The Pollination Department on our Site!
Discovery Hunts

Essential Question:
Where do pollinators work on my school site?

At a Glance:
Learners find the diversity of flowers and pollinators on their site

Getting Ready:
Draw a simple clear plan of your discovery hunt area and label the task sites. Make enough copies for each team.

Location: Outside on school site or nearby community

Objectives: *Learners will*
1) locate flowers and available sources of pollen on their site or nearby community
2) hunt for pollinators on their site

Skills: observation, communication, inference

Supplies:
- data collection sheets
- clipboards
- hand lenses
- flagging tape or construction paper

Subjects: science

Time: 25 minutes

Procedure:
1. Orient learners to the activity by telling them they will go outside to look for flowers and for workers in the Pollination Department. Review the major pollinators (bees, butterflies, beetles, bats, wind, flies and wasps) and discuss sources of pollen they may locate on the school site. Show a flower to the class and locate the pollen. Point out the anthers with the pollen clustered at the ends. Discuss pollinators coming to get nectar and taking pollen to another flower of the same kind. Make it clear that although the pollinator may visit more than one kind of flower. To create a seed, pollen must travel between the same kinds of flowers.
2. Two different learner worksheets (version 1 and 2) are provided. Choose the one most appropriate for your learners or have different groups of use different worksheets.
3. Divide the class into groups and explain their assignment. Give each group a Pollination Department Hunt worksheet (see attached) and discuss how to complete each column.
   Learner Worksheet (Version 1) Instructions: *Find pollen on five flowers. Record the flower names if you know them. What color are they? How do they smell? If you saw a pollinator on the flower, name or describe it.*
   Learner Worksheet (Version 2) Instructions: *Look for the flowers and pollinators listed on the sheet. Once you find one, place a check mark in front of it.*
4. Lead the class outside. Assign each group to a specific area of the school site. Each learner or team of learners can record their findings.
5. After 15 minutes, bring the whole group together. Have each group discuss what they found.

Discussion/Assessment
Follow-up with the following questions:
From what you learned and observed on the school site, what attracts pollinators to flowers? (Plants with nectar, good smells, and color)
What can we do to help pollinators at our school? (Plant more flowers, put out a feeder for hummingbirds, have a beehive, plant a garden for butterflies)

Pollination Department Hunt *(version 1)*

INSTRUCTIONS: Locate five different types of flowers on your site. Your teachers will tell you what part of the site to investigate. Once you locate flowers, draw a simple sketch of the flower. Record its color in column 2; describe the smell in column 3; and name any pollinators you see in column 4.

Flower name and/or sketch	**Color**	**Smell** mild, strong, none	**Pollinators** (if seen) bees, wasps, flies etc.
1.			
2.			
3.			
4.			
5.			

Pollination Department Hunt

(version 2)

INSTRUCTIONS: Hunt for the following flowers and pollinators! When you find one, place a check mark in front of it. Good luck!

1. ___ A flower with many individual flowers up and down its stem

2. ___ A grass with small, light-colored flowers on it

3. ___ A flower growing close to the ground that could be pollinated by a crawling insect

4. ___ A white flower that could be pollinated by night-flying moths

5. ___ A tube-shaped red flower from which hummingbirds might sip nectar

6. ___ A flower that is made up of many different flowers

7. ___ A butterfly

8. ___ A beetle

9. ___ A bee

10. ___ A wasp

11. ___ A fly

12. ___ A bird