

# ACTIVITY 1

## Am I a bat?

**Objectives:** TEKS 1.2A, 1.2E, 1.4D

**Learning Objectives:** Students will learn about the physical features of bats and will be able to compare and contrast them with human characteristics.

I CAN identify at least four body parts that both bats and humans have in common. (feet, eyes, mouth, fur, ears, tongue)

I CAN explain how bats use at least one body part differently than humans. (feet, fingers)

**Bloom's Taxonomy Action Verbs:** List, Identify, Describe, Compare, Contrast

### Introduction

- Explain to your students that they will be learning about bats and their characteristics
- Show your students videos on PowerPoint (slide #2) as an introduction of bats and their characteristics.
  - Video 1: Bat flying to get a drink of water
  - Video 2: Bat hanging upside down and grooming
- During videos, ask students to think about the different parts of a bat's body. What do they use them for?

### Activity Instruction

- Handout the *Human vs. Bat Outline* sheet to the students. Project images (slide #3) on white board from PowerPoint.
- Explain to them that they will be comparing what parts of the body are similar and different between bats and people.
- Work on the white board with projection while students follow along on their own pages.
- Have students point out similar characteristics in both bats and humans and make sure they circle them in GREEN as they point them out. For example, if both bats and humans have two feet, have them circle them green on both animals.
  - 2 feet
  - 2 ears
  - 2 eyes
  - Mouth
  - Nose
  - Bonus: Both have 5 fingers!
  - Bonus: Fur/Hair - both are mammals

- Explain to them that even though both have similar characteristics they may be used for different things and help them compare & contrast:
  - Have the students point out the differences in characteristics and fill in the circles in RED.
    - Hands/Wings: Only bats have wings which they use to fly.
    - Feet: Even though both have two feet, they are used for different things; a bat uses them to hang upside down, but a human uses them to walk or run.
    - Tail: only bats have a tail
    - Ears: only bats use to listen to echolocation
- Introduce concept of adaptation.
  - Definition: Adaptation a change over time where an organism or species becomes better suited to live in its environment.
    - Examples
      - Bats are the only flying mammals; they have adapted wings which allow them to fly.
      - Bats are nocturnal, adapted to live at night. They adapted echolocation to be able to navigate and find food in the dark. Their eyesight is not adapted to being nocturnal and they are not able to see in the dark well.
    - How are the other features that are different for bats adapted to help them do things differently than we do?

## Debrief

- Quick review of what features bats use in the same way people do and which they use differently.
- Other adaptations and videos can be shared with the students to further emphasize the importance of those characteristics in regards to adaptation.

## Extend

- Introduce Bat Song and teach students hand motions with the song. Use QR code to access the song with your phone:



- Give out *Bat Body* handout for homework, extra credit, or if finished work early. Have students color in parts of the bat's body based on the color code provided.

## Mastery Check

- 1) Circle all of the parts found on bats and humans.
  - a. **Feet**
  - b. **Eyes**
  - c. **Mouth**
  - d. Wings
  - e. Tail
  - f. **Fingers**
  
- 2) Which part of the body does a bat use differently than a human?
  - a. **Feet**
  - b. Eyes
  - c. Mouth
  - d. Tongue