

Chicken – Warming Up and Keeping Cool

15
minutes

The weather is always changing, and our bodies need to stay at just the right temperature. Compare human and chicken methods of warming up and keeping cool.

1. Think about winter. What is the weather like? When you are cold, what can you do to warm up? (put on a coat, move around, move out of the wind) Do you think chickens can do some of these same things to keep warm?
 - Like you wearing a warm coat, chickens fluff their feathers. When you wear a coat, air trapped between the layers of clothing warms you up and insulates you. In the same way, air trapped between layers of chicken feathers warms them. In fact, this works so well that humans sometimes use bird feathers to line coats and blankets.
2. Let's experiment with movements that warm us up. Rotate exercises for about 30 seconds each until students are feeling warm.
 - Quarter turns - Run in place with "fast feet." When the leader calls, jump a quarter of a turn, and land with both feet facing the side. Continue fast feet until the leader calls to turn again.
 - Speed skaters - Hop side to side like an ice skater, pushing off with one foot, landing with the other, and trailing your leg behind.
 - Star jumps - Start in a squat position and explode up in a jump, extending arms and legs out to the sides, forming a star with your body.
3. Rest. Notice what is happening with your body. When humans get warm, our bodies start to cool them off by breathing fast and sweating. Chickens breathe faster when they get warm, too, but chickens cannot sweat. To cool off, they hold their wings out to their sides.
4. Reflect on the learning: How are chickens and humans similar when they get too warm or cold? How are they different?



Observation

Comparing Parents to Offspring

10
minutes

Offspring look similar to, but not quite the same, as their parents. Observe baby chicks and mature chickens to see the similarities and differences.

Materials: baby chicks and mature chickens (or photos)

1. Encourage students to look closely at the chicks and chickens. How are the chicks and chickens similar? How are they different? Consider how they look, as well as what they sound and feel like.
2. Discuss the things chickens need for survival such as food, water, shelter, protection from predators, and air. How are those the same or different from what chicks need to survive?

Extension: Read *Tops and Bottoms* by Janet Stevens. How did Rabbit decide which vegetables to plant?

Tasting Activity

Chicken

10
minutes

1. Before passing out any samples, review Brave Tasting Expectations, including “Don’t yuck someone else’s yum” and “We all wait and try together.”
2. Offer samples of baked or grilled chicken. If students are involved in preparing it, encourage them to make their own marinade, combining olive oil with lemon juice or vinegar and herbs of their choice. Consider offering a comparison of white and dark meat.
3. After tasting, ask students to voice their thoughts and “Vote with your thumb.” Thumbs up, to the side, or thumbs down. I like it, it’s okay, or no thank you.