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

**Biology Bingo** **Handout:**

This is like bingo, but instead of chips you need to respectfully collect the names of other students who fit the given descriptions; each student name can only be used once. Whoever fills in the squares down, across, or diagonally wins a candy bar.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Has used their own research to make an informed decision | Knows that we can only appreciate music because of our sense of hearing | Likes to use statistics to make decisions | Has changed or stopped a habit due to reading a scientific article | Has created a model of a cell |
| Has attended a science-based informational seminar | Has performed an experiment to test their idea | Has used survey results to make choices  | Has researched companies with eco-friendly business models | Knows someone with an addiction and understands withdrawal symptoms |
| Recognizes the connections between our water supply and increased drought | Has been part of an environmental cleanup effort  | Has built a model of the solar system | Has repeated a task to see if you get the same result | Has calculated their carbon footprint |
| Has tried a flying simulator | Has sent a letter to a government representative | Uses math to find deals when shopping | Has looked up the odds of something happening before making a decision | Has boycotted a product or service |
|  Understands the interactions between pesticides and wildlife | Measures everything out when cooking | Is conscientious about fuel use to decrease carbon footprint | Has used a microscope  | Has looked up what the weather will be tomorrow |

In your groups, identify the theme for each color, why it is important, and how it relates to this course.

|  |  |  |
| --- | --- | --- |
| **Colors** | **Theme** | **Importance and relation to course** |
| **Green** |  |  |
| **Red** |  |  |
| **Tan** |  |  |
| **Yellow** |  |  |
| **Blue** |  |  |