



Pollinator Flower Scavenger Hunt

Lesson Title	Pollinator Flower Scavenger Hunt
Ages	2nd-6th grade
Time	30-45 minutes
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Distinguish different flower types ● Identify bee and non-bee pollinators ● Understand the link between pollinators and their floral preferences ● Examine landscapes for floral diversity ● Understand the impact of low floral diversity
Materials	<ul style="list-style-type: none"> ● An outdoor space with reasonably high floral diversity such as a garden or farm ● Set(s) of “Pollinator Plant Scavenger Hunt” Cards
Lesson Procedure	
Introduction (5 minutes)	<ol style="list-style-type: none"> 1. Inform students that they will be investigating a garden/far/landscape from the point of view of a pollinator <ol style="list-style-type: none"> a. If students are unfamiliar with pollination, it can be summed up as the process needed for plants to make seeds/fruits/more plants b. Pollination is important for almost all flowering plants, and without pollinators we would not have most fruits or veggies. Humans, as well as animals that eat plants (or eat pollinators themselves) rely on the presence of pollinators in our ecosystem 2. Introduce students to the four types of highlighted pollinators: bees, beetles, butterflies (and moths), and flies <ol style="list-style-type: none"> a. For a quick summary of each kind of pollinator, check out our Kids Pollinator Count b. Keep in mind that there are many other kinds of pollinators, including wasps and birds 3. Move students outside and sort them into groups of three or four depending on the class size
Station 1 (25 Minutes)	<ol style="list-style-type: none"> 1. Assign each group of students a pollinator card 2. Over the next 20-25 minutes, each group has to use their senses (especially sight and smell) to search the landscape for as many different flowering plants as possible

	<ol style="list-style-type: none">3. Each pollinator card has a list of flower traits that the pollinator favors<ol style="list-style-type: none">a. The students should look at and sniff the flowers they find, and count how many plants (not flowers) that fit their pollinator's preferencesb. Each group should keep track of the number of plants, and be prepared to share their data with the class4. Regroup with the students and collect the cards so you can reuse them later
Conclusion (5 minutes)	<ol style="list-style-type: none">1. Ask one person from each group to share their pollinator, and how many plants they found with flowers that matched their pollinator's preferences2. Lead a discussion with students, asking questions such as:<ol style="list-style-type: none">a. Pollinators need these flowers as food in order to survive, if you were a (insert pollinator) would you have enough food to survive in this landscape?b. Is one kind of pollinator supported more than others in this landscape?c. How could we support more pollinators here?3. Ask students to look at places from a pollinator's perspective every once in a while, and ask themselves if there is enough food for these important animals that we all rely on