJECT LEARNING TREE © SUSTAINABLE FORESTRY INITIATIVE

2

GRADES K-2
VARIATION 3-5

NEIGHBORHOOD NATURALIST

Every organism needs food, water, shelter, and space. A place that meets all these needs is called a habitat. Students will explore a nearby habitat—their backyard, schoolyard, or other outdoor setting—to look for signs of animals living there. Use this activity to introduce community action.

SUBJECTS
Science, English Language Arts, Visual Arts

PLT CONCEPTS
2.1, 3.2

STEM SKILLS
Investigation, Organization, Technology Use

DIFFERENTIATED INSTRUCTION
Hands-on Learning, Personal Connections, Student Voice

MATERIALS
Optional: Clipboards or writing surfaces, drawing paper, colored pencils or markers, magnifying glasses, camera

TIME CONSIDERATIONS
Preparation: 20 minutes
Activity: 50 minutes

OBJECTIVES
Students will

- Identify signs of birds and animals living in an outdoor site.
- Describe how this habitat meets the needs of the birds and other animals living there.

BACKGROUND
A habitat is the place where an organism lives. A suitable habitat provides an organism with everything it needs to survive, including food, water, shelter, space, and whatever it needs to reproduce.

FOREST FACT
An important aspect of sustainable forestry is ensuring that there is appropriate habitat for a variety of animal species. Prairie wrenblers, for example, require a very young forest to survive, while red-cockaded woodpeckers require older and larger trees for nesting. Harvesting and replanting trees can create a diversity of conditions over time, enabling a richer mix of species to thrive across the landscape.

Even in the most concrete environment, you can usually find some signs of animal life. Most of the animals and animal signs that your students find will likely be insects and other small creatures and... if they are birds—birds or bird sounds. In an urban schoolyard, students may find spider webs, ants underneath rocks, insects buzzing around, or birds flying overhead. Students need to understand that all animals, large and small, need food, water, and shelter in order to survive. Remind students that people are animals too. Around the neighborhood they will find plenty of signs of "people life."

do you know?

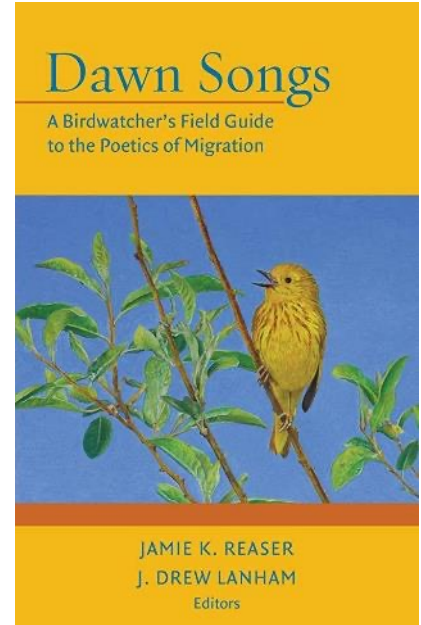
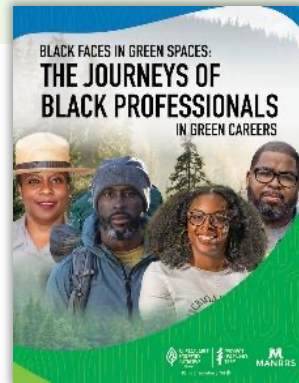
20 PROJECT LEARNING TREE © SUSTAINABLE FORESTRY INITIATIVE

3

USING SCIENCE TO TEACH THE ARTS: POETIC REFLECTION

- Poetry is a great way for students to express ideas about the environment, nature, and science.
- Offering specific poetic forms helps students to structure abstract ideas.
- Let's sample some poetic forms that invite us to think creatively, embrace reflection, and expand horizons.

plt.org/journeys



*All book sale revenue supports
ABC's Conservation and Justice
Fellowship Program*

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HELLO!



SIDNEY WADE
Poet & Professor



DISCOVERING BIRDS



Northern Parula

Setophaga americana

ORDER: Passeriformes

FAMILY: Parulidae



Conservation
Low Concern

Warblers



Habitat
Forests



Food
Insects



Nesting
Tree



Behavior
Foliage Gleaner

PHILOSOPHICAL REFLECTION



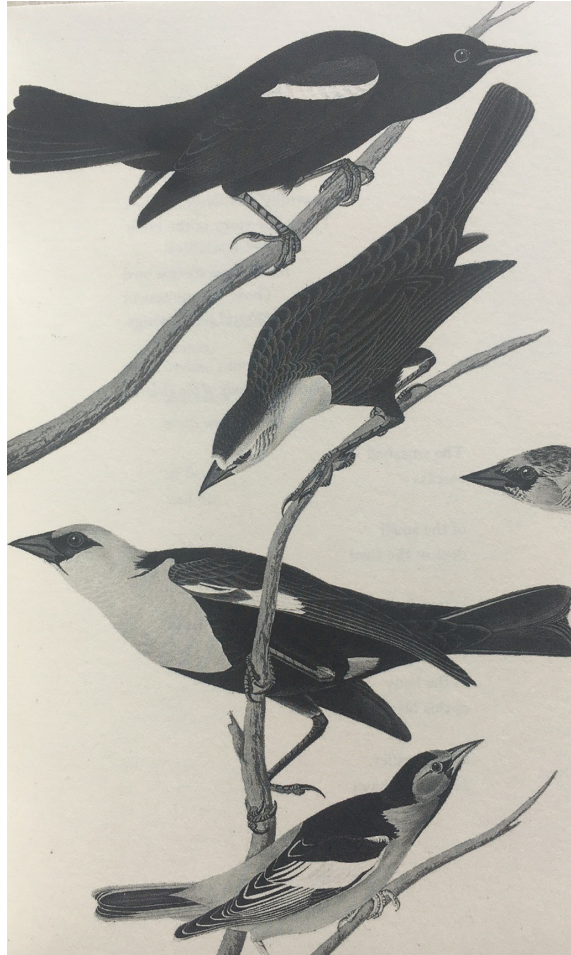
- Luck
- Presence in the moment
- Free and open to all

BIRD BOOK

"The supreme heir to Wallace Stevens and one of the most original poets in the language."*

BIRD BOOK
{poems}

SIDNEY WADE



ee360+

AMERICAN BIRD
CONSERVANCY

PROJECT
LEARNING
TREE
SUSTAINABLE
FORESTRY
INITIATIVE
PLT is an initiative of SFI

POETRY READING: LOON



LOON*

Sidney Wade

**Reprinted with permission from Dawn Songs, p. 51*

Designed
in cold

beautiful lines.
Brilliantined

black head,
fire-red eyes

that defy
the darkness

of the water
in which it thrives.

In pure lines
it dives

for lively
prey, lightning

in black,
as it sweeps

its waterways
with sharp eyes.

At home in deep
cold water,

at home in the dome
of the sky,

at home in flight
as it roams

from summer
to winter,

its unearthly cries
haunt our sleep.

They bring splinters
of wildness

to our nights
as we navigate

through dreams
and the streaming

wakes of the trails
we earthlings make.



- Perfect rhyme
- Slant rhyme
- Alliteration
- Assonance



SPARK BIRDS



PARTNER PANEL: BIRD REFLECTIONS



Mike Parr
President, American
Bird Conservancy



Kathy Abusow
President & CEO,
Sustainable Forestry
Initiative



Judy Braus
Executive Director,
NAAEE



QUESTION 1



Mike Parr
President, American
Bird Conservancy



Kathy Abusow
President & CEO,
Sustainable Forestry
Initiative

Share a personal or professional “bird story” that is unique to you.



QUESTION 2



Mike Parr
President, American
Bird Conservancy



Kathy Abusow
President & CEO,
Sustainable Forestry
Initiative

Why is our topic, BIRDS FOR ALL, important considering the work you and your organization do?





52ND ANNUAL CONFERENCE

OCTOBER 17-20

20TH ANNUAL RESEARCH SYMPOSIUM

OCTOBER 12

TOGETHER WE THRIVE

CONFERENCE.NAAEE.ORG
VIRTUAL





QUESTIONS?



A vibrant, sunlit forest scene. The ground is covered in dense, bright green undergrowth. Tall, slender trees with green foliage rise in the background. Sunlight streams in from the right, creating a bright lens flare and illuminating the scene with a warm, golden glow.

THANK YOU