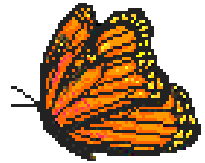


OVERVIEW	<p>The amazing world of insects opens an avenue of exploration for young learners. This series of lesson plans takes a hands-on approach to the study of insects and their world. Learners will ‘build a bug’, take a feeding hike, and learn to do the ‘bug walk’. In the process they will learn defining physical characteristics of insects, review their life cycle, and be exposed to the connection between animals and their habitat.</p>
TARGETED LIFE SKILL	<p>In this series of lesson plans, the targeted 4-H life skill is “Learning to Learn” (Targeting Life Skills Model, Iowa State University http://www.extension.iastate.edu/4H/lifeskills/homepage.html).</p>
PROJECT SKILL	<p>These skills vary based on the objectives of each lesson.</p>
WISCONSIN STANDARDS	<p>Individual lessons are tied to relevant Wisconsin Standards (Wisconsin Department of Public Instruction).</p>
TIME	<p>Each lesson is planned to encompass about an hour.</p>
TEACHING TIPS	<p>Getting the Most from the Lessons These lesson plans are designed for learners in third grade. Check the sections entitled “Enhance and Simplify” for suggestions on adaptations of the lesson for younger or older learners.</p> <p>Talking It Over Questions will help young, concrete learners get more from their experiences, and make the connection to the targeted life skill. Using the 4-H Experiential Model as a guide, questions for this age group will include those from the level of <i>Reflect</i>, and, depending on the abilities of the learner, <i>Apply</i>. Sample questions from the <i>Reflect</i> and <i>Apply</i> levels are included for each lesson.</p> <p>Advanced learners that are better able to handle abstraction will enjoy the challenges of questions that <i>Apply</i> the knowledge or skill that they have learned (see 4-H Experiential Learning Model).</p> <p>Youth Involvement Create additional learning and leadership opportunities for individual youth through their involvement in the teaching process. Look for ways to move learners into teaching roles, however brief. Youth who have experience or show special ability in specific situations are good candidates for enhanced youth roles.</p> <p>Most youth will have a story to tell about insects. Sharing these experiences, however brief, is a good starting point for youth involvement with younger learners.</p>



EVALUATION

Project Skills

Each lesson has suggestions for evaluation (see *Going Buggy, Evaluation*).

Life Skills

Evaluation for the life skill of “Learning to Learn” takes into account that learners must learn and practice new skills, and that a five-lesson series is not sufficient time to accomplish that goal. However, with the completion of this series of lesson plans, it is expected that most youth will demonstrate at least one or two of the following indicators:

- Make observations
- Ask questions in the content area
- Compare and contrast
- Remember what they have learned
- Communicate knowledge to others
- Use learned material to make prediction

Suggestions for evaluation are included in *Going Buggy (Evaluation)*.