**Invasive Species Games**

Divide the group in half and have them make two parallel lines sitting facing each other with some space in between. (They are sitting down to represent how plants are rooted in the ground and cannot move to gather their required resources.)

Discuss what plants need to survive. (Sunlight, nutrients, water will be represented in this game. Needs like carbon dioxide and space may come up but they will not be resources represented in the simulation).

Show the students the resource cards. Red will represent sunlight, blue will represent water, and green will represent nutrients.

A “year” in this game will consist of 3 rounds. In each of the 3 rounds native “plants” can get grab one resource card on the countdown (3, 2, 1…go). After 3 rounds, in order to survive, “plants” must have all 3 of their needs met (they must have one each- red (sunlight), blue (water) and green (nutrients) card. If a “plant” has met all of their needs, they survive and remain as a native plant for the next round. If they were not successful, for the next “year” they will represent “non-native invasive plant”- this can be symbolized by placing a sticker dot on the students that have been converted to “invasive plants”.

“Non-native invasive plants” can grab whatever they want each round- either an unlimited amount of resources or maybe limit to 3 resource cards at a time. At the end of the “year” provide dots for the new “non-native invasive plants”

Conclude with a discussion of the impacts of non-native invasive plants on native populations.

**BioBullies** [**http://www.naturalbiodiversity.org/biobullies/curriculum/BioBullies%20Outdoor%20Lesson%20Plans.pdf**](http://www.naturalbiodiversity.org/biobullies/curriculum/BioBullies%20Outdoor%20Lesson%20Plans.pdf)