

GEN Journaling: My Life as a Pollinator!

Essential Question(s):

Why are pollinators important?

Why do pollinators choose certain flowers over others?

At a Glance:

Learners will prepare a journal entry about 'a day in the life of a pollinator'.

Background Information:

This activity can also be found on the September page of the GEN calendar.

Review *One, Two, Three: A Beetle, A Butterfly, A Bee!* for additional background information. See *How to Make a Nature Journal* in the Ecosystem Module for further background information and instructions on how to make a nature journal.

Procedure:

1. Discuss the importance of pollinators in continuing the life-cycle of plants. Mention a few different adaptations that pollinators have for the associated plants they pollinate (i.e. hummingbird's long beak for getting nectar out of tubular flowers).
2. Give a brief overview of the *My Life as a Pollinator* journal entry.



My Life as a Pollinator

Pollination is a very important. Without it, plants would be unable to produce more baby plants. Ever wonder why there are different kinds of workers in the Pollination Department? Well, they each pollinate different kinds of flowers. For example, hummingbirds tend to go to flowers with a long tube. That way they can stick their long tongue in to get sweet nectar. Did you know that there are some flowers that smell like rotting meat? What kind of insect do you think they are trying to attract? A fly, of course. Go outside and observe an area of flowers. Draw the flower you are observing. What types of pollinators are visiting it? (Birds, butterflies, bees, wasps, flies). Count how many times each pollinator visits your flower. Why do you think that pollinator is attracted to your flower? Does its smell good? What is its shape and color have to do with the type of pollinator that visits it?

Next, pretend that you are a pollinator. What type of pollinator are you? Write a little story about the "day in the life of a _____." Have fun doing your part to make sure plants continue to grow!

3. Allow learners to find a quiet place outside with their journals and/or *My Life as a Pollinator* worksheet. To start, have learners record the date, time, and surroundings of their journal entry.
4. Give learners time to read through and complete the journaling activity (15-20 minutes).
5. Gather learners back together and allow those who want to share to discuss their journal entries.

Discussion:

What is a pollinator?

Why is pollination important?

What are some special adaptations pollinators have to the plants they pollinate?

How did it feel to be a pollinator?

What did you observe as a pollinator?

Why did you choose your particular pollinator?

Did you face any problems as you pretended to be a pollinator?

My Life as a Pollinator



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My flower: (draw it here)

Include 5 Adjectives to describe your flower

- 1.
- 2.
- 3.
- 4.
- 5.

Type of Pollinator	Number of visits

Next, pretend that you are a pollinator. What type of pollinator are you? On the back of this page, write a little story about the "day in the life of a _____." You might want to start your journal entry by introducing yourself (i.e. I am a beautiful butterfly). Have fun doing your part to make sure plants continue to grow!