

Falcon-Ed Pedagogical Activities



This guide presently contains 6 activities and is available for download on our website: www.falconed.biz

We hope that you and your students will enjoy these classroom activities! Please do not hesitate to contact us with improvements or suggestions for other activities.

Sincerely,

Geneviève Zaloum
Director of Falcon-Ed

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Falcon-Ed Pedagogical Activities

Class Activity 1: Paper Feathered Raptors

(Inspired by a fellow teacher)

ELEMENTARY, CYCLES I & II

CONCORDANCE WITH THE QUÉBEC EDUCATION PROGRAM:

- **SUBJECT AREAS:** Science and Technology, Arts Education.
- **SUBJECT-SPECIFIC COMPETENCIES:** To explore the world of science and technology; To produce individual works in the visual arts; To appreciate works of art, personal productions and those of classmates.
- **BROAD AREAS OF LEARNING:** Environmental Awareness, Personal and Career Planning.
- **CROSS-CURRICULAR COMPETENCIES:** To use information; To use creativity; To adopt effective work methods; To use ICTs.

Introduction

Feathers are a marvel of form and function; some are used for flight, some to keep warm, some are just for show. When looking at a bird up close, it becomes apparent that no two feathers are truly alike, as colour, pattern, shape and structure vary. Following our **Exploration** Presentation (Cycle I) or **Discovery** Presentation (Cycle II), your class will enjoy creating paper feathers to make their own bird or bird of prey during this simple and fun arts activity.

Procedure

The raptors presented during our visit will definitely inspire, but students can pick any bird that they like. They can consult images in books and look on the Internet too. The student can also refer to these to make sure their creation looks like the real thing.

Once the student has chosen a bird, the first step will be to trace the bird's silhouette/shape either in flight or perched, on construction paper or cardboard, and then cut out the silhouette with scissors. Bird of prey silhouettes can be obtained from our website. The images can be copied and enlarged to prepare a template silhouette ahead of time for all students to use.

Using coloured tissue or construction paper, the student must next make "feathers" for the bird by tearing it into pieces. Point out ahead of time that different types of pieces will be needed: smaller triangular pieces for head, chest, leg and back feathers, and long rectangular pieces for feathers on the tail and wings. Using white glue or a glue stick, the student can then stick the feathers onto the silhouette at the appropriate spot. Tail and wing feathers should be glued on first, then the smaller feathers, starting from the bottom of the body going towards the top.



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Students can use felt markers, pencils or crayons to add detail. Once completed, the student can write their names on the back of the silhouette.

Materials

Coloured tissue paper and/or construction paper (most raptors have the following colours: white, brown, black, red, yellow and orange), cardboard, white glue or glue stick, felt markers, pencils, crayons, scissors.

Timeframe

Allot one (1) 45-minute class period to complete the activity.

Reinvestment

Once finished, individual productions could be grouped together to make themed mobiles. For example, mobiles could display birds by type (falcons, hawks, owls, eagles...), by hunting habits (nocturnal or diurnal), by where they live (Canada, Europe, Africa...), or even by preferred habitat (forest, fields, city, wetlands...).

Correspondence with the Falcon-Ed Program:

The best introduction to this activity is our Exploration or Discovery Presentations. During the visit our raptor expert will introduce students to birds of prey, their characteristics and the differences between nocturnal and diurnal raptors. The birds presented in class will inspire the curiosity and creativity of your young artists!



Falcon-Ed Pedagogical Activities

Class Activity 2: Raptor-Tag

ELEMENTARY, CYCLES I & II

CONCORDANCE WITH THE QUÉBEC EDUCATION PROGRAM:

- **SUBJECT AREAS:** Physical education and Health, Science and Technology.
- **SUBJECT-SPECIFIC COMPETENCIES:** To perform movement skills and interact with others in different physical activity settings; To explore the world of science and technology.
- **BROAD AREAS OF LEARNING:** Environmental Awareness, Health and Well-Being.
- **CROSS-CURRICULAR COMPETENCIES:** To use information; To solve problems; To cooperate with others.

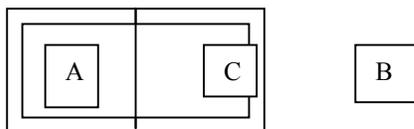
Introduction

This activity could easily be coordinated with the Physical Education teacher, or supervised by you during a free period, using our **Exploration** Presentation (Cycle I) or **Discovery** Presentation (Cycle II) as a precursor. This game combines elements of flag-football and of a game called "Bulldog". Students will integrate information from the presentation during this simple and fun game.

Procedure

The teacher picks four (4) players to be part of the PREDATOR team, designating each with a raptor title: 1- the eagle, 2- the hawk, 3- the falcon, and 4- the owl. The PREDATORS should be identified by wearing jerseys. The rest of the class is now the PREY team and each member will place a scarf on a belt loop or in a pant pocket. The scarf should dangle down at a safe, reasonable length; a student might trip if it is too long, but it may be hard for others to pull-off if it is too short.

To begin, designate the game area; this is easy in a gym, see the diagram below. PREY will gather against wall A, behind the line; areas behind the back lines are safe areas. The PREDATORS will be at the centre, C, and cannot go into the safe areas. When the teacher blows the whistle, the PREY must run from side A to side B, and avoid losing their scarf to a PREDATOR as they cross. When a PREDATOR removes the scarf from a PREY, it is "caught" and sits on the ground at the spot where it lost its scarf.



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PREY that successfully cross with their scarf still attached, gather behind the back line at wall B and wait for the teacher to blow the whistle again to begin running towards wall A.

Play for a predetermined time period or until all the prey are *caught*. The latter option will even demonstrate how much predators depend on their prey; when there is nothing left to eat, the game is literally over!

Material

Jerseys (4 or 5), one scarf per player (*same as used in flag-football*), whistle.

Timeframe

Allot 30 minutes to complete this activity.

Variations

After a few rounds, how about adding a twist? Pick one player from the PREY team to be a Vulture, this player will wear a jersey too, but of a different colour. In nature, the Vulture is a scavenger and eats dead animals. In the game, the Vulture can bring back into the game "dead" PREY members, which have already been *caught*, just by touching their hand. The Vulture will cross back and forth with the rest of the PREY, tagging back in *caught* PREY team members while trying not to get him or herself caught by one of the PREDATORS. This element can be used to highlight the role that scavengers play in cleaning up the environment.

For an even more interesting game, designate "day-time" with one whistle blow and "night-time" with two (2) whistle blows. As you blow the whistle once, PREY will cross but can only be tagged out by diurnal PREDATORS (Eagle, Falcon, Hawk), blow it twice and only the Owl player can tag them out. Though «inactive» PREDATORS can't *catch* PREY, they can help corner PREY for the other PREDATORS.

Finally, you can even think of dividing the PREY team into prey types; some could be MICE, RABBITS, or BIRDS. Using differently coloured scarves, identify PREY types, for exemple blue for MICE, red for RABBITS and black for BIRDS. Adding this element brings forth the idea that raptors are adapted for hunting different types of prey. Hence, PREDATORS can only catch their typical prey type: the Falcon player can only go for BIRD PREY players, the Eagle and Hawk players can only go for RABBIT PREY players and the Owl player can only go for MICE PREY players.

Correspondence with the Falcon-Ed Program:

The best introduction to this activity is our Exploration or Discovery Presentations. During the visit our raptor expert will introduce students to birds of prey, their characteristics, the role they play in the environment, and the differences between nocturnal and diurnal raptors. Raptor-Tag is a fun way to re-introduce these notions and let students act a little wild!



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Class Activity 3: Raptor Characters

ELEMENTARY, CYCLE II

CONCORDANCE WITH THE QUÉBEC EDUCATION PROGRAM:

- **SUBJECT AREAS:** Language, Science and Technology.
- **SUBJECT-SPECIFIC COMPETENCIES:** To read literary, popular and information-based texts; To write information-based texts; To use language to communicate and learn; To propose explanations for or solutions to scientific or technological problems; To make the most of scientific and technological tools, objects and procedures; To communicate in the languages used science and technology.
- **BROAD AREAS OF LEARNING:** Environmental Awareness and Media Literacy
- **CROSS-CURRICULAR COMPETENCIES:** To use information; To solve problems; To use critical judgment; To adopt effective work methods, To use ICTs; To cooperate with others; To communicate appropriately.

Introduction

Books, stories and comics have an abundance of characters that are based on real bird species, especially birds of prey. During this activity your students will reveal the biology behind some intriguing raptor characters.

Procedure

With the help of storybooks, comic books and the Internet, your students will, in groups of 2 or 3, find a raptor character to unmask. After having selected their subject, their task is to find out what species he/she represents. They will then search information about the species, such as its biology, commonalities and differences between the character's depiction and its species. Does fiction stray far from fact?

Material

Story books, comic books, the internet, reference guides on birds of prey, as well as information given on different species in our Falcon-Ed website, and the student worksheet provided (page 7).



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Timeframe

Allot two (2) periods to complete this activity. One hour to introduce the activity and the research topic, and one period to complete the worksheet.

Reinvestment

As a follow up to this activity you may propose a creative writing project to your students where they can imagine an adventure featuring their raptor character.

Correspondence with the Falcon-Ed Program:

The best introduction to this activity is our Discovery Presentation. During the visit our raptor expert will introduce students to birds of prey, their characteristics, the role they play in the environment, and the differences between nocturnal and diurnal raptors. Our live birds of prey presented in class are raptor personalities in their own right and will definitely get students interested in the subject!



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RAPTOR CHARACTERS: STUDENT WORKSHEET

NAMES : _____ DATE : _____

1. Present your raptor character. In which story can he/she be found?

2. Which species do you believe the character is? Why?

3. The species lives in (country or continent): _____
Your character lives in (country or continent) : _____

4. The species lives in what habitat:

- | | | | |
|----------------------------------------|---------------------------------|--------------------------------------------|----------------------------------|
| <input type="checkbox"/> forests | <input type="checkbox"/> plains | <input type="checkbox"/> lakes and rivers | <input type="checkbox"/> marsh |
| <input type="checkbox"/> fields | <input type="checkbox"/> cities | <input type="checkbox"/> coastlines/oceans | <input type="checkbox"/> deserts |
| <input type="checkbox"/> Other : _____ | | | |

Your character lives in what habitat:

- | | | | |
|----------------------------------------|---------------------------------|--------------------------------------------|----------------------------------|
| <input type="checkbox"/> forests | <input type="checkbox"/> plains | <input type="checkbox"/> lakes and rivers | <input type="checkbox"/> marsh |
| <input type="checkbox"/> fields | <input type="checkbox"/> cities | <input type="checkbox"/> coastlines/oceans | <input type="checkbox"/> deserts |
| <input type="checkbox"/> Other : _____ | | | |

5. The species eats: _____
Your character eats: _____

6. Name elements that your character and its species have in common.

Where did you find this information?

7. How are your character and its species different?

Where did you find this information?



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Class Activity 4: *Birdwatching Challenge*

ELEMENTARY, CYCLES II & III

CONCORDANCE WITH THE QUÉBEC EDUCATION PROGRAM:

- **SUBJECT AREAS:** Languages, Physical education and Health, Science and Technology.
- **SUBJECT-SPECIFIC COMPETENCIES:** To read literary, popular and information-based texts; To write information-based text; To use language to communicate and learn; To perform movement skills and interact with others in different physical activity settings; To adopt a healthy, active lifestyle; To propose explanations for or solutions to scientific or technological problems; To make the most of scientific and technological tools, objects and procedures; To communicate in the languages used science and technology.
- **BROAD AREAS OF LEARNING:** Environmental Awareness, Health and Well-Being.
- **CROSS-CURRICULAR COMPETENCIES:** To use information; To solve problems; To adopt effective work methods; To cooperate with others; To communicate appropriately.

Introduction

Birdwatching is a simple and stimulating hobby; it can be done during a hike outside, at home by the window or when just sitting in the car. As soon as students discover the existence of birds other than sparrows, seagulls, pigeons, crows and ducks, they will soon notice all sorts of bird species living in and around their area.

Procedure

What?

Referring to books, guides and the information given in the “Birdwatching” section of our Falcon-Ed website, you will be able to introduce your students to the basics of birdwatching and bird identification. By observing and examining a bird's shape or silhouette, its size, the colour of its plumage, certain distinct traits, its call, its behaviour, its posture and its flight pattern, the student can put together all these details to deduce which bird they are looking at.

Where and When?

If your school is situated near a green space (park, forest or field), or if there are different types of vegetation in your schoolyard, then it should be relatively easy to find a few birds. In the fall, before Halloween, and the months of May and June are the periods best suited to birdwatching. Also, birdwatching is most successful in the morning, since that is when most birds are active, getting food. Understand however, that even in ideal conditions and in rich habitats, most experienced ornithologists (bird scientists) will see no more than a dozen bird species within a one-hour period.



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How?

Students must observe some birds and note what they see. Teams of 2, 3 or 4 students will survey an area designated by you for birds perched, or in flight. When one of them spots a bird, a chosen team member will write down the pertinent information, as described in the Worksheet on page 10. Stress to your students the importance of taking proper *field notes*; missing information may make it very hard to correctly identify the bird later on in class.

After the birdwatching session, teams will use their notes to correctly identify the bird in class using reference books, identification guides and the Internet.

Avid birdwatchers like to keep what is called a "Life list". This is a list of all the birds that they have ever observed and identified. Once teams have identified their birds, have them write down on a sheet of paper the names of the birds they saw. Call to the front a member of each team to write their list on the blackboard. The list on the blackboard will now become the class' Life list, omitting repeats. The list also gives students an idea of the diversity of birds in the area surveyed. The teacher can then record this list onto a large sheet of bristol board.

Material

Bird identification guides for North America, other reference books on birds and birdwatching, Internet, binoculars, Worksheet (pages 10 and 11).

Timeframe

Allot at least two (2) one hour periods to complete this activity. One period will be needed to introduce birdwatching concepts, and one period needed for birdwatching outdoors and in-class bird identification.

Reinvestment

Throughout the rest of the school year, students can add on their own observations to the class' Life list by writing down their name, the name of the bird seen, and where and when it was observed. To further encourage students to participate, award a prize to the student with the most observations. The prize will go to the student who adds the most observations to the class' Life list. Also, if you send us a copy of the Life list, we would be happy to sponsor the prize for the winner: 4 free entry passes to our summer bird of prey free-flight demonstration, at the summit of Mont Tremblant.

Correspondence with the Falcon-Ed Program:

Conclude this activity with our Discovery Presentation or the Scientific Workshops Activity. During the visit, our raptor expert will be able to answer your students' questions about birds, raptors and birdwatching. The expert will be able to give some helpful hints for identifying the raptors of Quebec and where to look for them on their own. The "Birdwatching Challenge" will not only get the class excited about meeting real raptors but may open the door to a lifelong hobby based on the appreciation of wildlife and the great outdoors.



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BIRDWATCHING CHALLENGE: STUDENT WORKSHEET

DATE: _____

PLACE: _____

TEAM #: _____

WEATHER CONDITIONS: _____

NAMES: _____

BIRD IDENTIFICATION: Please answer as many questions as possible with as much detail as possible.

BIRD #1

Where did you see it?

on the ground perched low on a tree perched high or at the top of a tree in the sky

If in flight, did it soar or beat its wings? _____

Was it eating, if so, what did it eat? _____

Was it doing anything else? _____

Was it alone or with other birds? _____

What did it look like? Did it remind you of another animal? _____

What shape and colour was its wings? _____

What shape and colour was its tail? _____

What shape and colour was its head? _____

What shape and colour was its body? _____

What was its size?

Small like a sparrow the size of a Blue Jay as big as a Crow bigger than a Crow

Did it sing, call or make noises, if so what did it sound like? _____

Did you notice anything else? _____

NOTES/ SKETCHES:



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BIRD #2

Where did you see it?

On the ground perched low on a tree perched high or at the top of a tree in the sky
If in flight, did it soar or beat its wings? _____

Was it eating, if so, what did it eat? _____

Was it doing anything else? _____

Was it alone or with other birds? _____

What did it look like? Did it remind you of another animal? _____

What shape and colour was its wings? _____

What shape and colour was its tail? _____

What shape and colour was its head? _____

What shape and colour was its body? _____

What was its size?

Small like a sparrow the size of a Blue Jay as big as a Crow bigger than a Crow

Did it sing, call or make noises, if so what did it sound like? _____

Did you notice anything else? _____

NOTES/ SKETCHES:

Using references, like websites and books, can you identify the birds you saw?

Bird #1: _____

Bird #2: _____



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Class Activity 5: Wildlife Conservation Posters

ELEMENTARY, CYCLES II & III

CONCORDANCE WITH THE QUÉBEC EDUCATION PROGRAM:

- **SUBJECT AREAS:** Languages, Science and Technology, Arts Education, Social Sciences.
- **SUBJECT-SPECIFIC COMPETENCIES:** To read literary, popular and information-based texts; To write information-based text; To use language to communicate and learn; To propose explanations for or solutions to scientific or technological problems; To make the most of scientific and technological tools, objects and procedures; To communicate in the languages used science and technology; To produce media works in the visual arts; To appreciate media images, personal productions and those of classmates; To be open to the diversity of societies and their territories.
- **BROAD AREAS OF LEARNING:** Environmental Awareness, Media Literacy, Community Life, Personal and Career Planning.
- **CROSS-CURRICULAR COMPETENCIES:** To use information; To solve problems; To use critical judgment; To use creativity; To adopt effective work methods; To use ICTs; To communicate appropriately.

Introduction

During our **Discovery** Presentation or our **Scientific Workshops** activity, your class will learn lots about birds of prey and realise that several raptor species are endangered, threatened or at-risk due to a variety of environmental and “man-made” causes. Seeing our raptors live in class will rouse their interest in wildlife conservation and inspire them to create posters to inform fellow students about vulnerable species.

Procedure

Students may choose any threatened, endangered or at-risk animal species, not just a bird of prey. By searching in books, magazines and the internet, they will find information about the animal, on how and why it is at risk, and on what is being done by governments, organizations, communities or individuals to help it; the worksheet on page 14 will guide their research.

Once they have gathered important facts and filled out their worksheet, each student will have to come up with a slogan for their poster. The slogan should be fun, a pun... or use other word play to grab the attention of others.

Each student will use a large sheet of bristol board to create their poster. The poster must include: an image of the animal in its typical habitat, images that depict what is causing its



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populations to decrease, illustrations of conservation actions and efforts and proposed solutions, and finally, the catchy slogan. Words should be kept to a minimum (the name of the species, the slogan and other action words) with the idea that the images should convey the message on their own.

Before drawing on the bristol board, the student should create a sketch of what he/she would like the finished product to look like and trace images with a lead pencil before using coloured pencils, markers or crayons.

Once finished, these media productions should be installed in a main hallway for the appreciation of other students, teachers and staff.

Materials

Bristol board, pencils, felt markers, crayons, the Internet, books and magazines about wildlife conservation, and the worksheet on page 14.

Timeframe

Allot two (2) 45-minute class periods to complete the activity; one period to amass the information needed and one period to produce the poster.

Reinvestment

Besides putting up their posters, your students can visit other classes to spread the word about conservation and share what they have learned.

Each student would then prepare a short oral presentation (2 minutes long) summarizing what they have done and what they would like to tell other students about the conservation of their chosen species.

Divide your class according to the number of classes in your school. Groups of 2 or 3 students will bring their posters and speak to another class about the plight of their species. That way, in a short period of time (10 minutes), the entire school can receive your students' conservation message.

Correspondence with the Falcon-Ed Program:

Introduce this activity with our Discovery Presentation or our Scientific Workshops Activity. During the visit our raptor expert will introduce students to birds of prey, their characteristics, their role in the environment and the differences between nocturnal and diurnal raptors. The raptors presented in class will definitely inspire the creativity of young conservationists!



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WILDLIFE CONSERVATION POSTER: STUDENT WORKSHEET

NAME: _____

DATE: _____

1. What does "endangered" mean to you? _____

2. Name of my chosen species : _____

It's status is: At-risk Threatened Endangered Other: _____

It lives in: _____ (Name countries or areas)

It lives in the following habitats:

Forests Fields Cities Wetlands Coastlines/Oceans
 Lakes and rivers Deserts Plains Other(s): _____

3. List the causes, if they are known, for your species' status:

Where did you find this information?

4. List what is being done by governments, organizations, communities or people to help it:

Where did you find this information?

5. Do you have any new ideas or suggestions for other actions that could be taken to help?

6. Is there anything that YOU can do?

7. Think of a slogan to get other people thinking about protecting your species!

My slogan is: _____



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Class Activity 6: *Biodiversity in a Box*

ELEMENTARY, CYCLE III

CONCORDANCE WITH THE QUÉBEC EDUCATION PROGRAM:

- **SUBJECT AREAS:** Languages, Science and Technology.
- **SUBJECT-SPECIFIC COMPETENCIES:** To write information-based text; To use language to communicate and learn; To propose explanations for or solutions to scientific or technological problems; To make the most of scientific and technological tools, objects and procedures; To communicate in the languages used in science and technology.
- **BROAD AREAS OF LEARNING:** Environmental Awareness and Well-Being.
- **CROSS-CURRICULAR COMPETENCIES:** To use information; To solve problems; To cooperate with others; To communicate appropriately.

Introduction

Following our **Discovery** presentation or **Scientific Workshop Activity** for cycle III, you and your students can explore biodiversity and its importance to the environment. During this activity students will identify a variety of natural and man-made objects and the relationships that exist between different living (plants and animal) and non-living elements of our environment.

Procedure

The first step is for you to acquire a variety of objects from the surrounding environment. You may discover these objects as you walk outside on your street, in a park, in your yard, in the school yard, on a bike or walking path; and these may include: leaves, rocks, nests, eggs, plastics, metals, paper... Ten objects or so should suffice, even if you are not sure what they are.

Put these items in a container, this container will count as an item.

Divide the class in groups of 3 or 4, introduce the activity and have the items circulate through each group. Have each group suggest the identity of each object, whether it is/was living (plant or animal) or non-living, and finally what link or interaction to the living and/or non-living can be deduced from the object. For example, a rock with a fossil imprint is a non-living object that interacted with a living thing. Another example is that of a cardboard box, a non-living object made up of something once living, plant components, which were transformed by an animal (humans). During our visit, if you let us know ahead of time, we can leave you a raptor pellet for this activity: a non-living object, produced by an animal and containing prey animals... so many links to be made!

The students can use the worksheet provided on page 17 to record their observations. Relationships and links can be discussed as a group at the end of the activity.



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The goal of this activity is to highlight the interactions that exist amongst different elements of our environment and the need for variety. For instance, a diet must contain a variety of nutrients to be considered healthy. In parallel, the natural environment must it too contain a large variety of plant and animal diversity, all sustained by non-living elements, to remain healthy. Loss of diversity impacts the health and survival of all.

Material

Approximately ten objects found in the environment, a container and the student worksheets (page 17).

Timeframe

Allow approximately 30 minutes to complete this activity in class.

Reinvestment

You can ask students to each find and bring an item to class the next day to redo the activity. The results will be different each time the exercise is done, as new links and relationships will be made each time.

Correspondence with the Falcon-Ed Program:

The best introduction to this activity is our Discovery Presentation or our Scientific Workshops Activity. During the visit our raptor expert will introduce students to birds of prey and their role as predators in the environment. The activity 'Biodiversity in a box' is a great way to apply and expand on the information presented.



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BIODIVERSITY IN A BOX: STUDENT WORKSHEET

Names : _____

DATE : _____

1) Object: _____
Relationship: _____

2) Object: _____
Relationship: _____

3) Object: _____
Relationship: _____

4) Object: _____
Relationship: _____

5) Object: _____
Relationship: _____

6) Object: _____
Relationship: _____

7) Object: _____
Relationship: _____

8) Object: _____
Relationship: _____

9) Object: _____
Relationship: _____

10) Object: _____
Relationship: _____



Falcon-Ed Pedagogical Activities

CONCORDANCE TABLE: FALCON-ED AND THE QUÉBEC ELEMENTARY EDUCATION PROGRAM

| FALCON-ED PEDAGOGICAL ACTIVITIES and SCHOOL PROGRAM | | Activity 1 | Activity 1 + Presentation | Activity 2 | Activity 2 + Presentation | Activity 3 | Activity 3 + Presentation | Activity 4 | Activity 4 + Presentation | Activity 5 | Activity 5 + Presentation | Activity 6 | Activity 6 + Presentation |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------|---------------------------|------------|---------------------------|------------|---------------------------|-----------------|---------------------------|------------|---------------------------|------------|---------------------------|
| QUÉBEC ELEMENTARY EDUCATION PROGRAM | | Cycles I & II | | | | Cycle II | | Cycles II & III | | | | Cycle III | |
| Subject Areas & Subject-Specific Competencies | | | | | | | | | | | | | |
| English | To read and listen to literary, popular and information-based texts | | | | | x | x | x | x | x | x | | |
| | To write self-expressive, narrative and information-based texts | | | | | x | x | x | x | x | x | x | x |
| | To use language to communicate and learn | | x | x | x | x | x | x | x | x | x | x | x |
| Science & Technology | To explore the world of science and technology | x | x | x | x | x | x | x | x | x | x | | |
| | To propose explanations for or solutions to scientific or technological problems | | | | | x | x | x | x | x | x | x | x |
| | To make the most of scientific and technological tools, objects and procedures | | | | x | x | x | x | x | x | x | x | x |
| | To communicate in the languages used in science and technology | | x | x | x | x | x | x | x | x | x | x | x |
| Visual Arts | To produce individual works in the visual arts | x | x | | | | | | | x | x | | |
| | To produce media works in the visual arts | | | | | | | | | x | x | | |
| | To appreciate works of art, traditional objects, media images, personal productions and those of classmates | x | x | | | | | | | x | x | | |
| Physical Education & Health | To perform movement skills and to interact with others in different physical activity settings | | | x | x | | | x | x | | | | |
| | To adopt a healthy, active lifestyle | | | | | | | x | x | | | | |
| Social Sciences | To be open to the diversity of societies and their territories | | | | | | | | | x | x | | |
| Cross-Curricular Competencies | | | | | | | | | | | | | |
| | To use information | x | x | x | x | x | x | x | x | x | x | x | x |
| | To solve problems | | | x | x | x | x | x | x | x | x | x | x |
| | To exercise critical judgment | | | | | x | x | x | x | x | x | x | x |
| | To use creativity | x | x | | | | | | | x | x | | |
| | To adopt effective work methods | x | x | | | x | x | x | x | x | x | x | x |
| | To use information and communication technologies | x | x | | | x | x | x | x | x | x | x | x |
| | To construct his/her identity | | | | | | | | | | | | |
| | To cooperate with others | | | x | x | x | x | x | x | | | x | x |
| To communicate appropriately | | x | x | x | x | x | x | x | x | x | x | x | |
| Broad Areas of Learning | | | | | | | | | | | | | |
| | Health and Well-Being | | | x | x | | | x | x | | | x | x |
| | Personal and Career Planning | x | x | | | | | | | x | x | | |
| | Environmental Awareness and Consumer Rights and Responsibilities | x | x | x | x | x | x | x | x | x | x | x | x |
| | Media Literacy | | | | | x | x | | | x | x | | |
| | Citizenship and Community Life | | | | | | | | | x | x | | |



Falcon-Ed Pedagogical Activities

RECOMMENDED RESOURCES

BOOKS

- RAPTOR! By Christyna M. and René Laubach and Charles W. G. Smith, Storey Kids Publishing, 2002. 118pp.
- Owl Puke, The Book by Jane Hammerslough, Workman Publishing, 2004. 92pp.
- The Book of North American Owls by Helen Roney Sattler, Clarion Books, 1995. 64pp.
- Discovery Channel Birds, Explore your World Handbook, Discovery Publishing, 1999. 192pp.
- National Geographic Field Guide to the Birds of North America, National Geographic Society, latest edition.

MAGAZINES

- Canadian Wildlife
- WILD
- Wildlife Conservation

WEBSITES

- <http://www.falconed.biz>
- <http://www.cwf-fcf.org>
- <http://www.nrcan-rncan.gc.ca>
- <http://www.peregrinefund.org>
- <http://www.peregrine-foundation.ca/>
- <http://www.owlpages.com/>
- <http://www.virtualmuseum.ca>
- <http://www.nationalgeographic.com/kids/>

