

Bats in Your Backyard

We are looking forward to visiting your classroom soon to present the “Bats in Your Backyard” program. This will provide your students with a special opportunity to learn about Acadia’s bats and the current threats they’re facing. If you have any questions about the program in advance, please call the education office at 288-8823, and/or 288-8825 on the day of the program.

**Program Schedule:**

* 5 minutes Introduction and Bat True/False
* 15 minutes Adaptations – Who am I? Game and Diversity Slideshow
* 20 minutes Significance – Bat Importance Mystery Bags and WBAT Newscast
* 40 minutes Acadia Research – Current Threats and Student Research Teams
* 10 minutes Conclusion – What can You do?

**Teachers’ Responsibilities**

* Supervise students and help them stay focused while on the program.
* Ensuring that safe practices are followed throughout.
* Nametags: Students need name tags. A piece of masking tape with name in marker is sufficient.
* Set up a projector if possible to be used for a Powerpoint slideshow. Ranger will bring a laptop.
* If time before the program date, review measuring using centimeters and millimeters with a ruler.
* Program Goals:
* To introduce the concepts of bat anatomy and adaptations.
* To help students understand the importance of bats.
* To develop an awareness of the severity of threats facing bats today.
* To facilitate an appreciation of how the Park protects wildlife and habitat.

**Program Objectives:**

Students will be able to:

* Identify and clarify two bat myths.
* Compare/contrast two different types of bats.
* Describe two adaptations bats utilize for survival.
* Name two ways bats are important.
* Explain a current threat bats face.
* Describe how Acadia National Park is helping to conserve bat populations.
* Recognize one way students can help conserve bat populations.

**Learning Standards:**

From the Next Generation Science Standards:

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.