Name: _____ Period: _____Date: _____

School Habitat Scorecard

Background: Read and highlight any important information about the two pollinators spotlighted.
Pacific Banded Bumblebee (Bombus vosnesenskii):
Description: This large, fuzzy bumblebee has black and yellow bands on its abdomen and a white tip on its tail.

Monarch Butterfly:
Description: These migratory butterflies are frequent visitors to San Diego, adding color to gardens and meadows. They require a variety of flowering plants for nectar and milkweed for their caterpillars. Habitat loss and pesticide use can disrupt their migratory patterns and survival.

Needs:
Milkweed: This is an absolute necessity for monarchs. Adult butterflies lay their eggs on milkweed plants, and the emerging caterpillars solely feed on milkweed leaves. Milkweed also contains cardenolides, toxins that make monarch butterflies distasteful to predators. Milkweed plant

Nectar: Adult butterflies need nectar from flowering plants for energy. During breeding, migration, and overwintering, nectar provides them with the fuel to keep going.

Safe havens: Monarchs need shelter from wind, rain, and predators throughout their life cycle. Trees, shrubs, and tall grasses can provide this protection.

Objective: Analyze the features and resources that are part of the school environment and decide if our school rates in providing a healthy ecosystem for pollinators.

Date:	**Location: Check off** ☐ Front of the Science Building ☐ PE field ☐ Blacktop: Basketball counts ☐ Lunch area	**Temperature:**	**Season: Circle one:** Fall, Winter, Spring, Summer

Weather (select all that apply):	**Soil texture** in this area is:	**Soil Moisture:**	**Access to water:**	**Sun** (select all that apply):
☐ Warm ☐ Cool ☐ Cold ☐ Sunny ☐ Partly Cloudy ☐ Cloudy	☐ Fine (tiny small dusty particles) ☐ Medium coarseness (some sand, some fine particles, some small pebbles) ☐ Coarse (lots of rocks and pebbles)	☐ Wet ☐ Damp ☐ Dry on the surface, but moist under the surface ☐ Dry on the surface and below	☐ Has sprinklers or other regular water ☐ Rainwater only	☐ Full sun ☐ Partial sun (some shade from plants or buildings) ☐ Full shade

Draw a sketch of or insert an image of what this **location looks like**. Include buildings, sidewalks, and plants.	**Describe the location**. Include buildings, sidewalks, and plants. Also include how people use this space.

Examine the school's physical environment, if you were to walk around the school what features would you notice? Write the percent each of the items listed consist of the school. The total amount should equal 100%.

_____% Concrete _____% Blacktop/Asphalt _____% Buildings
_____% Grass _____% Shrubs Bushes _____% Trees
_____% Flower producing plants _____% Other _____

Plant and Animal Interactions

Check off the different types of pollinators or insects you observe in the area.

☐ Bees ☐ Moths ☐ Ants
☐ Butterflies ☐ Hummingbirds ☐ beetles

Describe/Draw plant	**Is this a flowering plant,**	**Does this plant have flowers?**	**Number and kind of pollinators**

Insert a picture of a plant	**shrub, bush, and/or tree?**	(how many? What color? What size?)	**seen interacting with the plant** (What are they doing?)
Description of Plant: _____ _____		Amount of Flowers: _____ Color of Flowers: _____ _____ Size of Flowers: ☐ small ☐ medium ☐ large	Number of Interactions: _____ Description of Interaction: _____ _____ _____ _____

Select a plant and examine the soil around it. Without touching the soil, how would you describe it?
Chosen plant: _____

- ☐ Dry
- ☐ Wet
- ☐ Semi-Wet
- ☐ Light brown
- ☐ Dark brown
- ☐ Other:_____

Use a tool to dig in the soil, how would you describe the condition and consistency of the soil?

- ☐ Dry
- ☐ Wet
- ☐ Semi-Wet
- ☐ Light brown
- ☐ Dark brown
- ☐ Containing dead plant matter
- ☐ Contains insects
- ☐ Clay-like

Rate food available for pollinators at this site:	**Rate shelter available for pollinators at this site:**	**Rate ability of pollinators to live and thrive in this site**:
☐ 1= little food ☐ 2 = some food ☐ 3 = lots of food	☐ 1= little shelter ☐ 2 = some shelter ☐ 3 = lots of shelter	☐ 1= lots of disruptions to their activities ☐ 2 = some disruptions ☐ 3 = few disruptions

Human Compatibility:

Directions: Examine the impact the people at school have on pollinators by completing the sections below:

Are there human activities on this site? **Yes** **No**

List any human activities that may benefit or supportive of pollinators:

_____
_____
_____
_____

List any human activities that may harmful pollinators:

_____
_____
_____
_____

Based on the human activities listed, Rate “Human Compatibility with Pollinators” from 1 to 10: _____ (“10” is excellent quality; “1” is poor quality.)

Overall School Pollinator Suitability Rating

Based on your observations:

What is the total rating for how suitable our school is for pollinators? _____ (10 = excellent, 1 = poor quality)

Explain the reasoning for the rating:

_____

_____

Based on this total habitat evaluation, does our school site provide a healthy ecosystem for pollinators? Why or why not?

_____

_____