Human Cameras

Essential Question:
What flower parts can I locate on flowers on my site?

At a Glance:
In Part A, learners choose a partner and role play a game in which one partner is a camera and the other is a photographer of flowers.
In Part B, learners refer to a flower diagram as they label the parts of one of the flowers they ‘photographed’.
In Part C, learners pretend they are a flower as they complete a journal entry, ‘A day in the life’ of a flower.

Background Information:
See the activity, Parts of a Flower, for more detailed information on flower anatomy.

Procedure:
Part A:
1. Ask learners to choose a partner for the next activity. One partner will be the “camera” and the other will be the “photographer”.
2. Ask for a volunteer to demonstrate the activity. Show how the camera head can be tilted to focus on a subject. Explain that the subject for all photographers is flowers from Suga Magnolia’s Pollination Department.
3. The learner’s eyes will be the shutter. The camera starts with his/her eyes closed. The photographer will lead the camera over to a flower. The photographer says “click” and the camera opens the “shutter” for 3 seconds, then closes their eyes again.
4. Each camera should take three photos. When all three pictures are taken, learners should change roles, with the photographer becoming the camera and vice versa. Tell learners to be very careful with their human cameras and guide their camera slowly from one photo shot to another. Tell learners to make sure their cameras don’t step on any flowers.

Part B:
1. After all learners have completed the activity, have learners return to one of the flowers that they photographed and draw and label the flower parts using the flower anatomy diagram on their worksheet.

Location: Outside in an area with flowers

Objectives: Learners will
1) become 'human cameras' and photograph three flowers
2) examine flower parts with hand lenses
3) draw one of their flowers and label its parts

Skills: observation, sketching

Supplies:
• hand lenses
• paper
• pencil or crayons
• Human Cameras worksheets
• clipboards (optional)

Subjects: science, art

Time: 15 minutes
Provide hand lenses.
2. Help students by pointing out the main flower parts: petals, sepals, pistil, stamen, and ovary (see diagram).

Part C: This part may be done as part of the club session or as a take-home activity.
1. Using the back page of the Human Camera’s worksheet, allow children to write a journal story about the ‘Day in the life’ of one of the flowers they saw.
2. Tell students that they are to pretend they are the flower that they drew on the opposite side of their worksheet. Ask them to describe:
   • what type of flower they are
   • weather and season changes and how they affect them
   • what they are surrounded by (i.e. trees, other flowers, animals)
   • what type of pollinators visit them
   • what it feels like to be pollinated
   • any thing else about their life – be creative and have fun!

Discussion/Assessment:
What parts of the flower did you locate?
Did you find pollen? stamens? a stigma? petals? sepals? leaves?
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**INSTRUCTIONS:** Take a close look at one of the flowers you ‘photographed’ while playing the game, Human Cameras.

**PART A.** Draw a picture of the flower below.

**Supplies**
- Crayons
- Pencil
- Hand lens

**PART B.** Use the diagram to your right to identify the parts of your flower.

On the picture that you just drew, can you locate and label the parts of your flower?
My Life as a Flower

Pretend that you are the flower that you drew on the other side of this worksheet. Describe:

- what you look like; do you have a fragrance?
- how weather and/or the seasons affect you?
- what is growing near you?
- what pollinators visit you?
- what it feels like to be pollinated?
- Include anything else about your life as a flower – be creative and have fun!