

Lava Beds National Monument

Unit 1 – Activity A: Bat Attitudes

Adapted from “Discover Bats!” by Merlin D. Tuttle

OBJECTIVES:

Students will dispel common myths about bats, while using mathematics to draw conclusions about class attitudes about bats before and after learning about bats.

MATERIALS:

- Video: **Discover BATS!** Chapter One: Bats How They Live (0:00-12:00)
- Overhead of What I Know About Bats (*optional*)
- Overhead of How Do we Feel About Bats (*optional*)

You will need to provide:

- Overhead Projector (*optional*)
- Copies of *Bat Attitudes: Student Log Sheet*
- Copies of *Bat Attitudes: Home Log Sheet* (extension)

SUBJECTS:

Mathematics, Reading and Listening Comprehension

SKILLS:

Discussion, graphing and chart making, understanding fears and prejudices.

METHOD:

1. Start by passing out copies of *Bat Attitudes: Student Log Sheet* and have students fill out the **HOW I FEEL ABOUT BATS** section on the left hand side of their work sheet under **BEFORE VIDEO**. You can use the overhead of this Log Sheet to help students follow along.
2. Next, have students fill out the **WHAT I KNOW ABOUT BATS** section on the left hand side of their Log Sheet under **BEFORE**. While students are filling out the True and False answers, let them know that it is not important if they get the answers correct. Note: Students will be taking the test again after viewing the video.
3. Once everyone is finished filling out the left hand side of the Log Sheet, by a show of hands count up the number of students that “Like”, “Don’t Like” and “Don’t Know”. Write these numbers on the board or the overhead. Students will use these numbers to fill in the graph under **HOW DO WE FEEL ABOUT BATS?**
4. Using these numbers students will fill in the **HOW DO WE FEEL ABOUT BATS?** bar graph. Next, have students give an example or reason why they “Like” or “Don’t Like” bats and write these comments on the board in two columns labeled “Like” and “Don’t Like”. Some of the comments students make may be myths that they have heard. Even if you know it is a myth, write it down.

5. Play the first chapter of Discover BATS! video. (12 minutes)
6. During or after the video have students fill out the **WHAT I KNOW ABOUT BATS** section on the right hand side of their Log Sheet under **AFTER**. The questions are in order of the video. Make sure students don't erase or scribble out their original answers.
7. After the video have students fill out the **HOW I FEEL ABOUT BATS** section on the right hand side of their Log Sheet under **AFTER VIDEO**. By a show of hands again count how many students "Like", "Don't Like" or "Don't Know" and place these numbers on the board or overhead.
8. Have students pass their paper to their neighbor to be corrected as you read off the answers. If students have further questions about the answers an excellent source is Bats in Question: The Smithsonian Answer Book.
 1. There are only 40 kinds of bats – **False**. There are almost 1000 different kinds of bats.
 2. Mother Bats nurse their babies – **True**.
 3. Bats are blind – **False**. Bats can see well their sight is comparable to human sight.
 4. Bats "see" with sounds – **True**.
 5. Bats get caught in people's hair – **False**. Bats use echolocation to avoid flying into objects such as people, trees, walls or hair.
 6. Most bats have rabies and are sick – **False**. Most bats are healthy and do not have rabies, however, bats that can be caught by humans are more likely to be sick.
 7. Some bats eat fish – **True**.
 8. Some bats are vampires and eat only blood – **True**.
 9. Some bats eat fruit – **True**.
 10. Some bats can catch 1000 insects in an hour – **True**
9. Have students fill out the rest of their bar graph and compare any changes. This should lead into a discussion on why students changed their answers and what myths they no longer believe. You may cross out the myths on the board as they are debunked.

EXTENSION:

- A. Have students go home and interview an adult or family member about bats. Give each student a copy of **BAT ATTITUDES: HOME LOG SHEET**. Have students use the worksheet to interview a family member and fill it out just like they did in class. When students return with their filled out worksheets use the classes' information to complete the graph, answer the questions and compare their family members' attitudes about bats to the classes' attitudes about bats after they learned about bats.
- B. Using the information they learned from the video have students complete the *Bat Attitudes Crossword Puzzle*, or complete the puzzle as a class while discussing each of the answers.