Module 10: Garden Ecology

March 2023

Lesson Plan - Post-planting Biodiversity Inventory

Center for Urban Resilience

Follow this and additional works at: https://digitalcommons.lmu.edu/urbanecolab-module10

Part of the Ecology and Evolutionary Biology Commons, Environmental Education Commons, Sustainability Commons, and the Urban Studies and Planning Commons

Repository Citation

https://digitalcommons.lmu.edu/urbanecolab-module10/87

This Lesson 10: Post-planting Biodiversity Inventory is brought to you for free and open access by the Urban EcoLab at Digital Commons @ Loyola Marymount University and Loyola Law School. It has been accepted for inclusion in Module 10: Garden Ecology by an authorized administrator of Digital Commons@Loyola Marymount University and Loyola Law School. For more information, please contact digitalcommons@lmu.edu.
LESSON #10: Post-planting Biodiversity Inventory

OVERVIEW:
The purpose of this lesson is to conduct post-planting biodiversity inventories

SUB-QUESTION:
Biodiversity inventories tell you how things are doing in the garden with regards to plants and the wildlife they attract

- Plants – are they growing, have any died, do they need to be replaced?
- Insects – how many different species of insects are found in the garden (regular surveys would provide an outline to follow)
- Birds – same questions as for insects
- Reptiles – same questions as for birds
- Mammals – same questions as for reptiles

WAYS OF KNOWING URBAN ECOLOGY:

<table>
<thead>
<tr>
<th>Understand</th>
<th>Students will...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>. Establish and maintain checklists of surveys done on a regular basis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Talk</th>
<th>. Discuss how to coordinate each group and ask for needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>. Manage a checklist with tasks and goals to measure progress</td>
</tr>
<tr>
<td>Act</td>
<td>. Coordinate garden team to do their part</td>
</tr>
</tbody>
</table>

SAFETY GUIDELINES:

Review field guidelines when taking students outside to do any site visit.
PREPARATION:

Time: 1 class period

MATERIALS (enough for # groups @ 4 in each group):
Activity 10.1 –
Activity 10.2 –
Activity 10.3 –
Activity 10.4 –
Activity 10.5 –

INSTRUCTIONAL SEQUENCE:

Summary Notes:

Lesson Standards Alignment (CA-NGSS) (see attached).
Lesson Adaptations and Extensions (see attached).