We are so excited that you have invited Hawks Aloft, Inc to visit your classroom! The following packet includes background information and additional activities to help your students get the most out of our visit.

All of the materials in this packet can be reproduced for educational purposes and we encourage you to share this packet with your colleagues.

We also offer a single-visit program called Bird of Prey that features two live raptors and can be tailored for students from grades 2-12. Teachers can choose from a variety of topics, including bird biology, migrations, and adaptations, or we can modify a lesson to fit classroom needs. For a full list of the programs offered by Hawks Aloft and to download free bird-related lessons, visit our website: www.hawksaloft.org.
About Us

Hawks Aloft, Inc. is a non-profit organization located in Albuquerque, New Mexico that works to conserve indigenous wild birds and their habitats through avian research and conservation education. We work closely with local rescue groups and often help rehabilitate injured raptors. In addition, we care for 20 non-releasable raptors who serve as Avian Ambassadors, visiting schools and community events to teach the importance of conservation. Visit our website, www.hawksaloft.org for more information.

Research

Through the hard work of both staff scientists and volunteers, Hawks Aloft has been researching songbirds and raptors in New Mexico for over 20 years. Projects include: the effects of riparian restoration on songbird populations, monitoring of the endangered Mexican Spotted Owl, and raptor nest surveys.

Education

Our best hope for the future of our planet is through education. It is for this reason that Hawks Aloft delivers hundreds of educational programs each year to thousands of children and adults throughout New Mexico. Using live, non-releasable raptors to engage and excite the public about the importance of conserving wildlife, our programs are tailored to suit the needs of each individual audience. We offer programs for children and adults of all ages. Visit www.hawksaloft.org to learn more about the education programs offered by Hawks Aloft.
Meet Our Avian Ambassadors

In order to promote conservation and awareness of birds of prey, Hawks Aloft houses and cares for twenty non-releasable birds of prey. All of our education birds have some permanent disability that prevents them from surviving in the wild, such as an injured wing or vision impairment. We provide them with zoo-quality housing, a natural diet, and veterinary care so they can live out their lives in comfort. They live in specially built cages called mews that have been adapted to suit their disability. For example, birds that cannot fly have special ramps that allow them to reach their perches.

Our education birds are given names in order to help identify them. They are, however, wild animals and we treat them as such, never handling them with bare hands or petting them. In order to care for them we require special permits. Any individual found in possession of one of these birds who lacks proper permits faces jail time and up to a $10,000 fine.

Here are a few spotlights of our education birds. For full profiles of all of our education birds, visit our website: www.hawksaloft.org.

Name: Aztec
Species: Great Horned Owl
Disability: Fractured arm bones, can’t fly.

Name: Hudder
Species: Swainson’s Hawk
Disability: Fractured left wing, vision impaired in right eye.

Name: Clark Kent
Species: American Kestrel
Disability: Fractured bone near collar bone, can’t fly well.
What do I do if I find an injured bird?

If you find an injured bird, approach with caution! An injured bird will be frightened and may try to attack when approached. If possible, contact wildlife rescue to capture the bird. If immediate rescue is needed, it is best to place a towel over the bird before picking it up. Be extremely careful of its talons and beak. Place the bird in a cardboard box and close the cover. Then place the box in a dark, quiet area. Do not give the bird any food or water as it could make the bird’s condition worse.

In the Albuquerque area, contact the NM Department of Game and Fish at 505-841-8881 or Wildlife Rescue at 505-344-2500. In Santa Fe/Espanola you can contact the Wildlife Center at 505-753-9505, or the Santa Fe Raptor Center at 505-699-0455. They will either come get the bird or give you the name of a nearby rehabilitator. In other areas contact the local game and fish office or a veterinarian.

What about baby birds?

If you find an abandoned baby bird, it is best to leave the bird alone. Most likely the bird is learning to fly and the parents are probably nearby. Just like human children, baby birds sometimes need a little time before they are ready to completely leave the nest. If you find a nestling that does not have all of its feathers, return it to its nest if possible. Contrary to common belief most adult birds do not have a great sense of smell and will accept the young bird even if it has been touched by humans. If you cannot return it to its nest or you think that it has been abandoned, place it in a cardboard box and call a rehabilitator.
Fascinating Bird Facts

Did you know that humans can turn our heads only 180 degrees, but a hawk can turn its head 210 degrees. That’s more than halfway around! Owls are even more amazing: they can turn their heads 270 degrees, or 3/4 of the way around. This is because owls have twice the number of vertebrae (14) in their neck compared to humans (7).

The following definitions will help your students to complete the Fascinating Bird Facts Student Handout on Page 7.

- **Birds of Prey** - Birds that eat other animals. For example: robins eat insects, herons eat fish, and hawks eat rodents.
- **Diurnal** - Primarily active during the day. Examples: squirrels, robins, and hawks
- **Nocturnal** - describes animals which are primarily active at night. Examples: bats, raccoons and most owls
- **Raptor** - a bird of prey that uses its strong feet and talons to catch and kill its prey. Examples: eagles, hawks, owls, and falcons

Answers to the Student Handout are below:

- The biggest bird in the world is the Ostrich. It can weigh up to 290 pounds!
- The smallest nocturnal raptor is the Elf Owl which is only six inches long!
- The fastest bird in the world is the Peregrine Falcon. It has been measured at speeds over 200 mph!
- The Andean Condor of South America is the largest bird of prey. It can weigh 20 pounds and has a 10 foot wingspan!
- Unlike mammal bones, most bird bones are hollow. They are still very strong, but are light so the bird can fly more easily.
- The tiny Bee Hummingbird weighs only 0.05 ounces, or 1.6 grams!
Fascinating Bird Facts
Student Handout

Draw and arrow from the bird fact to the picture of the correct bird!

♦ The biggest bird in the world is the Ostrich. It can weigh up to 290 pounds!

♦ The smallest nocturnal raptor is the Elf Owl which is only six inches long!

♦ The fastest bird in the world is the Peregrine Falcon. It has been measured at speeds over 240 mph!

♦ The Andean Condor of South America is the largest bird of prey. It can weigh 20 pounds and has a 10 foot wingspan!

♦ Unlike mammal bones, most bird bones are hollow. They are still very strong, but are light so the bird can fly more easily.

♦ The tiny Bee Hummingbird weighs only 0.05 ounces, or 1.6 grams!
What is a Raptor?

The term “bird of prey” describes any bird that eats other animals. This group includes hawks, pelicans, roadrunners, robins and hummingbirds! Raptors are specialized members birds of prey that use their feet to catch their food. Owls, hawks, and falcons are all raptors. Raptors have specially adapted claws called **talons** that are very sharp and strong.

The following definitions will help your students complete the “What is a Raptor?” student hand-out on Page 9.

- **Adaptation** - A body part or behavior that helps a living thing to survive. For example: Polar Bears have thick fur to stay warm in the Arctic.
- **Beak** - The name for a bird’s mouth.
- **Birds of Prey** - Birds that eat other animals. For example: robins eat insects, herons eat fish, and hawks eat rodents.
- **Predator** - An animal that hunts other animals for food.
- **Prey** - An animal that is hunted and eaten by other animals.
- **Raptor** - A bird of prey that uses its strong feet and talons to catch and kill its prey. For example: eagles, hawks, owls, and falcons.
- **Talons** - The sharp claws at the end of a raptor’s toes.

Answers to the Student Handout are to the right:

1. Raptors have specially adapted claws called **talons** that are very sharp and strong. Circle the bird feet below that you think belong to **raptors**.

2. Raptors use their beaks to tear their food just like we use our teeth. Their beaks are usually short with ends that are short and point down like a tooth. Circle the bird beaks below that you think belong to **raptors**.

© DG
What is a Raptor?
Student Handout

Raptors are a group of birds that use their feet to catch their food. Owls, hawks, and falcons are all raptors.

1. Raptors have specially adapted claws called **talons** that are very sharp and strong. Circle the bird feet below that you think belong to **raptors**.

2. Raptors use their beaks to tear their food just like we use our teeth. Their beaks are usually short with ends that are short and point down like a tooth. Circle the bird beaks below that you think belong to **raptors**.
**Predator & Prey**

A food chain describes the relationships between animals and plants in an ecosystem. The following definitions will help your students to complete the Predator & Prey Student Handout on Page 11.

- **Carnivore** - An animal that eats only meat. For example: lions, snakes, and sharks.

- **Ecosystem** - A community of living (plants and animals) and non-living things (rocks and soil). For example: forests, deserts, and oceans.

- **Environment** - Natural and/or man-made surroundings.

- **Habitat** - The area where an animal or plant lives and finds everything that it needs to survive. Plants and animals need food, water, shelter, and space from their habitat.

- **Herbivore** - An animal that eats only plants. For example: rabbits, deer, and grasshoppers.

- **Omnivore** - An animal that eats both animals and plants. For example: humans, bears, and coyotes.

- **Predator** - An animal that hunts other animals for food.

- **Prey** - An animal that is hunted and eaten by other animals.

Answers to the Student Handout are to the right:
Predator & Prey
Student Handout

A food chain describes the relationships between animals and plants in an ecosystem. Write the definitions of the following terms.

1. Write the definitions for the following terms:

   **Carnivore:**

   **Habitat:**

   **Herbivore:**

   **Omnivore:**

   **Predator:**

   **Prey:**

2. Use arrows to connect the plants and animals in the desert food chain:
Changes Through Time

Animals have lived on planet Earth for 600 million years. In that time, animals have changed drastically. Some prehistoric animal species changed into other species that are familiar to us today. Other species went extinct, never to be seen again. Scientists have discovered that some animals that were once thought to have gone extinct actually just changed into different animal species. For instance, while we once thought that all dinosaurs went extinct at the end of the Cretaceous Period, but recent fossil evidence suggests that a few dinosaur species survived and became what we know as birds today! That means that one of the closest living relatives of the dinosaurs is living in the tree in your yard!

The following definitions will help your students complete the Changes Through Time Student Handout on Page 13.

- **Endangered Species** – A species with a small, decreasing population that is in danger of becoming extinct. For example: Whooping Crane, Mexican Wolf, Panda Bear.

- **Extinct** - A species where all individuals have died. For example: Dodo and Wooly Mammoth.

- **Pesticide** - A chemical used to control and kill insects and other organisms considered to be pests. They are often sprayed on crops or plants.

- **Pollution** - A substance that damages the environment. For example: trash, human sewage.

- **Species** - A specific type of plant or animal that lives together and breeds. For example: Red-tailed Hawk, Grizzly Bear, or Ponderosa Pine.

- **Threatened Species** - A species with a declining or unstable population that is close to becoming endangered. For example: Mexican Spotted Owl and Chiracahua leopard frog

Answers to the Student Handout are below:

Farmer Daniel lives in New Mexico. This year, he has had problems with grasshoppers eating his crops, so he decided to spray a chemical called a **pesticide** on his crops in order to kill the grasshoppers. The next day it rains and the chemicals are washed into the Rio Grande, causing the water to become **polluted**. Near Farmer Daniel’s farm is a nest of Southwestern Willow Flycatchers which are a **threatened** species, a species with a small, decreasing population. The mommy flycatcher flies down into the crops and picks out some slow grasshoppers to feed to her babies. When the babies eat these grasshoppers they become **sick**, because the grasshoppers have been sprayed with the pesticides. If Farmer Daniel continues to use pesticides on his crops, the Southwestern Willow Flycatchers babies might die and the species could become **endangered** or even **extinct**.

What could Farmer Daniel do to help the Southwestern Willow Flycatchers?

*Answers could vary, but includes: reducing pesticide use or building nest sites away from crops*
Changes Through Time
Student Handout

Animals have lived on planet Earth for 600 million years. In that time, animals have changed drastically. Some prehistoric animal species changed into other species that are familiar to us today. Other species went extinct, never to be seen again.

In the present day, human actions have caused many species to become at risk of going extinct. Let’s learn about one way that humans are hurting wildlife and how we can help.

Use the following words to fill in the blanks below & complete the story. Every word should only be used once.

extinct  endangered  threatened
pesticide  polluted  sick

Farmer Daniel lives in New Mexico. This year, he has had problems with grasshoppers eating his crops, so he decided to spray a chemical called a ________________ on his crops in order to kill the grasshoppers. The next day it rains and the chemicals are washed into the Rio Grande, causing the water to become ________________. Near Farmer Daniel’s farm is a nest of Southwestern Willow Flycatchers which are a ________________ species, a species with a small, decreasing population. The mommy flycatcher flies down into the crops and picks out some slow grasshoppers to feed to her babies. When the babies eat these grasshoppers they become ________________, because the grasshoppers have been sprayed with the pesticides. If Farmer Daniel continues to use pesticides on his crops, the Southwestern Willow Flycatchers babies might die and the species could become ________________ or even ________________.

What could Farmer Daniel do to help the Southwestern Willow Flycatchers?
Find these words in the puzzle:

- adaptation
- Bald Eagle
- conservation
- Carnivore
- Snowy Owl
- extinct
- habitat
- Hawks Aloft
- Kestrel
- ecosystem
- pesticide
- predator
- raptors
- species
- migration
What Bird Am I?

Directions:

This is a three part puzzle.

1. Solve the clues below.

2. Fill the answers into the crossword puzzle.

3. Take the four circled letters and unscramble them to discover the mystery bird.

MYSTERY BIRD CLUE:
I am known as the symbol of peace. _ _ _ _.

ACROSS

3. I usually live by the ocean. I eat crabs, fish, and leftover food from people.

4. I drum my beak on the trunks of trees to drill holes and capture insects.

8. I live in cities with lots of my friends. I am a P_ G_ _N.

10. I have a huge beak, like a net for catching my favorite food, fish!

11. My favorite food is dead animals! I help clean up by eating them!

12. I am very popular at Thanksgiving!

13. I am the state bird of New Mexico. I love eating mice, lizards, and other birds.

DOWN

1. I am most active at night and I sleep during the daytime. I make a hooting sound.

2. My large webbed feet help me swim around ponds and rivers. My glossy feathers keep me dry.

5. I live in cold places the Arctic. I eat fish and cannot fly, instead I swim!

6. One of my species is the national bird of the US. My wingspan measures about six feet!

7. My favorite food is nectar from flowers, but I also will drink from feeders outside of houses. My wings beat very rapidly.

8. I am brightly colored and can sometimes speak like you! Some people have me as a pet.

9. I am a large bird that cannot fly. My cousin is the ostrich.
Bird's the Word

Answer Key

Hawks Aloft, Inc.
Conservation, Avian Research & Education

What Bird Am I?

Answer Key

Mystery Bird Clue: DOVE

ACROSS

1. Owl

2. Duck

3. Gull

4. Woodpecker

5. Penguin

6. Eagle

7. Hummingbird

8. Parrot

9. Emu

10. Pelican

11. Vulture

12. Turkey

13. Roadrunner

DOWN

1. Owl

2. Duck

3. Gull

4. Woodpecker

5. Penguin

6. Eagle

7. Hummingbird

8. Parrot

9. Emu

10. Pelican

11. Vulture

12. Turkey

13. Roadrunner
Books to Include in your Classroom

Integrate birds into your whole curriculum! Here are some suggested books that can either be read by or to the students.

Fiction

- *The Barn Owls* by Tony Johnston
- *Beaks* by Sneed B. Collard III

- *Eagle and the Wren* by Jane Goodall
- *Feathers for Lunch* by Lois Ehlert
- *Julie of the Wolves* by Jean Craighead George
- *The Lorax* by Dr. Suess
- *Owl Babies* by Martin Waddell
- *There’s an Owl in the Shower* by Jean Craighead George, Christine Herman Merill (Illustrator)
- *Wild Birds* by Joanne Ryder
- *Wump World* by Bill Peet

Non-Fiction (stories)

- *A Day in the Desert* by Jean Craighead George
- *Eagles, Hawks, and Owls* by Virginia Alvin
- *How do Birds Find Their Way?* by Roma Gans
- *Urban Roosts: Where Birds Nest in the City* by Barbara Bash
- *Watching Desert Wildlife* by Jim Arnosky
- *What Makes a Bird a Bird?* by May Garelick

Non-Fiction

- *Atlas of Endangered Species* by Steve Pollock
- *Birds in Your Backyard* by Barbara Herkert
- *Earth Book For Kids* by Linda Schwartz
- *Every Living Thing* by Cynthia Rylant
- *Everything you Never Learned About Birds* by Rebecca Rupp
- *How Nature Works* by David Bernie
- *The Life Cycle of a Bird* by Bobbie Kalman
- *Peterson Field Guides: Birds of Prey for Young Naturalists* by Jonathan Latimer, Karen Stray Nolting, and Roger Tory Peterson (Illustrator)
- *Saving Birds: Heros Around the World* by Pete Salmansohn
- *Sharing the Wonder of Birds With Kids* by Laura Erickson and Kathryn Marsaa (Illustrator)
Attracting birds to your school

Attracting birds to your school or home is a perfect opportunity to observe birds close-up. Building a bird feeder is an inexpensive and fun way to create a bird-friendly habitat! Below are three different bird feeders you can build. Try building them all to see if certain birds prefer specific food.

### Treat Bag

**Materials:**
- Mesh bag (from oranges)
- Birdseed
- Suet
- Unsalted peanuts
- Yarn

**Directions:**
1. Tie a length of yarn to the top of the bag.
2. Fill the bag with treats and hang it from a tree branch or hook.

### Pine Cone Feeder

**Materials:**
- Peanut butter
- Pine cones
- Yarn (2 feet long)
- Birdseed
- Scissors

**Directions:**
1. Tie a length of yarn to the end of a pine cone.
2. Cover the entire pine cone with peanut butter.
3. Roll it in birdseed and hang it outside your window.

### Fruit Feeder

**Materials:**
- Orange, apple, or pear
- Yarn (2-3 feet long)
- Knife

**Directions:**
1. Have an adult help you cut the fruit in half.
2. Poke a hole through the center of the fruit.
3. Pull the yarn through the hole and tie it to make a handle and hang on a tree.
How to Help

Around the world, wildlife is being threatened by human activities. Brainstorm with your students on some of the biggest threats to wildlife & ways that they can make a difference in their own communities.

Some of the major threats to wildlife are:

- **Loss of habitat**: Habitat loss is the primary threat to all plants and animals on Earth. Habitat is destroyed for agriculture, urban development, oil & gas exploration, and water diversion.
  
  - **Ways to help**: Plant native plants in your yard to help create habitat. Get involved in efforts to restore or re-plant damaged habitat.

- **Pollution**: Human activities have lead to the contamination of many habitats. Pollution can be very visible, such as trash thrown on a beach, or it can be invisible, such as chemical pesticides polluting a stream.
  
  - **Ways to help**: Organize a trash clean-up day to pick up litter around your neighborhood or school.

- **Climate Change**: Changes in normal weather patterns are a big threat to wildlife. Drought, severe storms, and higher temperatures can cause animals to lose their food sources, get thrown off their migration routes, or lose their habitat all together.
  
  - **Ways to help**: The burning of fossil fuels, such as gasoline in our cars, is one of the major contributors to climate change. When you can, walk or ride your bike instead of driving.

- **Invasive Species**: Humans have introduced non-native species to every habitat on Earth. These introductions were sometimes accidental, such as stowaways on ship hulls, and sometimes on purpose, such as the release of pets into natural habitats.
  
  - **Ways to help**: Plant native plants in your yard instead of exotics which can become invasive. Don’t release any pets into the wild. When you travel, clean any mud or dirt off your shoes before you go to a new place. This will help prevent stowaways.
Get Involved

Hawks Aloft has 20 education birds that need your support! Currently, a large portion of our donations go towards caring for our educational birds.

How can you help?

Enjoyed our visit? Your students can continue to learn about raptors through our Adopt-a-Raptor program. Your class will receive a certificate with a picture of your bird, a description of its history, and video links updating you on the status of your chosen bird.

What are the donations used for?  Donations help provide the raptors with a quality diet, equipment, housing, and medical care. Our education birds are all non-releasable due to a permanent disability. Your donations help to ensure they live a long and comfortable life serving as ambassadors for their species.

Here are just a few of our raptors available for adoption.

Visit www.hawksaloft.org/education/our-educational-ambassadors/to view the profiles for all our education birds and decide which one to sponsor today!

Adopting a raptor gives you exclusive access to video updates on your bird before they are released to the public!

To adopt a raptor, fill out and mail in the request on Page 21, or visit our website.
YES! We want to adopt an Educational Raptor!

Please check one:

☐ Screech Owl: $35.00
☐ Burrowing Owl: $35.00
☐ American Kestrel: $35.00
☐ American Crow: $35.00
☐ Merlin: $50.00
☐ Great Horned Owl: $60.00
☐ Cooper’s Hawk: $60.00
☐ Red-tailed Hawk: $75.00
☐ Swainson’s Hawk: $75.00
☐ Peregrine Falcon: $100.00
☐ Ferruginous Hawk: $100.00
☐ Rough-Legged Hawk: $100.00

Specific Bird Requested ___________________________________________________________

Teacher’s Name_________________________________________________________________

Phone_________________________Email__________________________________________

School/Organization_______________________________________________________________

Name on Certificate_______________________________________________________________

Address_________________________________________________________________________

City, State, Zip___________________________________________________________________

Complete this form and send with your payment to:

Hawks Aloft, Inc.

P.O. Box 10028

Albuquerque, NM 87184

Please make checks payable to Hawks Aloft, Inc.

Or call us at 505-828-9455 to use your credit card!
Program Evaluation

Hawks Aloft wants your feedback! This helps us to improve our programs and better serve our community.

Your honest critique helps us to improve our program. Attach additional sheets if necessary.

Name: ___________________________ Email: ___________________________

School/Group: _______________________________________________________

Program Date: _______________ Type of Program: _______________________

For the following questions, check the box that best describes your feelings.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1. The program met or exceeded my expectations.</td>
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<td>2. My students were engaged in the program.</td>
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<td>3. My students benefited from the program.</td>
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<td>4. I learned something from the program.</td>
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<td>5. The pre-packet was age-appropriate &amp; helpful.</td>
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<td>6. Scheduling my program was easy.</td>
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<td>7. This program was worth the cost (if applicable).</td>
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<td>8. I would recommend this program to my colleagues.</td>
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</tbody>
</table>

9. What part of the presentation had the most impact on the students?

10. Which part of the program did they enjoy the least?

11. How can the program be improved?

Please send all completed evaluations to: Hawks Aloft, Inc., Attn: Education Dept.

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