**Insect Bingo**

**Number of Players/Groups:** 2-4

**Materials:**

1. One bingo card for each player/group

2. One set of real live insects, representing a plot or group of plots (from BEST Plots) or some discreet area for each player/group (from sticky traps and/or pitfall traps and/or other insect collection techniques.

3. Invertebrate guide (<http://kbsgk12project.kbs.msu.edu/blog/2011/09/14/biomass-and-biodiversity-protocols/>): One print-out per player/group.

4. (Optional) Insect key or identification book.

5. Bingo “dots”, little pieces of paper, pennies, or anything to mark bingo squares

**Background:** This game is intended to make insect identification, for the BEST Plots or otherwise, more fun than it already is. It is played the way regular bingo is played. If using samples from BEST Plots (see Invertebrate Biodiversity , it is acceptable to groups samples based on one of the three variables being studied in the BEST Plots: switchgrass vs. mixed prairie, fertilized vs. unfertilized, harvested vs. unharvested.

**Setup:** Break up class into groups of 3-4 students, and hand out one card and one insect guide to each student. For pedagogical reasons, one option is to not tell the students which area the sample(s) is from.

**Rules:** Because all the “numbers” (=insects) for the bingo card are distributed at once, this is not a timed game, so it is possible for more than one group to “win.” There are options for tie-breakers.

The game starts by distributing insect samples to each player/group. Ask students to identify insects to order, and sort the entire sample into groups as such. As soon as they identify an order that is on their card, they should set a single example aside and put a “dot” on the appropriate square on the card.

*“Winning”*: By the end of the allotted time, or once all of the samples have been identified, have students count the number of squares they have filled on their sheet.

*Optional*: Students need to count numbers of each invertebrate order for the BEST Plots Protocol. You could also incorporate this into the game, and award the team with the single order with the highest number of individuals.

**Discussion:** Have students discuss why there were differences in the number of orders and number of individuals between the samples. What was different about the different places the samples were placed?

