

WHAT IS A WEED? WEEDS AND THE OUTDOOR WORLD BRAINSTORM LESSON DETAILS

Weeds and the Outdoor World Brainstorm

(60 minutes)

STEP ONE. Begin the activity by asking students if they have ever heard the term “weeds” before. *What do you think of when you hear the word “weeds?”* Write the word weeds and student responses on the board. Now, ask the students if they have ever heard the words “noxious weeds” before. *What does that mean?* Write noxious weeds and student ideas up on the board.

STEP TWO. Now, ask the students to read page 2 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 what noxious weeds are or their impacts. Record them on the board.

STEP THREE. Discuss briefly with students the implications of noxious weeds invading a landscape. Noxious Weeds are non-native, invasive plants that displace desirable vegetation. Noxious weeds have many negative economic, social and environmental effects in Montana, including human health, land values, recreation, lifestyle, aesthetics, culture, agriculture, water quality, increased soil erosion, loss of wildlife habitat, loss of native plants, loss of forage production and loss of plant diversity.

STEP FOUR Next, hand out scraps of paper and pencils to students. Ask the students to number their scrap of paper 1-10 and then work individually to brainstorm 10 different outdoor activities that they like to do in their free time. Give the students about 5 minutes to brainstorm.

STEP FIVE. Once all the students have brainstormed 10 outdoor activities, ask the students to share one of their activities with the class. Record the student’s ideas on the board.

STEP SIX. Now, ask the students, do you think noxious weeds could affect your outdoor activities? Why or why not?

STEP SEVEN. Break the students into 6 groups and assign each group one of the outdoor activities on page 1 of *What’s in Your World?* booklet. Their task is to work as a group to do a presentation or skit about how noxious weeds affect their assigned outdoor activity. They can be serious or silly, but must be informative! Give students 10 minutes to create their presentations or skits. Ready, set, action noxious weeds!

STEP EIGHT. Wrap up by asking each student to choose one of the outdoor activities that they brainstormed earlier and write in a journal about the impact that noxious weeds could (or already is...) have on that activity.

JOURNAL – My outdoor activity

Impact of noxious weeds on my outdoor activity...