



Taste Session Outline For the Outdoor Skills Program K-2nd Grade Lessons

- I. Welcome students
- II. Read the book: *Finding Hope* by Michelle Myers Lackner
- III. Activity: Eating Wild

Literature Link: Nature and wildlife based books have been included in the lessons and kits. Books may directly relate to the lesson or may just be a fun read. Unless directed in the lesson, incorporate the book as you see fit.

Suggested reading times:

- Before lesson to bring students together
- In between activities as a transition
- After an activity while waiting for parents to arrive
- After an activity while waiting for a project

The Outdoor Skills program is a partnership with Nebraska Games & Parks and the UNL Extension/4-H Youth Development Program to provide hands-on lessons for youth during their afterschool time and school days off. It provides the opportunity to master skills in the areas of hunting, fishing, and exploring the outdoors. This educational program is part of the 20 year plan to recruit, develop and retain hunters, anglers, and outdoor enthusiasts in Nebraska.

Inventory

Session: Taste

Curriculum Level: K - 2

Kit Materials & Equipment

- Plates
- Cups (not clear)
- Napkins
- Crayons (in craft tote)
- Stapler & staples (in craft tote)
- String
- (12) Easter eggs
- Animal cards (master)

Supplies Instructor Provides

- Carrots or celery (rabbit)
- Gummy worms or sunflower seeds (bird)
- Pepperoni or beef jerky (bobcat)
- Nuts or sunflower seeds (squirrel)
- Frozen strawberries (butterfly)
- Corn chips or corn nuts (deer)

Extended Activity Supplies Provided by Instructor (Optional)

- Water bottles (one for each student)
- Duct tape
- Twine
- Squirrel food
- Hole punch
- Snack bags

Literature Provided

- Finding Hope* by Michelle Myers Lackner

For information on restocking items contact Julia Plugge at 402-471-6009 or julia.plugge@nebraska.gov

All orders must be placed at least 2 weeks in advance.

Session: Taste

Title of Activity: Eating Wild

Grade Level: K-2nd

Objectives: Participants will:

1. Use their senses to discover food
2. Match an animal's senses to their preferred food

Method: Youth will make a plate with different animal pictures attached, and place the food on the plate to match the animal.



Materials Contained in Kit:

- Plates
- Cups (not clear)
- Napkins
- Crayons
- Stapler & Staples
- Squirrel Feed in Snack Baggies
- String
- Easter Eggs
- Animal Cards (Master)

Materials Needed for Activity:

- Carrots or Celery (Rabbit)
- Gummy Worms or Sunflower Seeds (Bird)
- Pepperoni or Beef Jerky (Bobcat)
- Corn chips or Corn nuts (Deer)
- Nuts or Sunflower Seeds (Squirrel)
- Frozen Strawberries (Butterfly)

Duration: 45-90 minutes

Group Size: 12

Setting: Indoors or Outdoors

Key Terms: Senses and taste

SET Abilities (Concepts): Observation and Predicting

Fair Exhibit (Take Home Project): Wildlife Pie Plate and Squirrel Feeder

Background:

All of our senses work together to make food pleasing and palatable. Wildlife use more than their sense of taste to hunt for food. A deer has a heightened sense of smell which is why hunter's use scent free clothing. As humans our sense of smell is tightly tied to our sense of taste. The students will perform an experiment using a strawberry to explore what happens when a person plugs their nose while chewing on a strawberry.

Activity

Before the activity:

1. Print off the animal 'cards' so each student has their own to cut out.
2. Place gummy worms inside of Easter eggs, and hide one egg for each child.
3. Place a strawberry in each cup and put a napkin over the top (frozen work fine if they have some time to thaw a little)
4. Place the food items on a table the children can move around easily.



5.

Procedure:

1. As students gather, have them cut apart the animals, and staple evenly around the paper plate. Put a dot in the middle of the paper plate, and have them draw lines in between the animals like cutting a pie.



2. Go outside and have the children do an Easter Egg Hunt. Each child only gets one egg, tell them to keep it closed and line back up once they have found it. If a child does not find an egg, have another child go help them.
3. Using the senses to explore the egg, have the children use description words when using their five senses.
 - a. "Shake your egg, describe how it sounds? (loud, quiet, ringing, chirping, etc)
 - b. "Smell your egg, describe how it smells." (sweet, tart, plastic, foul, etc..)
 - c. "Close your eyes, and touch what is inside your egg. Use description words and tell what it feels like." (soft, bumpy, squishy, gritty, smooth, etc..)
 - d. "Look at the item in your egg, use description words and tell what it looks like" (color, ribbed, short, long, etc...)
 - e. "Take just a tiny bite off the tail, and use description words to tell what it tastes like". (sweet, tart, sour, sugary, etc..)

4. Hand in the eggs, and have the child take the worm back to their plate of animals. "Take your worm, and put it by the animal you think would eat the worm." If you skipped the egg hunt, then move directly to this part of the activity.



5. "Good scientists use all their senses, so we are going to do another experiment. Do NOT look in your cup.



- a. "Gently shake your cup, describe how it sounds? (loud, quiet, ringing, chirping, etc)
- b. "Close your eyes, and lift the napkin a little bit, then smell. Put the napkin back and describe how it smells." (sweet, tart, plastic, foul, etc..)
- c. "Close your eyes, and touch what is inside your cup. Use description words and tell what it feels like."

(soft, bumpy, squishy, gritty, smooth, etc..)

- d. "Look at the item in your cup, use description words and tell what it looks like" (red, seedy, ribbed, short, long, etc...)
- e. "Take just a tiny bite off the fruit, and use description words to tell what it tastes like". (sweet, tart, sour, sugary, etc..)
- f. "Now we are going to plug and unplug our nose as we chew a ½ bit of strawberry, make sure you only bite ½ the strawberry. Ready, bite and chew...plug your nose and chew, unplug your nose and chew. What happened? Did the taste change? Why do you think it changed?"
- g. "Which animal do you think eats strawberries? Place it on the plate by that animal."

6. Have the children form a circle around the food table, and place the food item by the animal that would eat it. Review first what the foods are, and go over the animals on the plate.



7. Go through the plate, and talk about why the animal would eat that item.
- a. **Bobcat** – eats meat.
 - b. **Rabbits** – eats only plants, and likes crunchy plants
 - c. **Butterflies**-like sweet so fruit is good, they actually taste with their feet, and then eat with their extended proboscis

- d. **Birds (Robin)**- likes to dig for seeds or worms so they eat food found on the ground.
- e. **Squirrels**-like seeds and nuts that can be found on the ground. In the winter they bury their food in the ground near their tree.
- f. **Deer**- are plant eaters. They like grass and crops that farmers grow.

8. The children can eat their snack now.

9. Optional: let the children make another plate. They can draw and/or write the type of foods the animal eats on the plate.

Extended Activity:

(Designed to use if time allows. Materials are not provided in the kit)

Squirrel Feeder:

Materials:

- Water bottles (half of one for each student)
- Duct tape
- Twine
- Squirrel food
- Hole punch
- Snack bags

Instructions:

1. Cut water bottles in half, and give one to each child. Have them put a piece of duct tape over the top so edge is not so sharp, and to attract the squirrels attention.
2. Poke holes in side of bottle to run twine through, using a paper-hole-punch. Run the twine through the holes and tie at the top.
3. Place feed in snack size bags so they can put feed in it when they get home.

Literature Link:

(Encouraged to read before or after the lesson)
Finding Hope by Michelle Myers Lackner



Bobcat



Butterfly



Bird



Deer



Rabbit



Squirrel