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|---------------------------|--|
| Activity title | What is the purpose of bird feathers? |
| Recommended age | 4 - 6 years |
| Time of dedication | 40 - 50 min |



| Curricular area | | | | |
|--|---|--|---|--|
| Mathematical thinking to interpret the world | Speaking to think, know and communicate | Observe, manipulate and experiment to discover the environment | Move, feel and express yourself to grow | Create and feel art to enjoy and communicate |
| | X | X | X | X |

| Social / emotional competence | | | | |
|-------------------------------|-----------------|---------------------------------|------------------|-----------------------------|
| self-awareness | self management | Relational and emotional skills | Social awareness | Responsible decision making |
| | X | X | X | |

| Learning outside through nature | | | | |
|---------------------------------|-----------------------|------------------------|--|--------------------|
| Environmental awareness | Environment knowledge | Connection with nature | Understanding ecological interdependence | Actions for nature |
| X | X | | | X |

| Ideal season to carry out the activity | | | | |
|--|--------|--------|--------|-------------|
| winter | spring | summer | autumn | All seasons |
| | X | | | X |



What we need before we start

Materials

- Feathers
- paper...
- Pencil and colors
- Crayons or other paints

Development of the activity

* This activity can only be done if feathers have been previously collected, so be on the lookout to see if in your outings, in the yard or even individual children with their families, they see feathers and can recover them).

We begin to know something about feathers. Collect different feathers before the activity. Distribute the students in small groups and distribute the material to do the activity.

Observe the colors, patterns and designs of the feathers. Use several feathers.

2. Examine the feathers of the birds with a magnifying glass.

3. You try to separate them and comb them with a pencil as if it were the beak.

4. The children can blow on the feathers to try to keep them in the air. Discuss the results. Discuss the children's observations (keep a diary of your observations).

5. The children spray some water on the feathers. What is happening (the feathers repel the water).

6. You talk about wingspan, from hummingbirds to the largest birds. Measure the width and length of a child's arms. Cut out a piece of paper with this measurement for the children to make their own wings.



Observations/recommendations

Feathers are a complex body covering unique to birds and can be very different depending on their function.

- Down feathers by insulation have no central shaft and are soft and fluffy. They are the first layer of feathers on a bird's body.
- Contour feathers cover the body of the bird and the top of the wings. They have a central shaft and are quite soft and can conform to the curves of the body or wing.
- Flight and tail feathers have a strong central shaft and are very firm. They are stiff enough to hold their shape as the bird moves through the air.
- Most birds molt and generate a new set of feathers each year. Feathers molt symmetrically, so you may notice a flying bird with one feather missing from both wings.
- Feather patterns and colors create camouflage or special coloration. Some birds generate a new set of feathers each spring to obtain a breeding plumage that attracts mates.
- Although very light, a bird's feathers usually weigh 2 to 3 times more than its skeleton.

