

# Flower count Activity 1

**Location/Park** \_\_\_\_\_

## Activity Time

Outdoors: 15 minutes

**To be completed whilst learning about flowers. Choose a flat grass area which has wildflowers growing in it.**

## You will need:

4 x 1m length poles

1 x field activity worksheet (though the name of each of these should distinguish them from each other so that people download from the website, print and take the right one on the site visit)

## Curriculum links/ learning outcomes:

### The World around us

#### Place

Pupils should be enabled to explore:

- Ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment;

### Mathematics

Patterns, Relationships and Sequences in Number

Pupils should be enabled to:

- explore and predict patterns and sequences of whole numbers; follow and devise rules for generating sequences;

### Flower Count

Once the children understand the different parts of the flower and have looked outdoors and identified a number of them, they can then use quadrats to determine how many flowers are in a certain area. Simply lay four poles, each of which should be 1m in length in a square on the ground (A quadrat). The children can be grouped in fours for this activity.

It is best to do this randomly, however children will gain more from this activity if they have flowers in their square to count rather than grass alone.

Depending on the ability of the class, they can either identify the flowers in their quadrat, or simple count the different colours. Using the box and example provided on Activity 1.

After this has been completed, they can compare their findings with the other groups.

Once back at school, the class can group their findings onto a master quadrat sheet.

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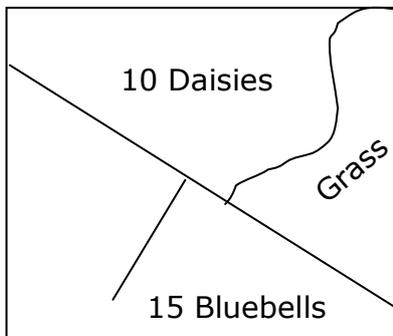
# Flower Count Activity 3

Name: \_\_\_\_\_

Draw the flowers you find in the box below.



Example



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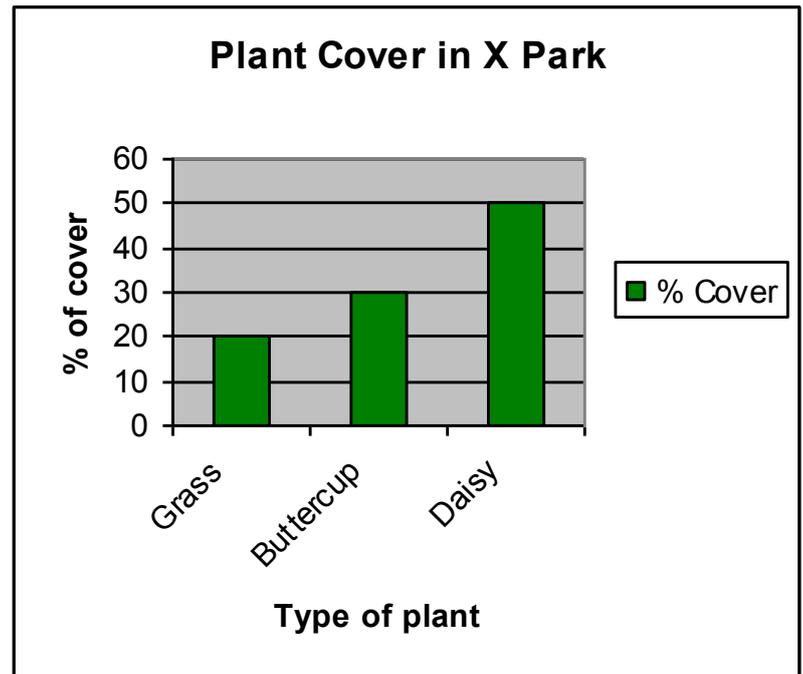


## Flower Count Activity 2

Name: \_\_\_\_\_

Back at school get each group to cut out their square. Stick them all onto a large card to create a master quadrant with 3x3 squares (9 squares). From this, the class can estimate the area of ground. Example:

Plant	% Cover
Grass	20
Buttercup	30
Daisy	50



Below are some examples of maths questions that can be used to interpret the collected data!

1. Which is the most common colour in all the nine squares? Express as % or as a graph?
2. Which is the least common colour in all the nine squares together? Express as % or as a graph
3. If one bumble bee takes 45 seconds to search 1m x 1m for flowers with nectar how long will it take to search the 9 squares?
4. If the bumble bee finds nectar in 8 flowers in the 9 squares and spends 30 seconds feeding at each flower how long will it take the bee to feed and search in all nine squares?

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