

Native Plants 5E Field Trip Lesson Plan

Activity overview: While exploring Selby Gardens, students take pictures of themselves pointing to or in front of the answer to each item. Students then use a photo collage tool or presentation software to create a final product that shows the answers with labels.

Learning Objectives:

- Students will learn about a variety of native plants and their habitats
- Students will learn how to identify different species using observation skills, photos, and dichotomous keys or field guides (if available)
- Students will work collaboratively in small groups to find and document the scavenger hunt clues.

Supplies:

Device with a digital camera, such as tablet/cellphone (1 per team)
Flipgrid app, photo collage app or slideshow presentation software
Selfie Scavenger Hunt Rules and Directions Printout (1 per team)
Native Plants Scavenger Hunt Photo Clues Printout (1 per team)
If available, field guides or dichotomous keys to native plants

ENGAGE:

Ask students: How many of you are native to Florida? What does native mean?

EXPLORE:

When it comes to plants and animals, a native species is any living thing that has been here since before the first Europeans arrived. Have students list any native Florida plants they might know. Introduced plants are those that were brought over either intentionally or accidentally. This includes most of our food crops. Have students name a few introduced plants. You may choose to discuss the reasons people bring plants from other places (they're tasty, make good building material, remind them of home, etc.).

EXPLAIN:

Discuss how plants are crucial for habitat (animals depend on them for food and shelter). Plants also help to keep our bay healthy (clear and clean by providing shade and filtering pollutants). However, not all plants have the same value for healthy watersheds and animal habitat. This lesson will help students identify some local native plants and learn why native plants create the best habitat for wildlife and are important for the health of the bay. Introduce the essential question: why should we care about native plants? Students can brainstorm answers now or wait until after the activity to answer.

ELABORATE:

In pairs or teams of 3-4 students, students will:

Read the list of clues

Staying in the designated area, find an example of the clue.

Take a selfie or group photo with the clue (or point to it), being careful not to disrupt it. Students should

be sure to include members of the group equally in the photos.

Continue until all/ set # of clues are found, or a predetermined amount of time expires.

Once students have collected ____ clues, they will use the flipgrid to create a final product such as a collage or slideshow that shows the pictures with labels identifying the plant and the people in the picture.. If time is limited, the final collage or presentation could be created back at the school, club, etc..

EVALUATE:

- What does it mean to be a *native* plant?
- Have you seen any of these plants before? Where?
- What sorts of characteristics did you look at to help identify the plants, or distinguish one from the other?
- In what way(s) are native plants vital? What does vital mean?
- What role do plants play in a habitat? How are plants important in a food web? Who depends on native plants?
- What can happen to other populations if native plants disappear? How does that affect people? Animals? Insects? Other plants?
- Some plants are adapted for survival. Give an example of a plant adaptation you saw.
- Can you imagine or find out what your neighborhood might have looked like several hundred years ago? How do you think people have affected the plant life where you live? How can people help plants and wildlife?
- Are there any places in your neighborhood/ at school where people could plant and enjoy native plants?



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SELFIE SCAVENGER HUNT

RULES:

- Keep devices off the ground and away from water or anything that could damage them.
- Photos must include at least 1 team member.
- Each team member needs to appear equally in the photos.
- The plant you are photographing should be seen clearly in the background, or, if out of reach, having a team member point to it.
- You must stay within the designated area.
- You must remain on the trail.
- All pictures must be appropriate.

DIRECTIONS:

- Look at the list of plants in the table below.
- Staying in the designated area, find an example of the clue.
- Take a selfie or group photo with each plant (or point to it), being careful not to disrupt it. **The plant should be large and clear enough in the photo that it can be easily identified, and each team member should appear equally in the photos. **
- Continue until you have found all clues or time is up.
- Once you have collected your clues, use a photo collage app or presentation app to create a final product such as a photo collage, comic strip or slideshow that shows the pictures and labels explaining the picture.
- You will have _____ minutes to complete the activity

MARIE SELBY BOTANICAL GARDENS



DOWNTOWN
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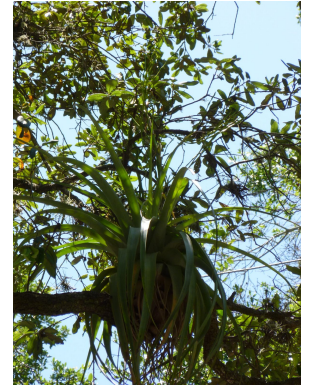
Wild Coffee



Bald Cypress



Sand Live Oak



Giant Airplant



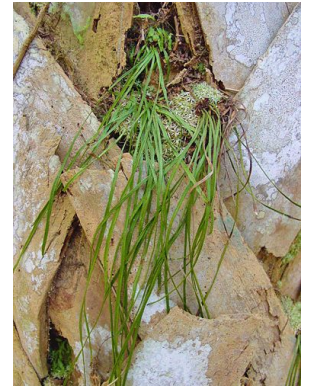
Cabbage Palm



Sea Grape



Spanish Bayonet



Shoestring Fern



Saw Palmetto



Red Mangrove



Coontie



Spanish Moss



Leather Fern



Ball Moss



Resurrection Fern



Cocoplum