



Birds

1. Give two characteristics which set birds apart from all other creatures.
2. Name three flightless birds, tell what their diet consists of, and name the country or continent in which each one lives.
3. Give the day of the week when birds were created. Find in the Bible the names of five birds and be able to name them from memory.
4. Write or give orally three ways in which God's love and purpose is shown in the creation of birds.
5. Make a list of thirty species of wild birds, including birds from at least five different orders, that you personally have observed and positively identified by sight out of doors.
6. Make a list of five species of wild birds that you personally have positively identified by sound out of doors.
7. Do one of the following:
 - a. Set up a feeding station and report on the bird visitors observed for a period of seven days.
 - b. Find a bird's nest, during the nesting season, identify the species of bird that built it, describe the nest in detail, observe the nest for five days, and report what happened at the nest on each of the days.
 - c. In the Western Hemisphere: Maintain a hummingbird feeder for 2 months.
 - (1) What does man-made nectar consist of?
 - (2) Why shouldn't you use food coloring or honey?
 - (3) When should the feeder fluid be changed?
 - (4) How should the feeder be cared for?
 - d. In other areas of the world: Select at least three different habitats in your area and make comparative bird lists of them indicating the differences in birds expected and found.

Skill Level 1

Original Honor 1928

Birds, Advanced

1. Have the Birds Honor.
2. Know the laws protecting birds in your state, province, or country.
3. Describe a bird accurately by using standard names for each part of its body.
4. Find answers to either a. OR b.
 - a. In what ways are the feet, legs, and beak of birds variously modified to adapt them to their environment?
 - b. On hummingbirds:
 - (1) What do hummingbirds eat in the wild and how often?
 - (2) Why aren't hummingbirds afraid of large mammals or birds?
 - (3) How do their wings move differently from other birds?
 - (4) How fast do they fly?
 - (5) How fast do the wings and heart beat?
 - (6) How is the tongue shaped?
5. Identify on a bird's wing the primaries, secondaries, coverts, axillars, and alulae.
6. Describe the functions and purposes of bird banding, telling in particular how banding contributes to our knowledge about bird movements.
7. Name the main migratory bird flyways used by birds in your continent.
8. Give the migration routes and terminal destinations for ten different migratory bird species.
9. Describe at least three different ways that birds are able to orient themselves in their movements across the globe.
10. Make a list of 60 species of wild birds, including birds from at least ten different families, that you personally have observed and positively identified by sight out of doors. For each species on this list note the following:
 - a. Name
 - b. Date observed
 - c. Place observed
 - d. Habitat (i.e., field, woods, river, lake, etc.)
 - e. Status where observed (permanent resident, winter resident, summer resident, migrant, vagrant)
11. Present lists of birds, showing the greatest number of species seen out of doors in:
 - a. One day (with at least six hours in the field)
 - b. One week
 - c. Your lifetime (all birds observed by you since you began birding to date)
12. Make a list of ten species of wild birds that you personally have positively identified by sound out of doors, and describe or imitate these bird sounds as best you can.
13. Lead a group in a bird observation walk or tell two Bible stories in which a bird was significant.

Skill Level 3

Original Honor 1949

Nature
General Conference
2001 Edition