

**LESSON: Birds of a Feather****GRADE:****2****OBJECTIVES:****Behavioral Sciences****SS.K-2.BS.2 Understand all people have individual traits.**

- Understand that people are alike and different in many ways.
- Understand that individuals will respond to events differently.

**MATERIALS & RESOURCES:**

- Pictures or models of an eagle, a robin, a goldfinch and a crow (if your class is more familiar with other birds from the Celebrate Urban Birds lesson, please use them. Just make sure you choose birds that are different from each other.)
- Four flip chart pages prepared in advance (see the sample at the back of the lesson plan; the other three sheets will have one of the other four birds at the top with the other three in the bottom half of the sheet)
- Markers

**PRESENTATION:**

Tell the class that you're going to play a game to show that not everybody is the same. Ask, "How many of you sometimes think there is one right answer? How many of you feel embarrassed sometimes because you think everyone else knows the answer but you?" Tell students that this game will help figure out how many different ways of looking at things are present in this classroom. Remind the children of the different birds you studied during the "Celebrate Urban Birds" lesson; if you want to choose birds besides the ones suggested, please do.

**DIRECTIONS:**

1. Hang each of the four sheets in different corners of the room, and put a variety of markers nearby so all the kids can write and draw at once.
2. Ask, “If you could be one of these birds for one day, which one would you be?”
3. Once they decide, have them form a group around the poster of the bird they have chosen. If there is one bird that no one chose, ask for at least three volunteers from one of the larger groups to be that bird just for this activity. Later you can show that anyone can show the positives and negatives for any bird that is their focus.
4. Have each group fill the poster with drawings or words that show why they chose that bird and didn’t choose the others.
5. Once the kids have completed their posters, have each group read all the reasons for wanting to be that bird. Then ask the other groups if they are ready to change over to that bird. Most will say no; then ask them to read their reasons for NOT wanting to be that animal. Use a lot of humor and encouragement to get the kids to really cheer for their points of view!
6. After all the groups have presented the reasons, process their experience with questions like—
  - What happened when your group was brainstorming?
  - How are the different posters different?
  - How are they the same?
  - Why do you think the posters are so different?
  - What do you think are the right answers?
  - What would it be like if everyone in our class was an eagle?
  - What would happen if everyone focused on strengths?
  - How could we do this?
  - How can we use the information we just learned in our classroom

**TIME:**

30-45 minutes

## **PROCESSING THROUGH THE SIX PILLARS:**

### **WHAT?**

- What happened in your small group as you talked about the bird you wanted to be?
- How did your group react to the things the other groups said about your bird?

### **SO WHAT?**

- How did you feel about the other people in your small group?
- How did you feel about the negatives that others said about your group?
- What did you learn about other people or other birds?

### **NOW WHAT?**

- How can you use this when you meet other people?
- What can you use in our classroom or group?
- What does this phrase mean; “birds of a feather flock together”? (those of similar taste congregate in groups)