

# Activity #14: *The Tale of Chipilo* The Needs of All

## **Purpose:**

To examine the inter-connection between the needs of human beings and other living beings.

## **Materials:**

Vocabulary cards (see below)

## **Preparation:**

- Write words or photocopy words on cardstock and laminate (optional)
- Lay the words out on the floor in a circular pattern and have the students form a seated circle around them OR
- write words on the board and students stay at their seat

## **Class Time:**

40-60 minutes

## **Vocabulary Words:**

Security	Fun & Play	Clean Environment	Protection
Inspiration	Shelter	Nature	Respect
Love	Belonging	Learning	Beauty
Contribution	Water	Appreciation	
Safety	Community	Food	

## **Activity:**

1. Ask the students to look at the words on the strips of paper. “What do these words represent to you?” (All answers are fine.)
2. “What word really speaks to you right now?” Have each student pick up that word and say why they picked it. It’s okay if more than one student picks the same word.
3. “Are there any words here that you would want to spend the rest of your life living without?” Explain that these words are often described of as “universal needs” or “universal values” that enrich and make our lives more wonderful.

4. “Are any of these needs ones we share with Chipilo?” Answers might vary, but should include shelter, food, and water. “Why do you think it is we share these needs?” (*We are both living beings*)
5. “What are some strategies we have to meet the need of shelter?” Have the students brainstorm a list with a partner or a small group. Create a class list and post on a large sheet. The list might include buying a house, building a house, making a house of brick, or wood, moving into an apartment, moving in with a relative, etc... “What if there were no strategies available, what might happen?”
6. Then ask, “What are some strategies that Golden-cheeked Warblers like Chipilo have to meet their need of shelter?” *Only one strategy due to their genetic make-up that instinctually has them only using juniper strips of bark to make their nest.* What do you think might happen if you have only one strategy to meet a need? *Without that tree, they could possibly go extinct.*
7. Continue using the other needs in the same way.
8. Ask, “What is the difference between the way we can meet our needs and the way that Chipilo and other birds meet their needs? Could a Golden-cheeked Warbler have the ability to change its nesting material? Could a Golden-cheeked Warbler have the ability to learn how to protect itself against Brown-headed Cowbird parasitism? How long do you think it might take a species “to learn” to be smart against another species?”
9. Compare the needs of the Golden-cheeked Warbler with the needs of human beings. How are they alike? How are they different?

**Examples:**

**Birds**

**Place to raise young/shelter**

Loss of old-growth junipers for bark

*Consequences:*

fewer nests, fewer birds

**Food**

Declining insect populations

*Consequences:*

fewer baby birds survive,  
declining population

**Water**

Droughts

*Consequences:*

dehydration,  
fewer insects to eat

**Clean Environment**

**People**

**Place to raise young/shelter**

No building materials to build your home

*Consequences:*

cold/heat, sickness

**Food**

Declining food supplies (famine)

*Consequences:*

malnourishment, starvation, death  
declining population

**Water**

Droughts

*Consequences:*

dehydration,  
less food resources

**Clean Environment**

Polluted water  
Trash  
*Consequences:*  
illness, death

Polluted water  
Trash  
*Consequences:*  
illness, loss of beauty

10. Ask, “How could we help Golden-cheeked Warblers while still meeting our own needs?” All answers are fine; the main objective is to get them thinking.

### **Assess the Class:**

Have one student name a need and another give an example of it. Do this several times so each student has a chance to respond.

### **Assess the Student:**

Take a trip around your playground or nearby natural area. What things did they see that would meet the needs of birds in this area? What things did they not see that birds would need? Explain why the area they visited would or would not be a good place to live if they were a bird.

### **Extension/Homework:**

Have the student scout out the area around their home and make a list of at least five examples of a bird’s survival needs. If possible, bring in a few of your examples to share with the class.

Have each group create a display showing the survival needs & dangers. Glue the examples to a board in each category and name them.

Research a particular bird to discover what its specific survival needs are and what dangers it might face. Relate those to human’s needs to survive and thrive. Create a PowerPoint or poster of this work.

### **Alignment:**

Grade 3 (red)      Grade 4 (blue)      Grade 5 (green)      Grade 6 (purple)

English Language Arts & Reading student expectations: 4(B), 25(A), 26(A,C); 2(B) 23(A), 24(A,C); 2(B), 23(A), 24(A); 2(A), 22(A), 23(A), 26(A)

Mathematics student expectations: N/A

Science student expectations: 1(A), 2(C,F), 3(A), 4(A), 9(A-C); 1(A), 2(B,C), 3(A), 4(A), 7(C), 9(A,B); 1(A), 2(C,F,G), 3(A), 4(A), 9(A-D); 1(A), 2(C,D), 3(A), 4(A), 12(E,F)

Social studies student expectations: 4(A,D), 17(A-C,E), 18(A,B); 7(B), 9(C), 21(A-D), 22(A,C,D); 7(B), 9(A), 24(A-D), 25(A,C,D); 3(A), 4(D), 6(A,B), 21(A-D), 22(A,C,D)