

Jurupa Mountains Cultural Center – 7621 Granite Hill Drive – Riverside, CA. 92509  
Phone: (951) 685-5818 Fax: (951) 685-1240  
Email: [jmccmail@hotmail.com](mailto:jmccmail@hotmail.com) Website: [www.jmcc.us](http://www.jmcc.us)



# BIRD STUDY

Scout Name: \_\_\_\_\_  
Troop Number: \_\_\_\_\_  
Date: \_\_\_\_\_

# BIRD STUDY

## Requirement #1:

Explain the need for bird study and why birds are useful indicators of the quality of the environment.

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## Requirement #2:

Show that you are familiar with the terms used to describe birds by sketching or tracing a perched bird and then labeling 15 different parts of the bird. Sketch or trace an extended wing and label six types of wing feathers.

1. Crown
2. Cheek Patch  
(Auricular Patch)
3. Back
4. Scapulars
5. Rump
6. Tail
7. Tertials
8. Primaries
9. Secondaries
10. Undertail Coverts
11. Wingbars
12. Flank
13. Tibiotarsus
14. Toe
15. Breast
16. Throat
17. Eye Ring
18. Bill
19. Eyebrow

1. Primary Coverts
2. Alula
3. Lesser Coverts
4. Secondary Coverts
5. Secondary Flight Feathers
6. Primary Flight Feathers

Requirement #3:

Demonstrate that you know how to properly use and care for binoculars.

- A. Explain what the specification numbers on the binoculars mean:

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- B. Show how to adjust the eyepiece and how to focus for proper viewing.  
C. Show how to properly care for and clean the lenses.

Requirement #4:

Demonstrate that you know how to use a bird field guide. Show your counselor that you are able to understand a range map by locating in the book and pointing out the wintering range, breeding range, and/or the year round range of one species of each of the following types of birds:

- A. Seabird
- B. Plover
- C. Falcon or Hawk
- D. Warbler or Vireo
- E. Heron or Egret
- F. Sparrow
- G. Non-native bird (introduced to North America from a foreign country since 1800).

Requirement #5:

Observe and be able to identify at least 20 species of wild birds. Prepare a field notebook, making a separate entry for each species, and record the following information from your field observations and other references.

- A. Note the date and time.
- B. Note the location and habitat.
- C. Describe the bird's main habitat and list two types of food the bird is likely to eat.
- D. Note whether the bird is a migrant or a summer, winter, or year round resident of your area.

**\*Refer to attached field notebook.\***

Requirement #6:

Explain the function of a bird's song:

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Be able to identify five of the 20 species in your field notebook by song or call alone. For each of these five species, enter a description of the song or call, and note the behavior of the bird making the sound. Note why you think the bird was making the call or song that you heard.

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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5. \_\_\_\_\_

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Requirement #7:

Do ONE of the following:

- A. Go on a fieldtrip with a local club or with others who are knowledgeable about birds in your area.
  - 1. Keep a list or fill out a checklist of all the birds your group observed during the fieldtrip.
  - 2. Tell your counselor which birds your group saw and why some species were common and some were present in small numbers.
  - 3. Tell your counselor what makes the area you visited good for finding birds.

Requirement #8:

Do ONE of the following. For the option you choose, describe what birds you hope to attract, and why.

- A. Build a bird feeder and put it in an appropriate place in your yard or another location.
- B. Build a birdbath and put it in an appropriate place.
- C. Build a backyard sanctuary for birds by planting trees and shrubs for food and cover.

**\*This is a pre-requisite. Bring photos of your project to class.\***