Playcard Environmental Education Center Pre-visit Information Sheet
Loris SC 29569, Ph/Fax : 756-1277
Director, Ben Abercrombie

Playcard Pre-visit Information Sheet Grade

2nd   Budding Botanists/Pollinators

Science Standards Addressed:
Plant diversity, parts, survival strategies, adaptations, pollination, seed dispersal. Plant uses and habitat types. Plant animal interactions. Aquatic vs terrestrial plant communities. Erosion, earth changes. (2LS2-1, 2, LS 4-1, ESS2-1)

PROGRAM DESCRIPTION:
An exciting hands-on exploration and discovery of some of nature's most interesting subjects, the plant and animal life of Horry County. The program includes time in the natural history museum and outdoors exploring the hardwood forest, swamp, and fields catching creatures and exploring diversity in the unique habitats of Playcard. Plant structures, life cycles, adaptations, shelters, habitats, and soil types will be emphasized. The students will actually "become animals dispersing seeds" s they learn about seed dispersal strategies and adaptations in the woods by becoming either "bobcats" and/or deer and "hunting" for one another while dispersing seeds. Explore the pollinator gardens and field habitats for field species diversity. Become a field naturalist by collecting forest, field, and swamp species explored. See how beaver control erosion by building dams and slowing water flow during storms.

VOCABULARY
(The following words will be used in your program. If possible, please investigate their definitions.)

Swamp	**Forest**	**Reptile**	**Fish**	**Bird**
Nature	**Mammal**	**Dispersal**	**Insect**	**Plant**

Preparing for your Visit

1. Please encourage students to wear clothing appropriate for the weather conditions and be ready to explore nature with all their senses.
2. CHAPERONES: Students should have a 1 adult for every 5 students. This is not a requirement, but does add to the program significantly.
3. Please bring ONE 1 GALLON SIZED ZIPLOCK BAG PER STUDENT for habitat collections.

Post Visit Activity
As an assessment, each grade level is encouraged to create a learning, "feedback" project. These projects may be any appropriate feedback method as prescribed by the teacher. Some examples are, letters of what the students learned with drawings and/or photographs of the experience, learning logs, journals, projects (i.e. a bug collection, leaf collection, copy of presentation, etc.)

Digital Extension: Students working in teams will use the inaturalist app to explore, take pics of, and identify species around the schoolyard. Identify the classification of each species, reptile, amphibian, bird, mammal, invertebrate, etc.