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Pollinator Habitat Lesson Plan

In this lesson, students examine the local territory by observing what is growing and assessing what should be growing to encourage pollinators. The learning activities aim to promote an appreciation of pollinators' role in connecting landscapes, growing medicine, and sustaining food systems. Students will work collaboratively with others in their class and community to plant purposefully. They will journal to express gratitude, reflect, record observations, draw plans, and share ideas.

Learning Outcomes

- Recognize and appreciate connections and relationships with the land around us.
- Experience and analyze your local territory to recommend ways to care for ourselves and our environment by encouraging pollinators.
- Recommend habitat enhancements and practices to sustain pollinator habitats, focusing on purposeful planting.

Part 1: Starting in a Good Way

Whose traditional territory do you live on?

In small groups, students will find out more about where they live.

- Practice land acknowledgement and local protocols. Refer to the Land Acknowledgement guide in the resources.
- Gather information using primary and secondary sources such as maps, stories, and art to understand the rich culture and knowledge about the place you live.
- Students journal their findings.

Invite an Elder

An important activity is to invite an Elder or Knowledge Keeper into class to teach about the importance of pollinators associated with food and medicine. Refer to the Working with Elders guide the resources.

- Ask students to journal their experiences and offer gratitude. Questions to consider may include: For what are you thankful? Why is it important to show appreciation and be grateful for our environment? How do you show gratitude?

Reading

Provide students with an [Ecoregional Planting Guide](#) from the resources list (select a guide for your area). Assign readings (10 to 15 pages) about how horticulturalists can assist bees and other pollinators. Once students have reviewed the reading material, start the next class by having students collaborate to clarify the guidelines and develop criteria or a checklist to help improve pollinators' habitats. Instructors facilitate learning by listening to the groups and filling in the gaps. Students then use the criteria to assess habitat in Part 2.

Part 2: Observing and Listening

What Grows Here?

Choose a suitable area within your school or community to improve or create a garden. Take the time to explore and survey the area with your students and encourage them to identify and map out the garden or land. Have students maintain a journal of the growing conditions, watersheds, existing plants, and pollinators they observe. It is crucial to foster an understanding of the significance of biodiversity and its impact on our environment, particularly in terms of community, plant, and animal life. After spending time on the land, facilitate small group discussions. What is present? What should be present? After, students document and reflect in their journals.

What is pollination? Why is it important?

The PowerPoint presentation, which can be found in the resources section, provides an overview of the pollination process and highlights crucial habitat features that support pollinators, with a specific emphasis on native plants.

The PowerPoint presentation provides a guide for learning activities and includes interactive questions to facilitate discussions.

Resources

- Land Acknowledgement [PDF]
- Working with Elders [PDF]
- [Ecoregional Planting Guide](#)
- PowerPoint [PPT]
- [Medicine Walk](#) [Video]

