

Bio-Control Blast! Discussion and Role Play

(30 minutes)

STEP ONE. Begin the activity by asking students to read pages 17 and 18 in their *What's in Your World?* booklet.

STEP TWO. Once students have finished reading, ask them-- *What are some of the challenges with controlling the spread of purple loosestrife? What mechanisms does the plant have to spread quickly?*

STEP THREE. Discuss with students the weed management method of bio-controls. *How do bio-controls work?* Tell the students that they are going to be breaking up into small groups (3-4 students) and they will be assigned one plant to research, specifically the bio control methods used for the plant. Assign each group of students one of the weeds in the *What's in Your World?* booklet. Tell the students that they need to record in their journals the plant name, ways the plant spreads and the bio controls used with the plant.

STEP FOUR. Next, tell the students that their next task is to create a skit about their noxious weed, with focus on the bio control method. The skits can be funny or serious, but they must be informative! Give students 10-15 minutes to create a short skit.

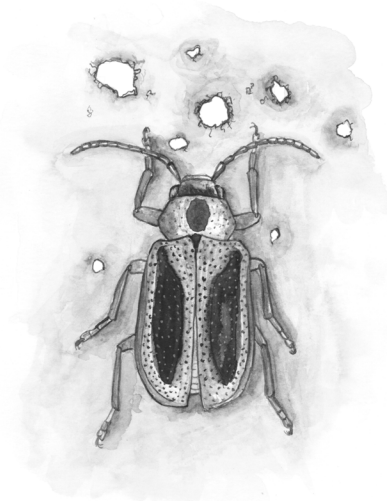
STEP FIVE. Once the students are ready, gather everyone for a "Noxious Weed Theater Production." Have each group do their skit and after each skit, discuss the method of bio-controls for each noxious weed.

STEP SIX. Wrap up by discussing the effectiveness of the bio-control method of noxious weed management.

What are some benefits to using bio-controls for noxious weed management?

What are some challenges to bio controls?

What method would they use?



Inspiring Insects - Collection and Observation

(40 minutes)

STEP ONE. Take students to an area of active noxious weeds management, and if possible an area where bio controls can be collected. Contact your local weed management district for areas and procedures. Discuss the weed management techniques used in the area and the effectiveness of the weed control methods. Tell students that they are going to collect insects from noxious weeds in the area to later investigate. Show students tools from *What's in Your World?* activity kits for insect collection--hand lens and aspirators. Demonstrate how to properly assemble and use the aspirator. Give each student a pair of gloves and tell students they must ALWAYS wear gloves when working with noxious weed specimens--some noxious weeds can be harmful.

STEP TWO. Walk through the area with the students and ask students if they can identify any noxious weeds growing in the area. Students may use their *What's in Your World?* booklets to help identify noxious weeds. With students, clearly identify the noxious weeds and the insects that they will be collecting. Set up boundaries for the collection area and ask students to collect insects in that area.

STEP THREE. Bring students to an inside space or a sheltered area. Next, have students use hand lenses and tweezers to count and observe the insects. Students may also use their bio-control information cards (*What's in Your World?* supplement) to research their insect specimens.

What do you notice about the insects?

What special adaptation do these insects have to help control the spread of noxious weeds?

STEP FOUR. Have students choose one of their collected insects to observe and draw. Next, have students put the insect in another insect collection container. Using their hand lenses, ask students to accurately sketch their insect in their journals. Students should label each of the insect's parts (legs, wings, head, thorax, abdomen, compound eyes, antennae.) Student should also describe the insect's adaptations, including how it helps control the spread of noxious weeds.

STEP FIVE. Discuss with students how bio-controls are used and released in weed management. Take students to an area where the insects can be released to help control the spread of noxious weeds. Contact your local weed management district for areas and procedures.