

Biodiversity Bingo and Inquiry

Outdoor Activity

Incorporating essential questions into your lessons allows youth to be curious and to guide their learning. In this Inquiry, students explore the question, “What lives in our natural area?” Through outdoor exploration and research, students will create posters or a class magazine to share their knowledge.

Instructions

1. Print [Biodiversity Bingo](#) sheets for small groups of students.
2. Head outside to your schoolyard or nearby natural area and challenge students to complete a row, column or the entire sheet while exploring walking through the area.
3. Celebrate student discoveries, highlighting the variety of wildlife and plants they found.
4. After their warmup activity, introduce students to the Inquiry question, “What lives in our natural area?” Provide the following information:
 - Small natural areas are home to many wild animals, plants, insects and other living things. What interesting living thing can you find that lives in your natural space?
 - Give students freedom to explore their “natural area”, a defined area within a local park or nearby natural area to find an interesting or unique animal, plant or insect. Ensure boundaries for their exploration are given.
 - Distribute cameras or provide assistance to support students taking a picture of their unique discovery. Alternatively, spend time journaling and providing lessons on scientific drawings.
 - In their journals, get students to list 3-5 things they would like to know about their discovery.
 - Back in the classroom, using resource books, your school library or the internet (if you have access to this) provide time for students to research their discovery. Support students in finding 3-5 pieces of information on their discovery, answering some of their questions.
 - Decide on the method for sharing student discoveries and information. Options include posters, a class magazine, poetry pieces, other? Print student photos to support their visual creation.
 - Have students share their poster creation with each other. With student input, group the posters into categories based on similar characteristics. Talk about what each category has in common.

Materials:

- Cameras
- [Biodiversity Bingo](#) sheets (print & copy)
- Student Journals, pencils

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Emphasize the diversity of categories and discoveries within each category, supporting student understanding on the biodiversity they found within their “nearby nature”.

- Time for this Inquiry can be quick or can take more time pending depth of research and complexity of medium for information sharing.

Discussion

Inquiry is a great process to build upon student’s natural curiosity. Through discovering a unique living thing in their backyard, researching it, and sharing their knowledge with others, students become young biologists celebrating the biodiversity of their local community.