

# Raptors

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1. What does the word “raptor” mean?
2. Classification:
  - a. Identify the two major groups of raptors.
  - b. List the scientific names of the orders & families collectively referred to as “raptors” or “birds of prey.”
  - c. Identify distinct characteristics of raptors.
  - d. an example of a raptor that illustrates each of the families represented under these two major groups (7 families).
3. From a diagram, identify or label the following parts of the raptor:
  - a. Eyes
  - b. Feet & Talons
  - c. Chest
  - d. Body
  - e. Beak
  - f. Ears
  - g. Wings
  - h. Feathers
4. Discover the following information about raptors. Use this information to compare and contrast raptors with another family of birds, such as ducks and geese (anatidae) or parrots (psittaciform).
  - a. Smallest diurnal and nocturnal raptor
  - b. Largest diurnal and nocturnal raptor
  - c. Kinds of nests raptors build
  - d. Average life span for large and small raptors
  - e. Most common food of raptors
  - f. How raptors eat their food?
5. Do one of the following:
  - a. Watch a live raptor demonstration
  - b. Read a book on raptors
  - c. Watch a film documentary on raptors
6. Do two of the following:
  - a. Create a puppet show about raptors.
  - b. Dissect an owl pellet, preferably online, and write down what you find.
  - c. Make a chart of raptor wing spans and shapes of wings.
  - d. Make a file of at least 10 raptor craft ideas and complete (5) five of the crafts.
  - e. Make a notebook, art display, media presentation or collage with pictures and information about raptors
  - f. Create a board game about raptors
  - g. Photograph at least (5) five live raptors in the wild or captivity. Label your photographs.
7. Experience raptors in one of the following ways
  - a. Visit a zoo or aviary. Have a docent tell you about the raptors they care for.
  - b. Have a specialist visit the group and share what he/she does with raptors
8. Observe raptors in the wild nesting or migrating. If possible, work with an area nature center, park, or wildlife management areas.
9. Find two Bible passages about raptors and summarize a moral lesson from each one.

## Skill Level 1

New in 2015

Arts, Crafts & Hobbies  
General Conference  
2001 Edition

## Raptors, Advanced

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1. Have the Raptors Honor.
2. Breeding / Offspring:
  - a. What are the mating and breeding habits of raptors?
  - b. What are some facts about the incubation period of raptor eggs and birth of raptor chicks?
  - c. Baby raptors can be called by what names?
  - d. Are raptors good parents?
3. Falconry:
  - a. What is falconry?
  - b. Name the basic equipment used to train raptors for falconry and what raptors are use.
  - c. Learn about the history of falconry and some famous falconers.
4. Migration:
  - a. Discover some facts about the migration of raptors.
  - b. Choose two raptors and diagram, draw, or map their migratory routes. Include in your display where they start and end their journey, where they stop to feed, what they eat along the way, their migratory path, and landmarks along their route.
  - c. Draw or paint a picture of the world from the point of view of a migrating raptor. Accurately portray the habitat the bird might pass over, the altitude the bird is flying, and the feel of the air.
5. Complete a project, not previously done, from the list in the Raptor Honor #6.
6. Make a world map with the names and pictures of several raptors (diurnal and nocturnal) that live on or by each continent region of the world.
7. Arrange or participate in a service project benefiting raptors (such as: clean up, habitat/migratory route, preservation/restoration, or food source preservation) which helps others learn about raptors. Write a report about the following things, including maps, photographs or drawings that may help:
  - a. Where did you visit?
  - b. When did you visit?
  - c. What did you do there?
  - d. New information you have learned beyond what was learned in the basic honor.
  - e. Information about the specific area you visited.
  - f. Describe the service project you did (be specific).
  - g. What did you learn about yourself while doing the service project?
  - h. What did you learn about a raptors range, habitat, diet, mating & reproduction, and status in conservation while doing this service project?

### Skill Level 3

New in 2015