

# Bat Blitz (Modified from Project WILD)



## How to:

1. Set up the playing field with foraging habitat on one side, and a cluster of hula hoops (or other markers) on the other side. Tell the students that the hula hoops represent roosting sites (where the bats go to sleep and rest, like a tree, cave, or barn) and that the open “field” is foraging habitat (where the bats go to find bugs to eat).
2. Set out cups or bags, one for each student. Randomly distribute tokens into 40% of the cups, and leave the remaining cups empty. To have enough tokens, multiply the number of students in the class by 7. *Example: For a class of 30 students, provide 210 tokens. Randomly split the tokens among 12 bags and leave the remaining 18 bags empty.*
3. Explain to students that they will either be little brown bats or insects, and that you will be playing 3 rounds of the game. Explain the following rules:
  - Bats stand on a roosting site (in a hula hoop). During each round of the game, each bat must eat 1,000 insects, which is equivalent to 10 tokens. Each token equals 100 insects.
  - Bats have to collect one token at a time, then have to return to their roost and count to 10 to simulate resting between foraging trips.
  - Bats will have 2 minutes to forage.
  - Insects fly around the foraging habitat. When tagged by a bat, the insect has to give the bat 1 token.
  - If a bat gets 10 tokens, they are full, and must return to their roost for the rest of the round.
  - When an insect runs out of tokens, they can stand on the side of the playing field.
  - After each round, the class will work together to fill out the data table.



# Bat Blitz Data Table

Round	How many bats?  (Count # of bat students at beginning of round)	How many insects at start of round?  (Count tokens and multiply by 100)	How many insects were eaten?  (Count # of tokens in bat cups, multiply by 100)	How many insects survived?  (Count # of tokens left in insect cups, multiply by 100)
1		Should be the same each round, fill this column in before starting game		
2				
3				

## Round 1

Have the students count off in fives. Ones, twos, and threes will be bats. Fours and fives will be insects. Set a timer for two minutes, and release the bats to forage! At the end of the round, collect data for the data table.

## Round 2

Explain to the students that White-Nose Syndrome has hit the bat colony during their winter hibernation. A bunch of the bats have sadly died due to the disease and have not returned to the summer roost. Use the same number of insect tokens from Round 1. Have the students count off in fives. Ones and twos will be bats, threes, fours, and fives will be insects. Repeat foraging and data collection as in Round 1.

## Round 3

Explain to the students that White-Nose Syndrome has persisted, and that more bats did not make it through the winter. Use the same number of insect tokens from Round 1. Have the students count off in fives. Only ones will be bats this time, while twos, threes, fours, and fives will be insects. Repeat foraging and data collection as in Round 1.

## Wrap Up:

At the end of three rounds, create a line or bar graph together to show the number of bats, the number of insects consumed, and the number of insects that survived in each round. Ask the students what role the bats played in the ecosystem, and what happened to the insect population when the bats population decreased due to White-Nose Syndrome. Ask the students how this could impact people.

### About Project WILD

Project WILD's mission is to provide wildlife-based conservation and environmental education that fosters responsible actions toward wildlife and related natural resources. All curriculum materials are backed by sound educational practices and theory, and represent the work of many professionals within the fields of education and natural resource management from across the country.

To attend a FREE training workshop, email [kimberly.sullivan@dem.ri.gov](mailto:kimberly.sullivan@dem.ri.gov).

