

I've Got Pollen WHERE?

Activity Objectives

Students will:

- Identify the location of pollen on a native flower.
- Recognize the connection between pollination and reproduction.
- Realize the correlation between their daily lives and pollinators.



Materials

- Flowers from local native flowering plants or donated “day old” flowers from a florist.
- Magnifying glasses
- Quart size plastic bags
- Flour
- Small individual candies such as M&M’s
- “I’ve Got Pollen WHERE?” student worksheets (pg. 17)

Discussion

- ♦ Discuss with students why flowering plants and pollinators/pollination are of vital importance to them. Pollinated crops make up a high percentage of our diet, flowering plants produce oxygen, some of our clothing comes from flowering plants, etc.
- ♦ Review and diagram flowering plant parts with students; anther, ovary, ovule, petal, pistil, sepal, stamen, and stigma.
- ♦ Discuss the pollination process. Pollination involves pollen grains being transferred from the male structure of the plant (anther) to the female structure of a plant (stigma) in order for fertilization to occur.
- ♦ Generate a list as a class of local pollinators.
- ♦ Discuss the fact that pollinators as a whole are threatened and how their reduction in numbers can affect our way of life.

Instructions

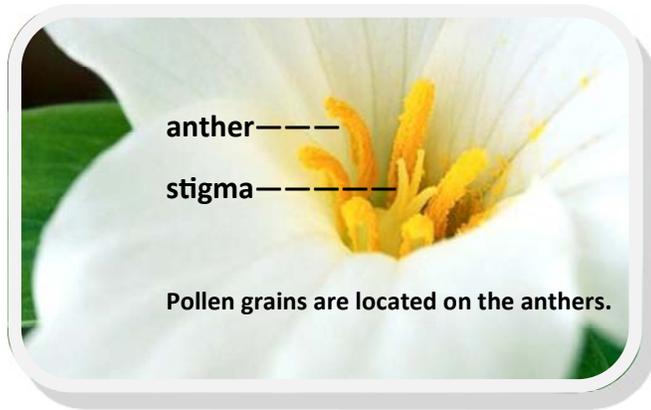
1. Divide students into groups of 3 to 4 and distribute worksheets to be completed as individuals or as a group.
2. Let each group choose a flower and assign them the task of drawing a diagram of the flower and labeling the plant parts discussed during the class discussion that they can see.
3. Instruct students to take note of where pollen is located on their flower and describe it on their worksheets. Magnifying glasses should be used to observe the pollen.
4. Distribute a baggie with flour and small candies inside it, one baggie per group. Explain to the students that they will be pretending to be pollinators foraging for food. They are to compare the flour to pollen and the candies to nectar. The students are to describe what happens with the pollen as they “forage”.
5. Students are to conclude the activity by identifying characteristics of a highly efficient pollinator and then naming any local pollinators displaying those characteristics.



I've Got Pollen WHERE?

Name: _____

Draw a diagram of your flower and label any of the following parts that you can see: anther, ovary, ovule, petal, pistil, sepal, stamen, stigma.



Describe where pollen is located on your flower:



Describe what the pollen looks like, its size and texture:

What happened when you put your hand in the baggie to get the candy? How is it similar to a pollinator foraging for food?

List 5 characteristics of a pollinator that would make it the most efficient in collecting and transporting pollen from one flowering plant to another.

Name a local pollinator that has some or all of these characteristics.

