

Unit: Native Plant Communities

Activity: Plant Community ID Walk
Pre activity: Plant Community Slide show

Developed by: Heidi Bohan

Activity Length: 30 minutes Prep time: 0 Review materials: 0-15 (recon grounds walk)

Guiding Questions: What plant communities do we have on the school grounds (or other area)?

Brief Description of Activity: After viewing the slide show students will go on a walk of the school grounds, and identify at least 2 plant community types by key indicator species. This is an important component of assessing a site for restoration and can be used on other project sites.

Materials: EAS School Grounds Map, ID book/plant cards, Plant community lists,

Teacher Provided:

Activity

- | |
|--|
| <ul style="list-style-type: none">• Gather students after slide show and visit key areas on school grounds. Use the school ground map to visit the Habitat Restoration site, the plantings in the courtyard, the Douglas fir forests, Big Finn Hill pond, and/or the drainage area in the Habitat Restoration (or other sites).• Identify existing native plants, particularly tree and shrubs.• How can we identify a native plant community? If we know the existing plants we can usually key out the plant community.• Identify at least two plant community types using existing plants, discuss why we have these plant communities here (note: we have a San Juan/ Rainshadow plant community in the courtyard and front of the school, influenced by Lake Washington (body of warm water), and the Olympic Rainshadow).• How many plant communities do we have on EAS school grounds (or other area)?• Why is it important to know the plant community of a restoration site? |
|--|