



# Flower Hunt

## ACTIVITY

### Background:

See "Flower Power" on page 133 for additional background information.

For the following activity, it is a good idea to have available several wildflower identification guides. Explore along with the participants, but encourage them to discover for themselves.

### What to Do:

1. Give a brief overview of flowers and their parts if needed, or if the group has not yet completed the "Flower Power" or "Build a Flower" activities.

2. Select an exploration site with a large number of flowers present. Divide participants into pairs/groups. If possible, have volunteers oversee small groups.

3. Give each pair/group a Flower Hunt worksheet. Tell the participants to record their findings on the worksheet while exploring the area for flowers. Make sure to remind them not to pick any of the flowers.

4. After a set time (suggested: 30 minutes, depending on group level and the area you are exploring), all groups should come together and share information about one of

their flowers. *What was the most interesting flower they found? Did they discover anything surprising?*

5. Have the participants choose their favorite flower and draw a picture of it. If desired, set up research stations and have participants use wildflower guides to help identify the flowers they saw while in the field.

*Note: All participants need to have partners for this activity! Review appropriate safety considerations (pages 17-18).*



### For Younger Participants (Grades K-2):

Hand out colored squares of construction paper, either one to each pair or several depending on time available and level of students. Have participants explore the exploration area and try to find all flowers that match their color(s). When the group reassembles, have

### Summary:

*Participants go on a scavenger hunt to find different kinds of flowers.*

### Grade Level:

3-8

### Learning Objectives:

*Participants will be able to:*

- ◆ Observe the variety of flowers in the area.
- ◆ Notice and describe differences among flowers.
- ◆ Demonstrate excellent observation skills.

### Time:

1 hour

### Materials Needed:

- ◆ Copies of the Flower Hunt worksheet
- ◆ Wildflower field guides
- ◆ Pencils
- ◆ Paper, markers, crayons
- ◆ Clipboards





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participants share with the group how many they found of their color. *If there were a lot more of one color than another, why do they think that would be? What kind of animal pollinates those flowers?*

### Questions:

- How many different flowers can you find?
- How can you identify them?

### Adaptations:

*Refer to general adaptations on pages 11-16.*

#### **Hearing Disabilities:**

- Review the contents of the worksheet. Have examples or pictures of some of the types of flowers from the worksheet.
- Clearly mark the trail with a beginning and an end point (use string or flags).
- Have a set meeting place in case individuals get separated.
- Position yourself and the interpreter so the participants can see

you for further directions or warnings while on the trail.

#### **Learning/Cognitive Disabilities:**

- Review the contents of the worksheet. Have examples or pictures of some of the types of flowers from the worksheet.
- Clearly mark the trail with a beginning and an end point (use string or flags).
- Have a set meeting place in case individuals get separated.
- Provide small tape recorders for participants who have difficulty writing or have partners assist with worksheet as needed.

#### **Motor Disabilities:**

##### *Overall:*

- Select a largely accessible site (i.e., mostly level, no standing water, etc.).

*For participants with limited muscle strength, coordination, or dexterity of the hands:*

- Provide small tape recorders for participants who have difficulty writing or have partners assist with worksheet as needed.

#### **Visual Disabilities:**

##### *Overall:*

- Clearly mark a trail with a guide string on one side.
- Encourage partners to be very vivid in descriptions and actively engage participants in the hunt.
- Encourage participants touch each flower to count the petals,

feel their shape and texture, etc.

- Provide the list of items in large print and Braille.
- If desired, set up a table-top trail for participants that includes different flowers. Label the flowers with large print and Braille signs to encourage independent identification and exploration.
- If possible, have field guides available in alternate formats including large print and Braille.
- Provide a variety of magnifiers for participants with low vision

*For participants who are blind:*

- Replace the color-related question on the worksheet with tactile and scent-based questions regarding petal shape, stalk size, scent, or petal texture. (Ex: Find a trumpet shaped flower, a round flower, a flower that is over 12 inches tall, has a strong scent, etc.)
- Provide small tape recorders for participants to record their findings or have a partner assist.
- For the younger participant version, substitute number of petals, scent features, or some other identifying factor for color. For example, create cardboard cut-outs of several different shaped flowers and hand out to the participants. Have them identify how many of each type they find.

*Adapted with permission of the publisher: Lingelbach and Purcell, eds. Hands-On Nature, 2nd edition. Woodstock: Vermont Institute of Natural Science, 2000.*

