Wildlife Explorers

Workbook

This workbook belongs to:

NRPA National Recreation and Park Association

National Wildlife Federation

The Cornell Lab of Ornithology
BirdSleuth K–12

Welcome Wildlife Explorer!

Did you know that scientists are a kind of explorer? They search for new discoveries and ideas. You can be a scientist, too! Science starts with curiosity and observation. If you keep your eyes and ears open and record what you notice, then you are practicing science skills. It's a great way to explore a park. Let's get exploring!

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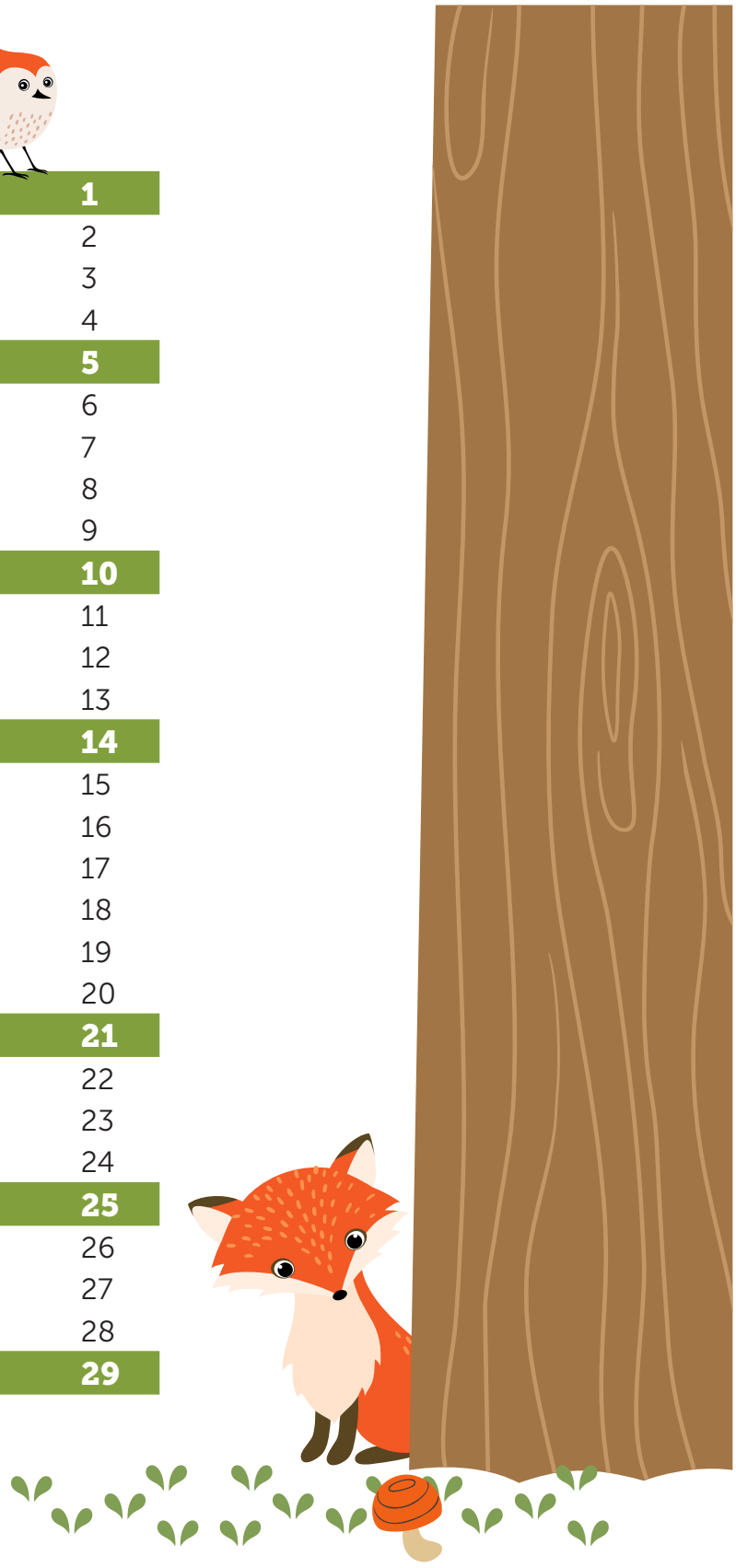

Chapter 1: Nature Doesn't Rest

One of the most amazing things about nature is that it never takes a break. Nature – and all of its plants, animals, and processes – never stops. For example, even after a tree dies, it continues to perform many important jobs. A dead tree is a great home for many insects that larger animals like to eat. And some of these animals may want to create a den within a dead tree to raise their young. A dead tree also releases nutrients back into the soil as it decomposes – helping other plants to grow better. Just think about all the dead trees there are in a forest – they are still very busy!

Did You Know?

A scoop of dirt the size of a basketball can contain billions of tiny microorganisms. Like other parts of nature, soil microorganisms never rest and perform important jobs that other plants and animals rely on to survive.

Weather Watching

Weather can be warm, cold, or anywhere in between, depending on where you live. It can even change a lot from day to day in the same place! Keep a weather record to see how the weather changes.

WEEK 1

DATE: _____ TIME: _____ TEMPERATURE: _____

SKY: CLOUDY / MOSTLY CLOUDY / PARTLY CLOUDY / NO CLOUDS WIND: WINDY / LIGHT BREEZE / NO WIND

PRECIPITATION: LIGHT / MEDIUM / HEAVY RAIN / SNOW / NO PRECIPITATION / OTHER: _____

GENERAL OBSERVATIONS: _____

WEEK 2

DATE: _____ TIME: _____ TEMPERATURE: _____

SKY: CLOUDY / MOSTLY CLOUDY / PARTLY CLOUDY / NO CLOUDS WIND: WINDY / LIGHT BREEZE / NO WIND

PRECIPITATION: LIGHT / MEDIUM / HEAVY RAIN / SNOW / NO PRECIPITATION / OTHER: _____

GENERAL OBSERVATIONS: _____

WEEK 3

DATE: _____ TIME: _____ TEMPERATURE: _____

SKY: CLOUDY / MOSTLY CLOUDY / PARTLY CLOUDY / NO CLOUDS WIND: WINDY / LIGHT BREEZE / NO WIND

PRECIPITATION: LIGHT / MEDIUM / HEAVY RAIN / SNOW / NO PRECIPITATION / OTHER: _____

GENERAL OBSERVATIONS: _____

WEEK 4

DATE: _____ TIME: _____ TEMPERATURE: _____

SKY: CLOUDY / MOSTLY CLOUDY / PARTLY CLOUDY / NO CLOUDS WIND: WINDY / LIGHT BREEZE / NO WIND

PRECIPITATION: LIGHT / MEDIUM / HEAVY RAIN / SNOW / NO PRECIPITATION / OTHER: _____

GENERAL OBSERVATIONS: _____

WEEK 5

DATE: _____ TIME: _____ TEMPERATURE: _____

SKY: CLOUDY / MOSTLY CLOUDY / PARTLY CLOUDY / NO CLOUDS WIND: WINDY / LIGHT BREEZE / NO WIND

PRECIPITATION: LIGHT / MEDIUM / HEAVY RAIN / SNOW / NO PRECIPITATION / OTHER: _____

GENERAL OBSERVATIONS: _____

WEEK 6

DATE: _____ TIME: _____ TEMPERATURE: _____

SKY: CLOUDY / MOSTLY CLOUDY / PARTLY CLOUDY / NO CLOUDS WIND: WINDY / LIGHT BREEZE / NO WIND

PRECIPITATION: LIGHT / MEDIUM / HEAVY RAIN / SNOW / NO PRECIPITATION / OTHER: _____

GENERAL OBSERVATIONS: _____

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Leaf it to Me

Each spring, something amazing happens. Bare trees grow a whole new set of leaves. But the show doesn't last long, and only those who pay close attention get to see the magic in action. Follow the steps below to catch it this year!

1) Find a tree with a low branch that you can easily see. If the tree doesn't have leaves on it yet, no problem.

2) At least once per week, visit this tree to see what has changed.

3) On each visit, fill out one of the boxes below. Record the date and time, draw the branch, and write down anything interesting you notice.

		What does it look like? Draw it.	Describe it.
WEEK 1	DATE: _____ TIME: _____		
WEEK 2	DATE: _____ TIME: _____		
WEEK 3	DATE: _____ TIME: _____		
WEEK 4	DATE: _____ TIME: _____		
WEEK 5	DATE: _____ TIME: _____		
WEEK 6	DATE: _____ TIME: _____		

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I Wonder

Did you discover anything that you want to learn more about?

Exploring nature can leave you with lots of questions. It's OK if you don't know the answers! Write down your questions so you can explore these topics later.

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Chapter 2: Exploring Essentials

Parks are places where kids can do many cool things. Some kids play basketball. Some kids swim in pools. Some kids play on playgrounds. Many kids do lots of things at parks. Think about your favorite things to do at a park. WOW – parks can be busy places! But, parks can be peaceful places too. Even in a busy park, if you sit quietly next to a tree or lie on the grass, you can experience new sights and sounds. From the sound of a bird gently chirping to the sight of leaves blowing in the wind, spending time in nature can be a great way to relax. And finding your favorite place to relax in a park is a great way to explore!

DID YOU KNOW?

Each park used to look different than it does today. Some parks had buildings on them like factories or houses. Other parks were farmers' fields. Some were swamps and forests. Long ago, in prehistoric times, many parks used to be at the bottom of an ocean. Does your park have evidence of any of its historical past?

Mapping The Park

Do you have a favorite place in your park? Do you think animals have favorite places here, too? Make a map of the park showing these places.

1. In the box below, draw the park. Start by drawing the perimeter around the park. This might include sidewalk, fence, neighboring yard, street, creek, or a row of trees.
2. Add the most noticeable landmarks, such as a community center, playground, pond, parking lot, or big trees.
3. Make a star on the map where your favorite place is.
4. Draw the path you take to get to your favorite place.
5. On the map, mark the locations of plants or animals (including neat insects) that you have seen.

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Wake Up Your Ears

You can use all your senses to learn about the world around you. Use your sense of hearing to start exploring the park!

Find a spot away from loud noises to sit and listen for five minutes. Sit quietly without talking. Closing your eyes may help you hear more – give it a try. Listen closely; you may be surprised by what you hear.

Use the space below to make a list of the things you hear. Did you hear things that you can't identify?

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Making Camp

Have you ever been camping? Imagine you are only as big as a mouse or maybe even smaller; like a ladybug. Find a little section of ground and use materials you find outside to build a campground for your small self.

1. First, lay out your campground. Think about a place for tents and campfires, a picnic area, hiking trails, and maybe a lake or river. Draw a map of your campground in the box.
2. Now gather sticks, bark, rocks, leaves, and other things, and use them to build the campground. Make tents, cabins, fire rings, picnic tables, trails, signs, and anything else you'd like to find in a campground.
3. Give your campground a name: _____

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Chapter 3: Homey Habitats

A habitat is where plants and animals live. A habitat includes all of the things that make a place livable, including food, water, and shelter. Parks provide habitat for many plants and animals. In fact, this can be the most important job for some parks. Often, the more trees and bushes a park has – the more habitats it is providing. And if a park has a stream or a pond, then it is a super important habitat provider. Think about the plants and animals that might live in a park and how many different things they need to survive. A mouse needs a den to sleep in and raise its young (maybe under a big rock), somewhere to find food (maybe flower seeds and bugs), and a source of water (maybe a puddle). Plants need special habitats too – they require certain types of soil, amounts of water, and temperatures. You can understand why habitats are so important – just think about how complex nature must be to provide all these habitats!

Did You Know?

There are approximately 300 million species of plants on Earth! Each of these plants needs a unique habitat in order to survive.

Animal Homes

When you walk through your neighborhood, you see houses people live in. But, you'll also pass the homes of many animals – they're just not as easy to spot! Take a walk through the park and keep a record of the animal homes you observe. Insects are animals too, so be sure to also look for their homes.

Draw and describe the animal homes you see in the boxes below.

Be on the lookout for:

- A tree hole
- A hole in the ground
- A bird nest
- A leafy squirrel nest
- A big log
- A rolled-up leaf
- Holes or tunnels in tree bark

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Habitat Hunt

A good habitat has everything an animal needs to survive. But not all animals need the same habitat. Did you know the park you're in might have many different kinds of habitats? Explore the habitats around you and see how many things on this scavenger hunt list you can find:

- ☐ Insect
- ☐ Spider
- ☐ Spider web
- ☐ Place where a bird can hide
- ☐ Plant that is as tall as you
- ☐ Mammal
- ☐ Leaf with pointy edges
- ☐ Animal making noise
- ☐ Something a bird can eat
- ☐ Animal track
- ☐ Something smooth
- ☐ Hole in a tree
- ☐ Rock bigger than a baseball
- ☐ Bird nesting material
- ☐ Place where animals can get water

What was the most colorful thing you found? _____

What was the coolest thing you found? _____

What would you name the habitat you are standing in? _____

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Chapter 4: Critters Big and Small

Animals come in every shape, size, and color imaginable. Think about the most amazing animal you have ever seen. Maybe it was a big black bear. Did you know that black bears eat mostly bugs and berries? Who would have thought that such a big animal with big teeth would want to eat little tiny bugs? Think about the most common animal you see. Maybe it is a house fly. Did you know that house flies vomit digestive juices onto their food and then suck the fluid back up to consume it? Wow! That sounds a little gross, but it is true – flies can't chew; they can only consume liquefied foods. Let's learn more about what some animals do and why they do it.

DID YOU KNOW?

Insects are animals. Fish are animals. People are animals too. There are more than 9 million species of animals on the planet.

Get into insects

When it is warm outside, all kinds of insects come out where you can see them. Go on an insect hunt and see what kinds you can find. Draw and write your insect observations below!

	What does it look like? Draw it.	What is it doing? Describe it.
INSECT 1		
INSECT 2		
INSECT 3		
INSECT 4		

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SPY ON ANTS

See if you can find a group of ants to watch. Check sidewalks, around windows, in flower beds, and on trees.

Follow a group of ants.

1. Where is the ants' shelter?

   _____

2. Where do the ants travel to and from?

   _____

3. Why do you think the ants are traveling?

   _____

4. Place a small stick or rock in the path of the ants. What do the ants do? Do they stop, turn around it or go over it?

   _____

5. Draw a map that shows where the ants go for shelter and where they travel to:

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Squirrel Sightings

No matter where you live, squirrels probably live nearby. Head outside for a closer look at these bushy-tailed rodents.

Can you spot the following tree squirrel behaviors? Check off each one you see.

☐ **Clever Climbing**

Squirrels are treetop climbers. With gripping feet and long tails for balance, they climb high and leap along from branch to branch.

☐ **Chasing and Racing**

In late winter, squirrels choose mates. Males chase females and try to chase away other males.

☐ **Daring Dining**

You may have seen squirrels trying all kinds of tricks to get to the seeds in a feeder. They don't give up easily.

☐ **Treasure Seeking**

Acorns and other nuts are favorite foods for squirrels. They stash nuts in trees and bury them in the ground. Then in winter, when food is scarce, they use their sensitive noses to sniff out the hidden snacks.

☐ **Busy Building**

Squirrels make leafy nests in tree holes and on branches. If you spot what seems to be a messy pile of leaves up in a tree, it's likely a squirrel nest, called a *drey*.

☐ **Zigging and Zagging**

Have you ever seen a squirrel run a little ways, stop, turn and run in a different direction, and so on? This zigzag routine works well for a squirrel being chased by a predator."

☐ **Chatterboxing**

Squirrels chatter, click, and squeak to talk to each other. They also may flick their tails. What they are usually saying is, "Stay away. This food is mine!"

What else do you see a squirrel doing?

_____

Why do you think it is doing this?

_____

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Pigeon Study

Pigeons live almost everywhere that people do. That makes them great birds to study. Find some pigeons to investigate – and see what you can find out.

1. Where did you find the pigeons? Describe the scene.

_____

_____

_____

2. How many pigeons did you see? What did they look like? Where they all the same or different?

_____

_____

_____

3. Draw one (or more) of the pigeons in the box below.

4. What are the pigeons doing? Circle any behaviors you observe.

Walking	Flying
Perching	Eating
Drinking	Interacting with other pigeons

Other: _____

5. What are some questions you have about pigeons?

_____

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Name Game

It's important to learn animals' real names, but made-up names can be a fun way to get to know wildlife, too.

Let's find four animals. Look for birds, lizards, squirrels, insects and other animals. When you spot one, watch it carefully. Then use its looks and behavior to invent a name for it (you can do this even if you know the animal's real name). Some animal names include information about their appearance or the habitat they live in.

Description or Drawing of Animal	Name
	Your made-up name _____ The real name _____
	Your made-up name _____ The real name _____
	Your made-up name _____ The real name _____
	Your made-up name _____ The real name _____

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I Wonder

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Chapter 5: Wonderful Water

Water is essential to life, including human life. It really is THAT important. Clean water provides healthy habitats for many plants and animals. Clean water allows people to drink it, bathe in it, and cook using it without getting sick. Not having enough water is a big concern for many people around the planet, including in the United States. But having too much water is also a problem in some areas. Nature does a great job providing the water plants and animals need to survive. People have an important responsibility to keep water clean and to not waste it.

DID YOU KNOW?

Some parts of the country rely on water that comes from snow on distant mountains. As the snow melts throughout the year, the water flows in rivers to cities far away. If a city is in a desert, the water from far away mountains may be just about the only water the city gets. If there is not much snow one year, these cities can experience very bad droughts making life for people, other animals, and plants very difficult.

Animals in Water

All animals, including humans, need water to survive. Animals use water in many interesting ways. Animals that live in lakes, streams, and oceans make water their home (example: fish). Other animals use water to cool them off when the weather is hot (example: elephants). Some animals lay their eggs in water, but don't live in the water (example: toads). Most animals drink water, but some get the water they need from the food they eat (example: kangaroo rat).

1. Explore a wet place in the park. What kind of wet place are you exploring? Describe what you see around you.

_____

_____

_____

_____

2. In each box below, draw or describe one living thing you find in or near the water.

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When it Rains

Do you know where the water goes when it rains? Let's explore what happens when it rains. Rainwater does different things depending on the surface it falls on.

Some areas do a good job of absorbing rainwater. This helps to control flooding and erosion by slowing down how fast the water moves across the surface of the ground. These are called **pervious** surfaces – they allow water to soak in. Many natural surfaces like grass, sand, and forest soils are pervious. Some man-made surfaces can also be pervious.

Opposite of pervious surfaces are **impervious** surfaces. Impervious surfaces don't allow rainwater to be absorbed quickly. This can cause erosion and flooding during heavy rains – too much water flows too fast. Pollutants are also easily carried across impervious surfaces into rivers and the ocean. Many man-made surfaces like paved roads, parking lots, and rooftops are impervious.

1. Within the park, find as many of the following as possible. Check the box of each area you see:

- ☐ Building roof _____
- ☐ Group of trees or bushes _____
- ☐ Parking lot _____
- ☐ Sidewalk _____
- ☐ Large patch of grass _____
- ☐ Basketball or tennis court _____
- ☐ Ditch _____
- ☐ Garden _____
- ☐ Playground _____ (the squishy ground)
- ☐ Baseball, soccer, or football field _____
- ☐ Street _____
- ☐ Pool _____

Next to each park area that you found:
Write the letter **P** if you think it is a pervious surface.
Write the letter **I** if you think it is an impervious surface.

3. Now that we know rainwater soaks into pervious surfaces and flows across impervious surfaces, we can think about where a raindrop goes.

   First, pick a park area from your list and think about what happens to a raindrop falling in that area. Next, just for fun, name your raindrop.
   My raindrop's name is: _____

   Does your raindrop stop when it hits the surface or does it go somewhere? Draw a picture of your raindrop and where it goes after it lands.

I Wonder

Did you discover anything that you want to learn more about?

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Chapter 6: So Many Birds

Birds are especially cool animals – and there are an amazing variety of birds. Many birds soar high in the sky, while others do not fly at all. Many birds build nests in trees, but others build them near or on the ground. There are many kinds of birds. Depending on the season of the year, you could see birds you have never seen before. These visiting birds may be in the process of migrating from one area to another, as many birds do each year. There are also birds that you can see and hear all year long. Learning to identify the birds you see can be fun – all it takes is a little practice.

Did You Know?

Birds evolved from dinosaurs! The next time you see a bird, you are seeing a feathered dinosaur.

Bird Silhouettes

There are lots of different types of birds. Many birds can be grouped by their shape, also known as their silhouette. What kinds of birds do you see in the park?


Songbirds


Crows


Doves


Swallows


Hummingbirds


Woodpeckers


Herons


Geese


Ducks


Gulls


Hawks


Owls

Can you find birds from 3 different silhouette groups?

Record the group and where in the habitat you saw each bird.

Group Name (such as owl)	Where You Saw It (such as in a tree)

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What Bird is That?

Now that you can use shape to determine a bird's group, let's add more details to help us identify a bird to its species.

Bird watchers use many different clues to identify birds. Shape, size, color pattern, time of year, and location can help you identify a bird you see. Find a bird near you and let's gather information about it!

What size was the bird? Put a star on the line closest to the size of the bird you saw.

Circle the THREE main colors you saw.

Red Orange Yellow Green Blue Black Gray White Brown

Did you notice any interesting patterns on the bird? Were there stripes on the head or wings?

Draw the bird, including any patterns you observed.

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Notes

NRPA

National Recreation
and Park Association

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LEADER'S GUIDE

DISCOVER NATURE IN LOCAL PARKS

NATIONAL WILDLIFE FEDERATION

NRPA National Recreation and Park Association

The Cornell Lab of Ornithology
BirdSleuth K–12

Wildlife Explorers is a fun, low-barrier program of the National Recreation and Park Association and is designed to connect youth to nature by encouraging exploration and increasing kids' comfort with spending time in nature. This nature discovery program focuses on environmental likeability, rather than environmental literacy.

Program Structure

Wildlife Explorers is intended to be delivered at recreation and community centers. The program is anticipated to be implemented over a period of six weeks, corresponding to the number of chapters in the workbook. Individual chapters are designed to be completed within the same session; however the activities within a chapter may be spread out over the course of a week if desired.

Each chapter is comprised of several activities related to the same topic. Most activities are adapted from materials originally developed by National Wildlife Federation and Cornell Lab of Ornithology, as noted at the bottom of the pages. Each chapter is concluded with a page titled "I Wonder", which asks children to write down additional questions they have about the day's activity. Children should be encouraged to raise these questions to the instructor, their parent/caregiver, or a school teacher. Community partners can also be engaged to enhance the overall experience with additional programming.

Leaders may wish to hold a celebration event to conclude the program.

Leaders

The program is designed to be delivered by recreation center staff, camp counselors, or environmental educators. Prior experience with nature programming or advanced knowledge of related concepts is not necessary. Leaders are encouraged to tour the park with a local naturalist or biologist prior to beginning the program. This tour should include identification of primary tree/flower species, anticipated animal discoveries, any harmful plants or dangerous animals, and interesting natural features of the park. Leaders are encouraged to read lessons in advance and customize the curriculum for the age range of the group. Leaders should practice and teach the Leave No Trace principles - Know Before You Go, Choose The Right Path, Trash Your Trash, Leave What You Find, Be Careful With Fire, Respect Wildlife, Be Kind To Other Visitors.

Participants

Most participants will be children who are already at the recreation center as part of an afterschool or summer-care program. Children from other programs (e.g., arts and sports camps) may also participate. Wildlife Explorers is not designed as a stand-alone program. The target age range for participating children is 5-10 years old, but younger and older children are welcome.

Workbook Overview

Chapter 1: Nature Doesn't Rest

Additional Supplies Required: Thermometer, watch/clock

Additional Supplies Suggested:

- This will be the first day of the program. Provide the kits and go through the materials with the children. Walk the park/center grounds with the children so that they understand the area they will be studying. During your walk, get off the path. This walk should focus on children being comfortable in their surroundings and being excited for future activities in the park. Help children look for:
    - Animal sightings (insects included)
    - Potential animal nests/dens
    - Evidence of water – past or present
    - Interesting plants (e.g., big trees, thorny shrubs)
    - Any hazards that children should be mindful of
- Weather Watching: This activity will be completed each week, once per week. The first week's weather information should be recorded on the first day.
- Leaf It To Me: This activity will be completed each week, once per week. The first week's plant observation activity should be completed on the first day.

Chapter 2: Exploring Essentials

Additional Supplies Required: Thermometer, watch/clock

Additional Supplies Suggested: Crayons/colored pencils, aerial image/drawing of the park

- Mapping The Park: This activity is designed to reinforce children's recognition of the park's physical features and encourage them to identify areas of particular interest.
- Wake Up Your Ears: This activity introduces children to the sounds within a park that they may not be accustomed to hearing. Leaders should direct the kids to areas with less noise from vehicles and construction. Bird chirps, squirrels scampering, insects signaling, dripping water, leaves and tall grasses rustling in the wind are examples of sounds that children may hear. Unknown sounds are great opportunities to learn more. Children should complete this activity while in their listening areas.
- Making Camp: This activity is intended to suggest that camping can be fun. **TIP: Provide a brochure of nearby campgrounds for children to take home with them**.
- Complete this week's Weather Watching and Leaf It to Me activities.

Chapter 3: Homey Habitats

Additional Supplies Required: Thermometer, watch/clock

Additional Supplies Suggested: Demonstration specimens (e.g., bird nest, mouse nest, wasp nest, insect gall)

- Animal Homes: This activity is meant to encourage children's exploration and wonder about where wild animals live. In addition to animal homes, other evidence of animals may be discovered (e.g., insect galls, wasp nests, frass or feces, and chewed leaves). **TIP: Instruct children to respect wildlife and not to disturb potential animal homes or stick their fingers into holes**.
- Habitat Hunt: This activity is intended to reinforce the fact that a park provides a variety of animal habitats.
- Complete this week's Weather Watching and Leaf It to Me activities.

Chapter 4: Critters Big and Small
Additional Supplies Required: Thermometer, watch/clock
Additional Supplies Suggested: Crayons/colored pencils, local animal identification guide

- Get Into Insects: This activity is meant to encourage fascination with insects and contribute to breaking down any fears of bugs. Leaders may wish to guide handling of insects. **TIP: Some insects are potentially dangerous. Instruct children to look, but not disturb or touch unknown insects**.
- Spy On Ants: This activity is designed to further explore insects. Leaders may wish to identify areas with ants in advance. **TIP: Fire Ant stings hurt. Use caution or avoid this activity if Fire Ants are common in your park.**
- Squirrel Sightings and Pigeon Study: These activities are intended to explore the characteristics of a common park animal and further build children's connection to wildlife. Other animals (e.g., frog, goose) may be exchanged for either of these activities.
- Name Game: This activity encourages children to connect animal names with characteristics of that animal (e.g., gray squirrels are usually gray).
- This chapter also provides an opportunity to teach empathy and respect and leaders may wish to have a lesson prepared in advance. Leaders should anticipate children killing bugs, destroying anthills, etc.
- Complete this week's Weather Watching and Leaf It to Me activities.

Chapter 5: Wonderful Water
Additional Supplies Required: Thermometer, watch/clock
Additional Supplies Suggested: Garden hose, crayons/colored pencils

- Animals In Water: This activity is meant to illustrate the many habitats that water provides. Many parks do not have ponds, however ditches and depressions may hold enough water to complete this activity. This activity may be skipped or modified if no water is present at the park.
- When It Rains: This activity is designed to teach children about the impacts of rainwater and how different areas of the park affect stormwater management. **TIP: Use a garden hose to spray water onto the roof or an uphill area to watch how and where the water flows.**
- Complete this week's Weather Watching and Leaf It to Me activities.

Chapter 6: So Many Birds
Additional Supplies Required: Thermometer, watch/clock
Additional Supplies Suggested: Bird identification book, Merlin Bird ID app on a smartphone, crayons/colored pencils

- Bird Silhouettes: This activity illuminates the great variety of birds by their shape. Leaders may want to have a bird identification book on hand to help ID and provided additional information about birds in the park.
- What Bird Is That: This activity builds upon the previous exercise by exploring further the characteristics that distinguish one bird from another. **TIP: An excellent mobile phone app to compliment this activity is Merlin Bird ID, published by The Cornell Lab, and available for free download. This activity follows the same identification process used by the app and is a great way to connect kids to nature via technology.**
- Complete this week's Weather Watching and Leaf It to Me activities.

Sample Schedule

WEEK 1 Nature Doesn't Rest	WEEK 2 Exploring Essentials	WEEK 3 Homey Habitats	WEEK 4 Critters Big and Small	WEEK 5 Wonderful Water	WEEK 6 So Many Birds
Weather Watching	Weather Watching	Weather Watching	Weather Watching	Weather Watching	Weather Watching
Leaf It To Me	Leaf It To Me	Leaf It To Me	Leaf It To Me	Leaf It To Me	Leaf It To Me
* Hand Out Kits	Mapping The Park	Animal Homes	Get Into Insects	Animals In Water	Bird Silhouettes
* Walk The Park	Wake Up Your Ears	Habitat Hunt	Spy On Ants	When It Rains	What Bird Is That
	Making Camp		Squirrel Sightings/ Pigeon Study		* Celebrate!
			Name Game		

Questions
Contact Serda Ozbenian at (703) 858-2147 or sozbenian@nrpa.org.

List of Recommended Supplies
Thermometer
Watch/clock
Pencil
Crayons/colored pencils
Filed guides (for local plants and animals)
Binoculars

Additional Resources
Leave No Trace Principles - https://lnt.org/learn/7-principles
Outdoor Teaching Tips - http://www.birdsleuth.org/leading-groups-outdoors-tips/
Outdoor Activity Finder - http://www.nwf.org/Activity-Finder.aspx
Citizen Science Project Finder - http://scistarter.com/finder