

Example Agendas

For a Community Leader Training Online

Arrival Activity: Menti.com Survey

Goal: Set tone of training as interactive, and establish pre-training baseline understanding

We're asking you to follow this link to Menti.com and gauge our comfort with some topics before we begin. We'll do it again at the very end of the second session. So, on a scale of 1 to 5, please rank your comfort level for each question.

Comfort with:

- talking about invasive plants to an audience
- teaching plant ID
- engaging with a difficult audience member
- finding information about invasive plants
- ideas to reach out to your community about invasive plants

Anchor Activity: L/R Eye Dominance

Goal: Focus energy and demonstrate different perspectives

Let's warm up with a simple activity.

[screenshare PowerPoint slide with an image of a circle]

Activity Facilitator Notes:

1. Take a look at this circle on the screen. You may want to sit or step back slightly.
2. With both eyes open, cover the circle with your thumb.
3. Now without moving your hand, close your left eye. Where is your thumb? Still covering circle or moved?
4. Now without moving your hand, reopen left eye and close right eye. Where is your thumb? Still covering circle or moved?
5. The eye that keeps your thumb covering the circle is your dominant eye.
6. This activity is done to emphasize that we all have different perspectives, even on the same thing!
How we see things (physically or mentally) can be different than others.
We all have different perspectives on the same thing.
We're all looking at the same circle on this screen, but seeing and experiencing different things.
Effective communication comes from understanding and recognizing these differences, and we'll be talking today about perspective.

Arriving at Consensus Activity: What Does "Invasive Plant" Mean to You?

Goal: Come up with a common and agreed-upon definition of invasive plant

Activity Facilitator Notes:

1. Pose the question "*what is an invasive plant?*" to the group.
2. We're going to split up into breakout rooms with groups of 3-4 and a facilitator.
3. We'll use Padlet.com to record our thoughts, you'll find the link to that in the chat.
4. You'll have 5 minutes in your breakout rooms to discuss and write your ideas on the padlet.
5. Everyone will be using the same padlet so you can see what the rest of your cohort is thinking about. If you agree with something you see, feel free to reiterate it, or to give it a thumbs up.
6. When time is up, we'll close the breakout rooms, and we'll screen share the results on the Padlet, and work together to use these ideas to answer the question, *what is an invasive plant?*

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Refocus Activity: Rebus Puzzles

Goal: Refocus energy and think creatively

This is a puzzle game where words are represented by combinations of pictures and individual letters—a rebus puzzle!

Activity Facilitator Notes:

- Show images, and encourage along brainstorming to a solution.

Example Rebus Puzzles: <https://kids.niehs.nih.gov/games/brainteasers/rebus-puzzles/index.htm>

Brainstorming Activity: Ideas for engaging our communities

Goal: Create an idea/ideas for outreach/education events in their communities

Activity Facilitator Notes:

1. In small breakout rooms, pick one of the ideas from the list of ideas in “Engaging our Communities” and brainstorm how to make that work in your community.
2. Have facilitators in each breakout room.
3. Come back as a large group and share out ideas to everyone.

Refocus Activity: The Clapper

Goal: refocus energy and demonstrate “the curse of knowledge”

Activity Facilitator Notes:

1. Select a trainee to be the “Clapper”
2. Private chat the name of the song to the person
3. Everyone else are the “Listeners”
4. The Clapper will tap out melody to the group.
5. The listeners can shout out guesses as soon as they know.
6. The Clapper can choose another random song if no one guesses
7. Narrate the activity as it happens.
8. After first attempt of clapping out song, ask clapper if they can hear the song in their head?
9. Ask the Listeners what they were hearing.
10. The clapper is cursed with the knowledge of the song title. This is a bias that is held by the Clapper.
11. This activity is done to demonstrate the curse of knowledge, which is when an individual who is communicating with others, unknowingly assumes that the others have the background to understand.
12. The Clapper can hear the song as clear as day in their head, but the way they’ve chosen to communicate it is not effective.
13. Ask whole group, what are ways that you think might help us avoid the curse of knowledge when communicating about invasive plants?

Example List of Songs for Clapper/Listener Activity:

- Happy Birthday [Happy Birthday to you....]
- Old McDonald Had A Farm [Old McDonald had a farm, e i e i o.....]
- The Itsy Bitsy Spider [The itsy bitsy spider went up the water spout....]
- The Alphabet Song [A,B,C,D,E,F,G.....]
- Wheels on the Bus [the wheels on the bus go ‘round and ‘round...]



Example Agenda

For a Community Leader Training In-Person

Arrival Activity: Menti.com Survey

Goal: Set tone of training as interactive, and establish pre-training baseline understanding

Activity Facilitator Notes:

1. As participants enter the room, give them 5 stickers. Have posters on the wall, separately labeled:
 - Talking about invasive plants to an audience
 - Teaching plant ID
 - Engaging with a difficult audience member
 - Finding information about invasive plants
 - Ideas to reach out to your community about invasive plants
1. Explain that we are going to gauge our comfort with some topics before we begin, and that the bottom of the poster serves as a scale – from left to right, comfort level increases. Have people put their stickers along the bottom of the poster in a position they feel indicates their comfort with the topic.
2. When they're done, talk about the results and explain that we'll do it again at the very end of the training.

Anchor Activity: L/R Eye Dominance

Goal: Focus energy and demonstrate different perspectives

Let's warm up with a simple activity.

Activity Facilitator Notes:

1. Take a look at this object. You may want to sit or step back slightly.
2. With both eyes open, cover the object with your thumb.
3. Now without moving your hand, close your left eye. Where is your thumb? Still covering object or moved?
4. Now without moving your hand, reopen left eye and close right eye. Where is your thumb?
5. The eye that keeps your thumb covering the object is your dominant eye.
6. This activity is done to emphasize that we all have different perspectives, even on the same thing!
 - How we see things (physically or mentally) can be different than others.
 - We all have different perspectives on the same thing.
 - We're all looking at the same object in this room, but seeing and experiencing different things.
 - Effective communication comes from understanding and recognizing these differences, and we'll be talking today about perspective.

Arriving at Consensus Activity: What Does "Invasive Plant" Mean to You?

Goal: Come up with a common and agreed-upon definition of invasive plant

Activity Facilitator Notes:

1. Pose the question "*what is an invasive plant?*" to the group.
2. Split the group into smaller subgroups of 1-5 people.
3. Give people a set amount of time (5 min or so) to write their ideas on post-its.
4. When time is up (or they're done) everyone gets up and sticks their post-its someplace communal (like the wall), then returns to sit in one big group.
5. The facilitator reads them to the group, and everyone starts to clump them into similar categories.
6. Once the post-its are clumped, the group and facilitator decide on titles for each clump. These become the answer to the question (in this case, they will be the factors that make something an invasive plant).
7. With a common and agreed-upon definition, the group can move forward with the discussion.

ID Activity

Goal: Practice identification of plants, and teaching others how to identify plants.

1. Make a pile of leaves from different invasive plants in the middle of the table.
2. Have participants work together, in small groups, or individually to sort leaves into piles by species.
3. Talk through decision making and specific characteristics as intro to "How to ID" discussion.



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For a Community Leader Training In-Person

Brainstorming Activity: Ideas for engaging our communities

Goal: Create an idea/ideas for outreach/education events in their communities

Activity Facilitator Notes:

1. In small groups, pick one of the ideas from the list of ideas in “Engaging our Communities” and brainstorm how to make that work in your community.
2. Have facilitators with each small group, or moving from group to group.
3. Come back as a large group and share out ideas to everyone.

Sticky Scenarios Role Play

Goal: Gain experience with uncomfortable scenarios, and feel prepared with potential solutions.

1. Split into 3 groups, and within each group, read aloud the scenario, and either work together to come up with an answer, or take time to consider it individually, and share within your small group.
2. As a whole group we’ll take turns hearing the scenarios and answers from each small group and discussing our approaches to outreach.

Sticky Scenario #1

At a talk you are giving at the library, someone raises their hand with a question. They are familiar with many different invasive plants, but as part of the lead up to their question for you, they misrepresent some facts about invasive plants. How do you set the record straight without offending the querent?

Sticky Scenario #2

You are working with a group of local students and their teacher during science class. The students have covered invasive plants in their last unit, and have lots of questions to ask. You answer several questions, but then one student asks a question that stumps you. What do you do?

Sticky Scenario #3

*At your table display at the farmer’s market, a family approaches you. You notice they are not speaking in English. After some interaction, it becomes clear their English language skills are limited. How do you share the information you have so that their experience is as **rich** as a primary English speaker?*

Refocus Activity: The Clapper

Goal: refocus energy and demonstrate “the curse of knowledge”

Activity Facilitator Notes:

1. Select a trainee to be the “Clapper”, and let them pick a song title from a hat or cup.
2. Everyone else are the “Listeners”.
3. The Clapper will tap out melody to the group, and the listeners can shout out guesses as soon as they know. The Clapper can choose another random song if no one guesses
4. Narrate the activity as it happens.
5. After first attempt of clapping out song, ask clapper if they can hear the song in their head? And ask the Listeners what they were hearing.
6. The clapper is cursed with the knowledge of the song title. This is a bias that is held by the Clapper.
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8. The Clapper can hear the song as clear as day in their head, but the way they’ve chosen to communicate it is not effective. Ask whole group, what are ways that you think might help us avoid the curse of knowledge when communicating about invasive plants?

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