

Laurie Lawson Outdoor Education Centre

Flower Tag - Build a Flower

Big Ideas – 1) Flowers have distinct parts that each have function.
2) Most flowers are designed to be insect pollinated.

Materials- Tags to be given to each student designating them as flower, pistil, stamen, petal, sepal and bee. There will be 1 bee, and enough of the other parts so they are evenly divided among the group.

Procedure: 1) View flowers with students, discussing why the plant produces them and the purpose they might serve.
2) Pass out the tags to the students.
3) Explaining that the person designated as the flower is to tag each of the 4 parts of the flower (pistil, stamen, petal and sepal in a blob tag type game. When they get all the parts they are to say "We are a flower" and the other class members are to make a circle around them.
4) The teacher will say, "Let's make a flower model" and have the pistil stay with arms in the air in centre. The stamen will kneel next to the pistil, and pick two other stamens to join. The petal will lay next to the pistil, and pick two others, along with the sepals.
5) Then the teacher "Bee" will come and say "I love petals, they tell me where the nectar is". Then the bee taps the stamens and says "I get all dusty with pollen getting to the honey". The bee bends over and pretends to be drinking from the pistil's toes. "Yum, I love nectar, I make honey from it to survive the winter and feed my young too".
6) The bee flies off and approaches another petal and repeats 5 over, pretending it is a different flower.
7) Now the teacher says "The flower has been pollinated, the petals fall off". "Now the stamens fall off". "Now the Pistil swells".
8) As a class decide what sort of a flower it is. Have pistil role play appropriate method of seed dispersal (Apple swells, is eaten by a deer, and the seed is pooped out, Violet swells and explodes, Wild licorice sticks to a passing animal, Trillium is carried away by an ant and tossed on the hills garbage heap, Fireweed blows away on the wind.....)
9) Repeat 1-8, letting students take as much control of it as they can handle.
10) When you think they have the concepts, go and look for the parts on diverse wildflowers.