

THERE ARE MANY WAYS TO FIGHT WEEDS. WHAT ABOUT WEEDS SKITS and WEED WARRIOR JOURNALING ACTIVITY LESSON DETAILS

What About Weeds Skits

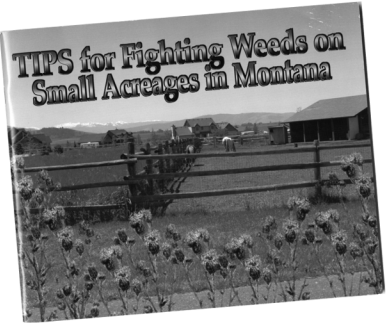
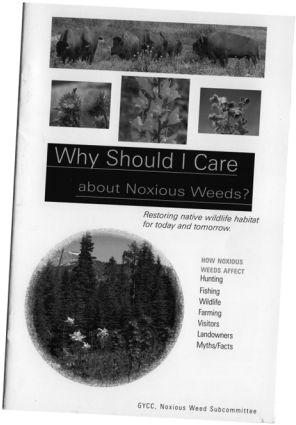
(60 minutes)

STEP ONE. Begin the activity by asking students--*what do we do about noxious weeds?* *How do we stop the spread of noxious weeds?* List ideas on the board.

STEP TWO. Now, ask the students to read pages 7-8 in their *What's in Your World?* booklets. After the students have finished reading, ask them if they have any more words or ideas about how to stop the spread of noxious weeds. Record them on the board.

STEP THREE. Break students into small groups, 3-4 students per group. Tell the students that their task is going to be to create a skit about how to stop the spread of noxious weeds. Assign one method to each group. Give the students 10-15 minutes to create a skit. Skits can be funny or serious, but they must be informative. Give students pamphlets on noxious weed management such as, *TIPS for fighting weeds on small acreages in Montana*, as a resource.

STEP FOUR. Once the groups have their skits prepared, ask each of the groups to present their skit. After each skit, ask for comments from the students watching the skit. What method did the group portray? How effective is the method?



Weed Warrior Journaling Activity

(60 minutes)

STEP ONE. Introduce the term “integrated weed management” to the students. Based on their skits, *are there ways to combine methods of weed management to be more effective on suppressing a weed?*

Discuss with students the reasoning for using multiple methods of stopping the spread of noxious weeds. Ask the students if they agree with this approach--*why or why not?* Also ask the students--*“How might their skits be combined to be more effective on suppressing a weed?”*

STEP TWO. In their journals, have students brainstorm at least 5 reasons why they should care about weeds. After everyone has at least 5 reasons, ask each student to share one of their reasons. *Should we care about noxious weeds?* *Why or why not?*

STEP THREE. Next, tell the students to imagine that they have become “Weed Warriors,” people who work to stop the spread of noxious weeds. *What are some things that they could do now in their own life to help prevent the spread of noxious weeds?* Ask the students to number a piece of paper from 1 to 10 and write at least ten different things they could do to be “Weed Warriors.”

STEP FOUR. Once students have finished, ask volunteers to share their ideas.

If they did one thing on their list today, how might that impact the spread of noxious weeds?

