**Objective:** Learn the parts of a flower, how pollination works, relationships between pollinators and plants and the importance of pollinators to our food supply.

Start with some questioning:

 What do plants grow from?

 Where do seeds come from? - point out the cyclical nature

 What type of seeds are there? How big are they? (point out fruits, some seeds are smaller -have a few examples like dandelion seeds, avocado pits, etc)

How are seeds/fruit made? -> show video

<https://www.youtube.com/watch?v=txv2k7OoY7U>

Break out into smaller groups for the rest of the session.

**Parts of a flower activity:**

I will either cut up flowers beforehand or have the volunteer leading the group cut the flowers if that’s allowed. Alternatively, it might work to just break off some of the pieces (petals, sepals) and identify the outside of the pistil and stamen, although I think it would be neat to be able to explore the inside.

Have the students fill out the worksheet as you go- See if they can remember from the video where the seed is made and how the pollen is spread. Discuss with them how flowers can attract different pollinators (color, smell, nectar)

**Pollinator/flower adaptation activity:**

Before moving into the bee activity, talk with your students about how different flowers might be adapted to different pollinators. Some flowers are long and skinny, and more suited for animals with long beaks like hummingbirds, where others are more appropriate for butterflies or bees.

Hand out the pollinator profiles and let the students read through them. Then hand out the sheet with different flowers and assign which pollinators might be adapted for those flowers (still making this, will put in the drive tomorrow)

**Bee activity**:

Start this activity by asking your students how they feel about bees. (I’m assuming there will be at least some who don’t like them). Then ask what might happen if we didn’t have bees anymore. Circle back to the plant, and how without pollinators they wouldn’t be able to get pollen from the stamen of one plant to the pistils of others and make seeds.

We saw in the video that bees help to pollinate many fruits, and we wouldn’t have many of the fruits we eat without them. The bee-free barbecue activity highlights some of the foods bees are necessary for. The premise is that the students have a hamburger, and can choose their sides from there. However, sides that require bee pollination aren’t available at this barbecue. Have them fill out a meal that they could eat without bees.

At the end of the activity, check in with the students and see if how they feel about bees has changed, or if it would be worth the trade off of not getting stung to give up these foods.