

## ***¡Buscando Pájaros con Binoculares! Birding with Binoculars!***

All grades | Field trip

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**RESULTADOS DE APRENDIZAJE:** Al final de este viaje de estudios de 130 minutos, estudiantes del tercer, cuarto, y quinto grado van a poder...

- 1) Demostrar etiqueta básica de binoculares
- 2) Describir y demostrar los 5 pasos claves para identificar aves
- 3) Definir la palabra ornitólogo
- 4) Describir plantas, aves, y otros seres más-que-humanos usando destrezas de observación

**LEARNING OBJECTIVES:** By the end of this 130-minute field trip, third, fourth, and fifth grade students will be able to...

- 1) Demonstrate basic binocular etiquette and use
- 2) Describe and demonstrate the 5 key steps to bird identification
- 3) Define the term ornithologist
- 4) Describe plants, birds, and other more-than-human entities using observational skills

### **CONCEPT/CONCEPTO:**

The act of practicing scientific observational skills in the classroom helps students understand the natural world outside the classroom.

El acto de practicar las destrezas de observación científica dentro del aula ayuda a que estudiantes entiendan el mundo natural fuera del aula.

### **OVERVIEW/RESUMEN:**

This field trip introduces students to birdwatching through a binocular activity, practices observation skills through a bilingual scavenger hunt, and heightens sensory awareness and core routines through a Story of the Day and a Sit Spot.

Este viaje introduce estudiantes a la observación de aves, o “birding,” con una actividad de binoculares, practica destrezas de observación con de una búsqueda de tesoros bilingüe, y aumenta conciencia de los sentidos y rutinas claves a través de un Cuento del Día y Sitio para Sentarse.

## BACKGROUND/ORÍGEN:

Mount Pisgah Arboretum is a nonprofit organization that includes 209 acres of land with seven miles of “family-friendly” trails and interactive guided walks that foster focused curiosity. It serves as the host for a plethora of environmental education programs and is home to wetlands, forests, and plains environments that host a wide variety of birds, mammals, insects, plants, and other creatures. The field trip to Mount Pisgah Arboretum allows all students to apply the knowledge they have learned inside the classroom to the field. This lets them engage kinesthetically with the material they have learned and fosters deeper connections to nature.

El Arboreto de Mt. Pisgah es una organización sin fines de lucro que incluye 209 hectáreas de tierra con siete millas de caminos para familias con caminatas guiadas e interactivas que fomentan una curiosidad enfocada. Mt. Pisgah alberga una plétora de programas de educación ambientales, y contiene humedales, bosques, y llanuras que sirven como hogar para una variedad de aves, mamíferos, insectos, plantas, y otras criaturas. La excursión al Arboreto de Mt. Pisgah permite a todos los estudiantes aplicar en el campo los conocimientos que han aprendido en la clase. Esto les permite interactuar cinestésicamente con el material que han aprendido y pueden formar conexiones más profundas con la naturaleza.

## KEYWORDS/PALABRAS CLAVES:

Español	English
Los binoculares	Binoculars
El búho	Owl
La caminata	Hike
El/La ciervo/a	Deer (Stag or doe)
El/La ornitólogo/a	Ornithologist
La observación	Observation
El puma	Cougar
El zorro	Fox

## TIME/HORA: 130 MINUTES

- 9:00 am: Students depart River Road School for MPA
- 9:30 am: Students Arrive at MPA
- 9:30-9:50 am: Introduction
- 9:50-10:20 am: Binocular Activity
- 10:20-11:20 am: Nature Walk and Scavenger Hunt
- 11:20-11:45 am: Sit Spots and Story of the Day
- 11:45-12:00 pm: Wrap Up
- 12:05- 12:45 pm: Lunch and Recess
- 12:45- 1:00 pm: Depart MPA to Return to River Road (Students board buses by 1pm)

## MATERIALS/MATERIALES:

### **Instructor:**

- Binoculars (1 per student)
- Local bird field guide
- Laminated bird photos (see appendix)
- Printed copies of activity booklet (1 per student, see appendix)
- Tape (Duct tape or masking tape)
- Map of Mt Pisgah (or the park you are visiting)
- Roster of students split into groups
- Name tags for all students
- First Aid kit
- Tarp squares for sit spots

## PREPARATION/PREPARACIÓN:

### **Before arriving at the site:**

Step 1: Gather and check all binoculars ( 1 per student)

Step 2: Print and assemble activity booklets ( 1 per student)

Step 3: Prepare bird photos by laminating and attaching a string to the photos for hanging.

### **At site:**

Step 4: hang bird photos for binocular activity.

## ACTIVITIES/ACTIVIDADES:

### **Step 1: INTRODUCTION (9:30-9:50)**

#### **Student arrival & chaperone orientation**

- Leads stand in line in front of buses, with a sign with their name & team bird.
- Students line up in front of each team member. Get a headcount of students.
- Every mentor speaks to the chaperone that will accompany them and reviews the expectations they have for the students and everyone involved.
  - Help keep students focused and on the trail
  - Be role models when leads are explaining certain activities (sitting silently during sit spots, engaging focus during binocular use)
- After all students are in their groups, to the grass field in front of the pavilion. If students do not want to carry their bags, drop them off at the pavilion.
- Circle up! Practice gratitude by having students ground themselves, and take a few deep breaths altogether. Add in gentle stretching if time allows.

#### **Bathroom & water break**

- Ask students if they need to use the restroom or fill up water bottles and point out restrooms to your team.
- Notify students if they need to use the restroom on the trail, a chaperone will bring them back to the restroom.

#### **Group Introductions**

- Tell students the agenda for the day; lay out the trail map. Let the students know that today is the same as any other school day, we have just taken the classroom outside.
  - Introduction
  - Binocular activity
  - Nature walk/scavenger hunt
  - Sit spots/story of the day/SNACK\*
  - Wrap up
  - Lunch and recess
  - Departure
- *“Hello everyone! My name is \_\_\_\_\_! I am super excited to be here with everyone on this field trip. But before we get started, I want to know a little bit about all of you!”*
- *“¡Hola todos! ¡Me llamo \_\_\_\_\_! Estoy súper emocionada de estar aquí con ustedes hoy para nuestra excursión. Pero antes de empezar, ¡quiero saber un poquito sobre todos ustedes!”*

- Ask students to share their name and something they like about being outside or a favorite animal.

## Expectations

- “We want to practice being **environmental stewards**. Stewardship means to have the responsibility of taking care of something. When we have environmental stewardship, that means it's our responsibility to take care of what's around us!”
  - “What are some examples of environmental stewardship?”
- “Hoy vamos a ser **administradores del medioambiente**. Esto significa tener la responsabilidad de cuidar algo. Ser administrador del medioambiente significa que somos responsables de cuidar a lo que nos rodea!”
  - “¿Cuáles son algunos ejemplos de ser un administrador del medio ambiente?”
    - Stay on the trail - poison oak!
    - Don't touch anyone's dog(s)
    - Don't litter – leave no trace!
    - We want to be respectful to ourselves and others (classmates, other people at Mt Pisgah, and the animals living there)
    - Use quiet voices
    - Step aside to the left if another group wants to get by
- Introduce a team call to use for when the group gathers and/or to focus the group. (crow call, call and response related to your groups name)

**Land acknowledgment** - Have a personal land acknowledgement prepared or use the script below.

- “Mount Pisgah is a part of the traditional homeland of the Kalapuya Ilihi. Has anyone heard of the Kalapuya people? There are three different Kalapuyan languages (Northern (or Tualatin-Yamhill), Central (or Santiam-Marys River (Chenapinefu)), and Southern (or Yoncalla)). The Kalapuya people do not live on this land anymore because the government forced them to move away, and now they live near the coast in the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians of Oregon, as well as all over the state and country. Before they were forced to move away, the Kalapuya people lived on this land and hunted and gathered from the land. They used a volcanic rock called obsidian to make arrow and spearheads. Has anyone ever seen obsidian before? Kalapuyans also fish in canoes they make from wood from Cedar trees. Has anyone here ever gone hunting or fishing? One of the most important plants they relied on here was a purple flower called Camas. Has anyone here

*ever harvested their own food? Have any of you seen Camas before? They would use it for their diets, such as spices and baked goods. You will see lots of Camas on our trail, so look out!”*

- *“Monte Pisgah es parte de la patria tradicional de los Kalapuya Ilihi. ¿Alguien ha oído hablar de la gente Kalapuya? Hay tres idiomas hablados por las Kalapuya: Norteño (o Tualatin-Yamhill), Central (o Santiam-Marys River (Chenapinefu)), o Sureño (o Yoncalla). La gente Kalapuya ahora no viven en estas tierras porque el gobierno les forzó irse, y ahora viven cerca de la costa dentro de los Tribus Confederados de Grande Ronde, los Tribus Confederados de Indios Siletz de Oregón, y también por todas partes del estado y el país. Antes de que fueron extirpados, la gente Kalapuya vivía en estas tierras, cazando y recolectando, usando una piedra llamada obsidiano para construir flechas y puntas de lanza. ¿Alguna vez han visto el obsidiano? Las Kalapuya pescan desde canoas que hacen de la madera de árboles de cedro. ¿Alguna vez han ido de caza o de pesca? Una de las plantas más importantes en las que dependían aquí fue una flor morada llamada Camas. ¿Alguna vez han cosechado su propia comida? ¿Alguna vez han visto Camas? Lo usaban como parte de la dieta como una sazón y en comidas horneadas. Verán mucho Camas en nuestra caminata, pues ¡estén atentos!*

### **Introduce animal forms**

- Use prompting questions to get students thinking about the benefits of these animals’ ecological adaptations (ie. deer can hear predators approaching, owls use peripheral vision, etc)
  - Deer ears:
    - *“Has anyone here ever seen a deer? What traits do deer have? What about their ears? Are they big or small?”*
    - *“¿Alguna vez alguien ha visto un ciervo o una cierva? ¿Cuáles son algunas de sus características? ¿Y sus orejas? ¿Son grandes o chicas?”*
    - *“Deers have long ears to help them hear. Today we are going to practice using our deer ears to help us hear all the different sounds around us.”*
    - *“Los ciervos y las ciervas tienen orejas largas que les ayudan a oír. Hoy, vamos a practicar usar nuestras orejas de ciervo para que podamos oír todos los sonidos diferentes alrededor de nosotros.”*
    - Have students cup hands around their ears. Notice the difference in sound when hands are cupped vs. not.

- Owl eyes:
  - *“Another animal I am thinking of is an owl. Has anyone here ever seen an owl? What traits do owls have?”*
  - *“Otro animal que estoy pensando es un búho. ¿Alguna vez han visto un búho? ¿Cuáles características tienen los búhos?”*
  - Put your arms in front of you and wiggle your fingers. Move them slowly outward (toward your back) until you can just barely see your fingers moving. This is your peripheral vision.
- Fox feet:
  - *“The final animal I am thinking of is a fox. Are foxes loud when they walk through their habitat or stealthy?”*
  - *“El último animal que estoy pensando es un zorro. ¿Los zorros son ruidosos cuando caminan por su hábitat, o son más cuidadosos?”*
  - *“Foxes move really quietly and stealthily, so we want our footsteps to be sneaky and quiet, so that we don’t scare any animals we might see.”*
  - *“Los zorros mueven muy silenciosos y furtivos, entonces queremos que nuestros pasos sean silenciosos y furtivos para que no asustemos a los animales que vemos.”*
  - Practice walking quietly in place with students

### **Transition to binocular activity**

- *“Alright everyone, we will now be heading on the trail. Remember to follow me and stay on the trail.”*
- *“Todos, vamos empezar la caminata, recuerden que deben seguirme y quedarse en el camino.”*
- Have students line up behind you and walk towards the binocular activity location as designated on the map.

## **STEP 2: BIRD IDENTIFICATION & BINOCULAR ACTIVITY (9:50-10:15 am)**

### **Ornithologists and the 5 Key Steps to Identification**

- *“Today we are going to be scientists. An ornithologist is someone who studies birds, so today we are going to learn how ornithologists observe birds.”*
- *“Hoy vamos a ser científicos. Un ornitólogo es alguien quien estudia las aves, así que hoy vamos aprender como los ornitólogos observan las aves.”*
  - Have students repeat ornithologist in Spanish: el ornitólogo
  - Have students repeat observations in Spanish: las observaciones
- Ask students if they have ever observed birds before
  - *“What skills do you think ornithologists need to study birds?”*

- *“¿Cuáles destrezas piensan que los ornitólogos necesitan para estudiar las aves?”*
  - Being quiet, alert, observational skills, etc.
- *“All scientists use observation to learn about what they are studying. Ornithologists observe patterns to identify different birds. This includes the colors, size, position/habitat, beak size, shape, calls.”*
- *“Todos los científicos usan la observación para aprender acerca de lo que están estudiando. Los ornitólogos observan patrones para identificar pájaros diferentes. Esto incluye los colores, tamaño, ubicación/hábitat, tamaño y forma del pico, y llamadas.”*
- *“When we as birders attempt to identify birds in the field, we use the 5 key steps to identification. These include the bird’s size and shape, color pattern, behavior, and habitat!”*
- *“Cuando nosotros cómo pajareros tratamos de identificar a las aves en el campo, usamos 5 pasos para identificarlas: uesto incluye el tamaño y la forma, el patrón de color, el comportamiento y el hábitat del ave!”*

<b>Prompting questions for facilitators for 5 key identification steps</b>	
Size / tamaño	Was it small, medium or large?
Shape / forma	Was the body plump and round or elongated? What shape were the wings? Beak shape?
Color pattern / patrón de color	What was its head color? What about its breast color or tail feather color? Stripes or speckles? Why might birds have different colors? For camouflage or to attract mates.
Behavior / comportamiento	How was it flying? What did its call sound like? Did it sound like a song or a call? Was it short or long? Was it hopping between branches?
Habitat / hábitat	Water or land? Tree or shrub? Coniferous or deciduous?

## Binocular Etiquette

Safety etiquette:

- *“Have you ever used binoculars before?”*  
*“¿Alguna vez han usado binoculares?”*
- Have your binoculars out with the strap around your neck.
- *“Binoculars are a tool that ornithologists use to observe birds. We need to be respectful of this tool when we are using it. What are some things we can do to be respectful?”*  
*“Los binoculares son una herramienta que usan los ornitólogos para observar aves. Cuando los usamos, tenemos que ser respetuosos de nuestro equipaje. ¿Cuáles son algunas cosas que podemos hacer para ser respetuosos?”*
- Call on students
  - Keep the strap around your wrist/neck
  - Do not touch the lenses
  - Do not swing them around
  - Do not place them on the ground
  - Put them back in their cases when done
- *“If you disrespect your binoculars they will be taken away, no exceptions.”*  
*“Si no muestran respeto por sus binoculares, los quitaremos, sin excepciones.”*

**Demonstration:** see guide photos in appendix

- Ask students to form a straight line facing you.
  - After each step, ask students to give a thumbs up to signal to move on.
  - Remind students only look through binoculars when standing still to prevent injuries.
  - Using your binoculars, demonstrate the following steps and then pass out binoculars and go through them together.
  - Discuss parts of binoculars: barrels, eyepieces, focus wheel, neck strap
- 1) *“Put your binoculars around your neck, and use both hands to lift them up to eye level.”*  
*“Pon tus binoculares alrededor de tu cuello, y usa ambas manos para levantarlos hasta tus ojos.”*
  - 2) *“Adjust both barrels until one circle is formed through the lenses.”*  
*“Ajusta los lentes hasta que forman un solo círculo.”*
    - a) *“When we look into the binoculars, we may see two circles. But we want to slowly move the lenses together to see 1 circle in the center.”*  
*“Cuando miremos a través de los binoculares, es posible que veamos dos círculos. Pero, queremos lentamente mover los lentes juntos hasta que solo veamos un círculo.”*

- Inform your students that there are stationary birds hanging in the trees and shrubs and have them use this to focus your binoculars.
- 3) *“Close your left eye and use the focus ring on the barrel to adjust until it is not blurry.”*  
*“Cierra tu ojo izquierdo y usa la rueda de enfoque en la lente para ajustar hasta que ya no esté borroso.”*
- 4) *“Open both eyes and adjust the focus ring in the middle of the binoculars.”*  
*“Abre ambos ojos y ajusta la rueda de enfoque que está en el centro de los binoculares.”*
- 5) *“Once the object is in focus, put down your binoculars.”*  
*“Cuando el objeto ya está enfocado, pueden bajar los binoculares.”*
- Show binoculars to students and discuss their appropriate uses and what their disadvantages are to the uses.
- Discuss binocular care: keep the strap around the users neck, respect the tool
- Remind students of group expectations: safe, responsible, respectful
  - Ask students to verbally affirm expectations

### **Bird Location Strategy**

- Ask your students to find a bird near them, or a tree or shrub if there are no birds at the moment
- *“When trying to locate a bird, you can use the time on a clock help give directions, just like ornithologists:”*
- *“Cuando estamos encontrando un pájaro, pueden usar el tiempo de un reloj para dar direcciones, igual a ornitólogos.”*
  - *“Imagine you are standing in the center of a clock.”*
  - *“Imagina que estás parado en medio de un reloj.”*
  - *“Each time on the clock corresponds to the direction the bird is in.”*
  - *“Cada hora en el reloj corresponde a la dirección en que está el pájaro.”*
    - Ex: If I say there is a bird at 3 o’clock, you could turn your body to 3 o’clock and look straight ahead. Or if I say there is a bird on the tree straight ahead at 4 o’clock, you wouldn’t move your body, but instead look in the direction of 4 o’clock.

### **Bird Identification & Drawing**

- Count off students into pairs, one will observe, one will draw
- Ask students to choose a bird they see or an interesting plant or flower
  - *“The observer is going to use their observational skills to describe the bird/plant/flower to the drawer.”*
  - *“El observador va usar sus destrezas de observación para describir el pájaro/planta/flor al pintor.”*
  - *“When you see it, describe its size, shape and then color!”*

- *“Cuando los ves, idescribe su tamaño, forma, y entonces color!”*
- Use questions to prompt students to describe birds when they’re talking to their partner: size, shape, color?
- Explain how field guides help identify birds, use yours to identify the team bird.
  - Offer to let students use the field guide. After students have had enough time to make their observations and switch, gather and share distinct characteristics and identify the bird together.
- *“Ornithologists use checklists to keep track of the different birds they see. Today we’re doing a scavenger hunt to identify birds and plants. But first, how was the activity? We are going to use these skills for the rest of today!”*
- *“Los ornitólogos usan listas para seguir las aves diferentes que ven. Hoy, tenemos una búsqueda de tesoros para identificar plantas y aves. Pero primero, ¿cómo fue la actividad? Vamos a usar estas destrezas durante todo el día.”*
- *“Before we begin our nature walk, what are the 5 steps to bird identification?”*
- *“Antes de que empezamos nuestra caminata, ¿cuáles son los cinco pasos para identificar las aves?”*
  - Size and shape, color pattern, behavior and habitat
- *“As we begin our walk, please be mindful of our group agreements and binocular etiquette!”*
- *“Mientras empezamos nuestra caminata, ¡por favor sean conscientes de nuestros acuerdos y la etiqueta para usar binoculares!”*

### **Step 3: NATURE WALK AND SCAVENGER HUNT (10:20-11:20 pm)**

#### **Introduction to the nature walk**

- Bring your group to your trailhead
- *“Now that we know how to use binoculars and have had some practice, it’s time to use this skill on real birds and animals: let’s be ornithologists!”*
- *“Ya que sabemos cómo usar los binoculares y lo hemos practicado, es hora de usar estas destrezas en aves y animales verdaderos: ¡vamos a ser ornitólogos!”*
- *“We are now going to do our scavenger hunt! We are going to walk quietly along the trail and use our observational skills to look for plants, animals, and signs of animals. As we do this, we are going to find these species on our scavenger hunts and mark them off when we see them. At the end of the day, we can compare with our friends hiking in a different part of Mt. Pisgah because they might see different species than us.”*
- *“Ahora, ¡vamos a hacer nuestra búsqueda de tesoros! Vamos a caminar silenciosamente por el camino y usar nuestras destrezas de observación para buscar plantas, animales, y señales de animales. Mientras hacemos esto, vamos a encontrar las especies que están en la búsqueda de tesoros y marcarlas cuando las hemos visto. Al final del día, podemos comparar la lista con nuestros*

*amigos que caminaron en partes distintas de Mt. Pisgah, porque ellos quizás verán especies diferentes a nosotros.”*

- “What might some signs of animals be? What do they need to survive? What about birds specifically?”
- *“¿Cuáles serán algunas señales de animales? ¿Qué es lo que necesitan para sobrevivir? ¿Más específicamente las aves?”*
  - Food (seeds, berries), Water (creek/stream, berries), Shelter (trees, bushes, nests)
- “What skills did we learn this morning that might help us look for them/find them?”
- *“¿Cuáles destrezas aprendimos en la mañana que pueden ayudarnos a buscar y encontrarlas?”*
  - Revisit how deer ears, owl eyes, and fox feet help us be able to observe animals in nature effectively.
  -

### **Nature walk**

- Pass out scavenger hunts
  - “As we’re walking, look for the things listed on your bingo sheets. Try to find as many as you can! You can use your binoculars but please remember how to respect them.”
  - *“Mientras caminamos, buscamos las criaturas en sus hojas de bingo. ¡Tratamos de encontrar tantos como puedan! Pueden usar los binoculares pero por favor recuerden cómo respetarlos.”*
- Slowly walk down the trail, monitor group volume, ask guiding questions if you notice something you’d like the students to also notice (bird calls, animal tracks, specific plants, etc.) as they fill out their scavenger hunt sheets.

### **Alternative Activities:** time fillers, etc.

- **Transcription:** Students can transcribe a bird song in the speech bubble located inside their booklet. They will listen for the PITCH: How high or low is each part of the call? What is the pitch? The PATTERN: What is the pattern of the call you chose? The DURATION: How long is the call? What is the duration? The VOLUME: How loud is the call? What is its volume? Remind them of thick and thin lines. (5th grade specific field guide activity)
- **Eye Spy:** You or a student will pick something you can see and then say “**Veo Veo, algo \_\_\_\_\_**” / “**I see, I see something \_\_\_\_\_**” and insert an adjective (orange, slimy, tall, etc.) and call on quiet hands as students guess. If it is difficult, the person who asked the question can give additional hints or say “warmer” when guessers are getting closer to the right thing and “colder” when they’re moving further away from that thing. This can be based on proximity or

category. The person who guesses correctly can be the next to say “Eye spy...” or pick a student yourself. (Appropriate for 3rd grade only)

- **20 Questions:** You or a student will pick something you can see and then open it up for questions. Students then ask (up to 20) questions that have yes or no answers to try to figure out what the thing is.
  - For both “Eye Spy” and “20 Questions,” you should stop your group so that the object does not move out of sight. Between rounds of the game, you can walk further along the trail to find new things to choose from.
- **Cougar & Deer tag:** Stop on the trail. Designate one student to be the “deer” and allow them to get a head start down the trail (walking). The rest of the group are cougars, their goal is to sneakily approach and tap the deer on the shoulder without the deer noticing. As everyone moves along the trail, if the deer turns around all of the cougars must freeze. If a deer notices a cougar moving, they can send them to the back of the group. When a cougar “catches” (taps) the deer, choose a new deer.

### **Gather and share**

- At the halfway point of the trail ask students to gather up for a debrief on the scavenger hunt.
- *“How about one cool thing you learned today from this activity?”*
- *“¿Qué tal una cosa chévere que aprendieron hoy con esta actividad?”*
- *“Is there anything we saw that you are curious about?”*
- *“¿Hay algo que vimos sobre lo que tienen más curiosidad?”*
  - Ask students to share something they are curious about from their nature walk. Do not explicitly answer questions, instead use guiding questions to encourage critical thinking and foster curiosity.

### **Step 4: SIT SPOT (11:20am-11:45 am)**

#### **Tell a Story**

- Ask students to gather in a circle
- *“Do you want to hear a story?”*
- *“¿Quiéren escuchar una historia?”*
- Tell a story about sit spot/nature experience to inspire curiosity
- Use the following resources to create a story that prefaces the sit spot activity
- Try to incorporate guidelines through the story such as: “I remembered when I saw the little bird to be really quiet so I could observe her and she wouldn't run away.”
- If students have snack then this is the appropriate time to eat it, make sure to leave no trace and pack out the trash.

### **Sit Spots (10-15 minutes)**

- *“Every week I try to take the time to sit and observe, it can be anywhere, but I try to find a place where I can see lots of nature (trees, rivers, bugs, flowers, etc.). I sit down and spend 10-20 minutes sitting and using all my senses to observe the world around me. And, to help remember these things, I take notes in my journal, as we will be doing.”*
- *“Cada semana, trato de tomar un poco de tiempo para sentarme y observar. Puede ser en cualquier lugar, pero prefiero encontrar un lugar donde puedo ver mucha naturaleza (árboles, ríos, bichos, flores, etc.). Me siento y tomo 10-20 minutos sentado y usando todos mis sentidos para observar el mundo a mi alrededor. Y, para que recuerdo estas cosas, tomo notas en mi cuaderno, cómo vamos hacer nosotros.”*
- *“As we sit, everyone is going to take out their journal/paper and write about or draw what they see. We’re going to make observations about...”*
  - *I notice: What do you see, hear, feel, and smell?*
  - *I wonder: What do you have questions about?*
  - *It reminds me of: What do the things you see remind you of?*
- *“Mientras nos sentamos, todos vamos a sacar sus cuadernos y escribir acerca de o dibujar lo que vemos. Vamos a hacer observaciones acerca de ...*
  - *Me doy cuenta: ¿Qué es lo que ven, oyen, sienten, y huelen?*
  - *Me pregunto: ¿Cuáles preguntas tienen?*
  - *Me recuerda de: ¿Qué te hace pensar en?*
- *“When we’re done, we’re going to pass our bird call down the trail. Can we practice it once to make sure we all remember?”*
- *“Cuando terminemos, vamos a pasar nuestra llamada de ave a través del camino. ¿La podemos practicar una vez para que todos lo recuerden?”*
- *“Now each person will get a sit spot as we move along the trail. When you get your spot, take a seat (if students are uncomfortable sitting they may squat or stand) and begin observing what you see, and writing about it or drawing it.”*
- *“Cada estudiante va a recibir un sitio para sentarse mientras nos movemos por el camino. Cuando reciben tu sitio, siéntanse (pueden agacharse o permanecer parados si prefieren) y empiezan a observar lo que ven, escribiendo y dibujando sus observaciones.”*
- Direct students to sit spots on the side of the trail placing them 15 feet apart.
- Wait 10-15 minutes, then start the bird call to gather students.

### **Gather and share (5 mins)**

- Gather students and create a circle, take a moment to shake out any wiggles, lead a quick stretch, grounding breathing exercise, etc.
- Go around in a circle and ask students what they heard.
  - *“How many birds did you hear?”*

- *“¿Cuántas aves oyeron?”*
- *“Now let’s go around the circle and everyone will share one thing they noticed in their sit spot and/or a question they had.”*
- *“Ahora, vamos a pasar por el círculo y todos van a compartir una cosa que notaron y/o una pregunta que tuvieron.”*
  - Thank them for sharing
- Before returning to the spot where you had morning introductions, remind students of group agreements for walking on the trail. Remind students to keep their eyes open and alert as we walk back, and continue looking for birds and other fun nature finds.

### **Step 5: WRAP-UP (11:45-12:00pm)**

- Create a circle in the spot where you had your morning introductions. Go around and share one exciting observation you made during your nature walk.
- Ask students to hold up the number of birds they saw on their fingers
  - Tally the total number of birds
- Ask students if they heard their bird call or saw their bird
- Go around the circle and ask everyone to share a feather, an egg, and a claw
  - Feather- A high of the day
  - Claw- A low of the day
  - Egg- Something you want to learn more about
- Return to gratitude and take a few moments to thank the space, have students share gratitude.
- Allow time for students to share about their experiences and excitement during the field trip
- Thank them for participating in all the activities

**EXIT TICKET:** students must return binoculars to group leader

### **STEP 6: LUNCH/POSTCARD/RECESS (12:05-12:40)**

#### **Postcard Writing (5th grade specific)**

- Pass out Postcard Template one for each student
- *“We are going to write a short note on our postcard to share with our friends from Guanajuato about what we have learned over the last five weeks. You can write about the most interesting thing you learned during the Aves Compartidas program, describe how humans impact birds, talk about migration and our relationship with Guanajuato. On the back (blank side) draw your bird! Be creative!”*
- When they have completed writing, collect their postcards.

## **STEP 7: STUDENTS BOARD BUSES AND DEPART MPA (12:45-1:00pm)**

### **SOURCES**

DeBruine, C. (Spring 2022). “Binocular Guide”, “Focusing Guide”  
Montana Audubon. “Binocular Use and Field Guide Lesson.” National Park Service,  
n.d.,

<https://www.nps.gov/glac/learn/education/classrooms/upload/binocular-practice-2.pdf>

Mount Pisgah Arboretum. (n.d.). About. Mount Pisgah Arboretum. Retrieved February  
23, 2023, from <https://mountpisgaharboretum.org/about/>

University of Oregon. (n.d.). Honoring Native Peoples and Lands. University of Oregon  
Libraries. Retrieved March 18, 2023, from

<https://library.uoregon.edu/honoring-native-peoples-and-lands>

# FIELD TRIP APPENDIX

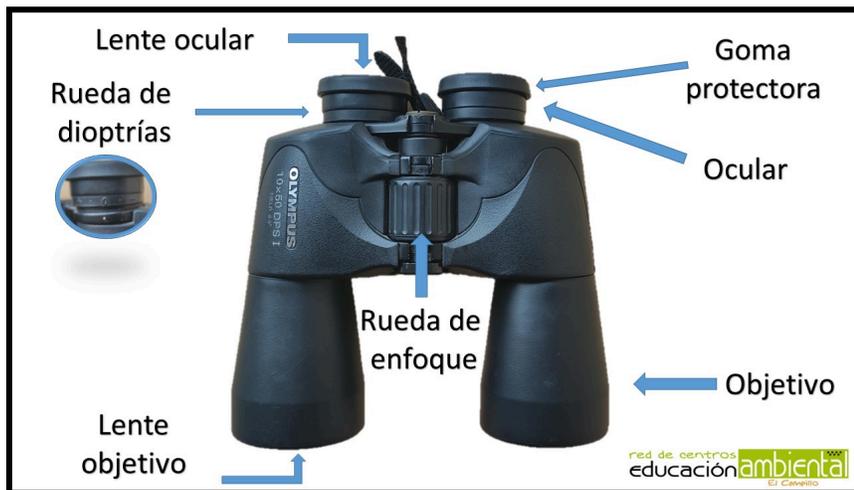
(Refer to or print out the following pages as needed)

Item 1: Activity Bookley Pages [Link to the Field Trip Scavenger Hunt Pages- Google Slides](#)

Item 2: Binocular Demonstration Photos

## Focusing Guide:

1. Put the neckstrap on around your neck!
2. Grip the body of binoculars with two hands and adjust the barrel width until they fit your eyes (you should have a perfect circle for your vision)
3. Look at a stationary object and, without moving your head, slowly bring the binoculars up to your eyes
4. Focus the binoculars by SLOWLY turning the middle focusing ring
5. Open both eyes, if the image is still a little blurry, turn the diopter adjustments SLOWLY, one eye at a time
6. Only make small adjustments using one wheel at a time!



### Item 3: Storytelling Structure and Tips

Story Structure	Description
Anecdote or scientific info weave	Tell an anecdotal story that passively includes or relays information to the audience throughout.
Observation/adventure story	Tell a story that forms a grand adventure using a number of scientific observations.
Contrast point of view	Tell a story that includes multiple perspectives; ideally one human, the other(s) from an animal, plant, non-human object
Weed archetype	A story that reverses a commonly negative perception of an animal, plant, object, place, etc (ex. Wasps, weeds, poison ivy, etc).
Introduce a scientific talk with a myth	Tell a story that addresses and corrects a common scientific/environmental/ecological myth
Science laced with myth	Weave the telling of one or more myths throughout your story on a specific scientific subject.
Science laced with history/history with science	Tell a story that walks the audience through a scientific discovery from the past, and how we got to where we are today
Invent a story	Make a story of your own! Speaking from real personal experience is always sure to be a hit!

#### Storytelling tips:

- Gestures
- Using different voices or sound effects
- Utilizing details/senses (ie. sound, color, touch, smell, etc)
- Using vivid language
- Dramatic pauses
- Using props
- Encouraging interaction

#### Structural Tips:

- Open with a hook, and end with a summarizing, exciting conclusion that has moral or learning outcomes.
- Make sure your story isn't too complicated; simplified is better! (We want to make sure that the content is tangible and easy enough for everyone to digest.)

#### Outline of potential sit spot story:

- Getting ready to go outside with a jacket and water.
- Walking by the trees next to my house.
- Stop and sit under the tree.
- See \_\_\_\_\_ (animal). Example: ant, squirrel, spider
- Wow factor of the animal doing something. Example: ant crawling up the bark of a tree, a spider in a web, a squirrel running.
- Wonder questions: Who? What? Why?
- After sitting a few more minutes, you got up and kept going.

Item 4: Aves Compartidas Field Guide Notebook Pages

<https://docs.google.com/presentation/d/1wj6UW4r3N78gK74QOKsjmhKw4NozyCiA4ls8PRy0qtY/edit?usp=sharing>

# FIVE STEPS FOR IDENTIFYING BIRDS

1.

**TAMAÑO / SIZE**

How big is the bird?

2.

**FORMA / SHAPE**

What shape is the bird?



3.

**COLOR**

What color are the bird's feathers?



4.

**HABITAT**

Where is the bird? What's around it?



5.

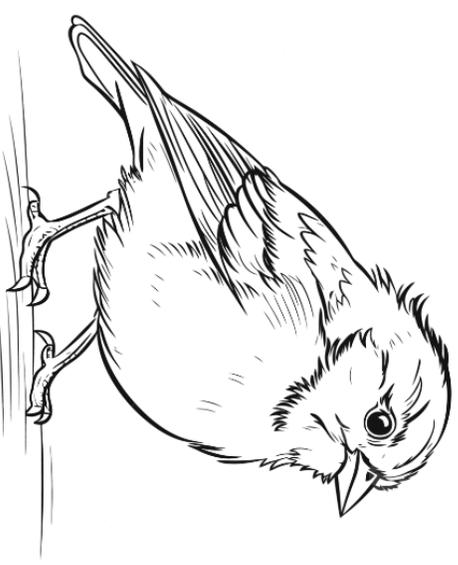
**COMPORTAMIENTO / BEHAVIOR**

What is the bird doing?



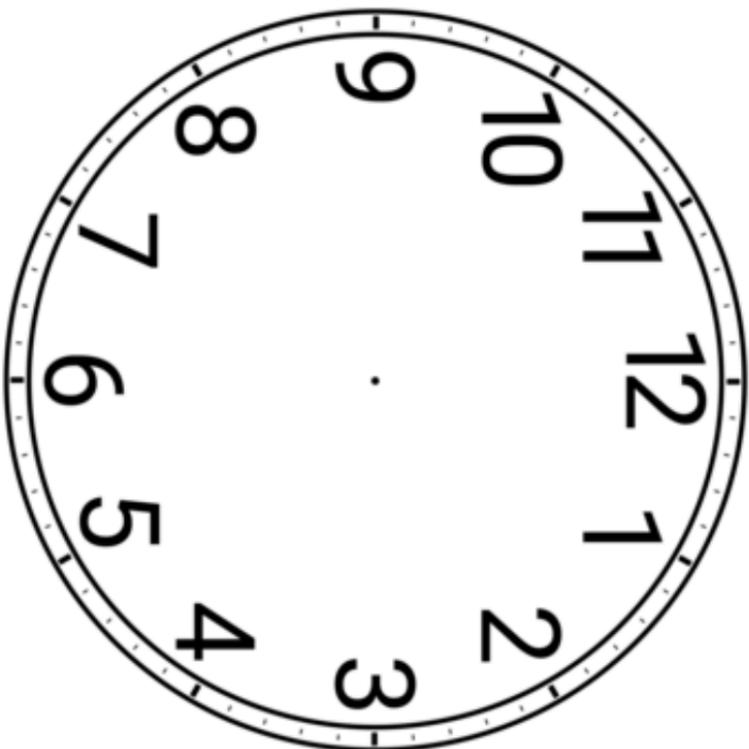
# Aves Compartidas Field Trip Booklet

Environmental Leadership Program



Este libro pertenece a:  
This book belongs to:

Mi maestra es:



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# Observations

# Observaciones

# Our Spotlight Species!



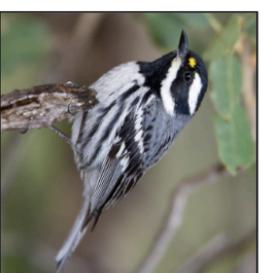
**Piranga Capucha Roja**  
*Western Tanager*



**Chipe Amarillo**  
*Yellow Warbler*



**Zorzalito de Swainson**  
*Swainson's Thrush*



**Chipe Negrogris**  
*Black-throated Gray Warbler*



**Chipe Corona Negra**  
*Wilson's Warbler*

# ¡Búsqueda de aves!



Picogrueso Cabecinegro  
Black-headed Grosbeak



Agaitador Americano  
Brown Creeper



Zorzal Americano  
American Robin



Jilguero Menor  
Lesser Goldfinch



Chingolo Cantor  
Song Sparrow



Pibí Occidental  
Western Wood-pewee



Toqui Moteado  
Spotted Towhee



Chara de Steller  
Steller's Jay



Colibri Rufo  
Rufous Hummingbird



El cuervo Americano  
American Crow



Busardo Colirrojo  
Red-tailed Hawk



Mito Sastretillo  
Bushy-tit

Dibujos y otras observaciones:  
Drawings and further observations:



5 **¡Búsqueda de plantas!**



Hongos  
Mushroom



Roble Oregon Blanco  
Oregon White Oak



Roble Venenoso  
Poison Oak



Uva de Oregon  
Oregon Grape



Gallaria de Roble  
Oak Gall



Hiedra común  
English Ivy



Pulmonaria de Arbol  
Lungwort Lichen



Millettiana  
Yarrow



Helecho de espada  
Sword Fern



Abetos Douglas  
Douglas Fir



Pino Ponderosa  
Ponderosa Pine



Zarza Himalayana  
Himalayan Blackberry



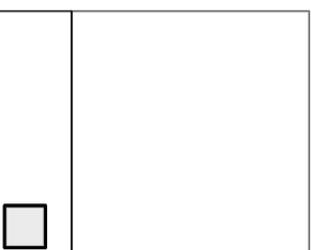
Aguileña  
Western Columbine



Diente de León  
Dandelion



Camas





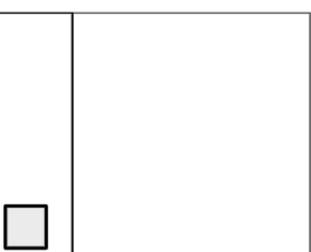
Líquenes barba de viejo  
Old Man's Beard Lichen



Iris de Oregon  
Oregon Iris



Oreja de Gato  
Tohmie's cat's ear





Boya de Nieve  
Snowberry



Trilio Pacífico  
Pacific Trillium



Espuela de Caballero  
Larkspur

