

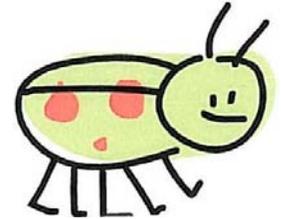


4-H VOLUNTEER INFORMATION SERIES

N e b r a s k a 4 - H Y o u t h D e v e l o p m e n t

Peppermint Beetle

Project Learning Tree, page 23



Level: K-6

Materials:

1. Bottle of concentrated flavor or scent
2. Cotton balls
3. Small containers of 'scents' for additional activity
4. Several pieces of yarn, cut long enough to tie onto the tree
5. Flagging material, rags, etc. to mark the boundaries for activity (or use noticeable Landmarks, which ever works best).

Summary for Activity:

(For further information, please see activity on page listed above)

1. Use flags to mark out a boundary for the activity.
2. Just before the group is to participate in the activity, "scent-mark" the trees that lie within the boundaries. Moisten a cotton ball with flavoring or scent and rub it on the bark, at about the average nose level of the students in the group. Mark at least one tree per group, but don't mark all of the trees.
3. Cut lengths of yarn long enough to be tied around the tree trunks, provide several for each group of students.
4. Ask students how sense of smell is important to them, and how it can be affected when they have a cold, etc. Explore sense of smell by what is around the area where your start.
5. Go over how animals use their sense of smell to find food, communicate, find a mate, etc.
6. Ask students how different animals rely on their sense of smell and have them relate it to a pet or animal they are familiar with. Do animals rely on this sense more or less than people do?
7. Imagine the insect is called "Vanilla Beetle" (or whatever scent you choose to use). This beetle is known for the scent it leaves on trunks of trees as it flies around.
8. Divide the group into teams of two (or however many works best for the size of the group).

9. If they find a tree that both/all team members believe has the scent, then they should tie a piece of yarn on the trunk of the tree.
10. Once all the trees with the scent have been found, the group should follow the path left by the beetle and see if there is a pattern or apparent reason why the beetle went where it did.

Additional Activity:

1. Use the small canisters to see if the students can identify the “mystery scents.” This could be done in a variety of ways. It may be best to hold it and have the students smell it. Then, see if the students can identify it.
2. Ask the group to identify each and then reveal the true identity of each scent. (see page 23)

Wrap Up

1. Have students think of ways that people use their sense of smell. Have students describe how their sense of smell is important to them. Can they use their sense of smell to find food? Why is the smell of food important?