

Example Informational Sheet for Subgroup Leaders

GROUP _A_

Safety Info: A first Aid kit can be found at the picnic shelter and every subgroup leader will bring a first aid kit to their work site. The school nurse will be present to provide first aid. Technu cleanser is located at the picnic shelter in case anyone gets into Poison Ivy.

Emergency Contact: Use cell phone and dial 911. You are at Bomoseen State Park, 22 Cedar Mountain Rd. Castleton VT

Before the participants arrive:

1. Bring tools to work site
 - Locate your work site (highlighted on the map)
 - Pick a spot close to the road to pile brush. Do NOT block the road with brush.
 - Familiarize yourself with what invasive plants are at your site (fact sheets in envelope)
2. Find your subgroup's picnic table
 - Pull out name tags and markers (in envelope)
 - Familiarize yourself with schedule for the day
3. Meet at the picnic shelter at **8:45a.m.**

Reminders:

- Before you take your subgroup to your work site...
 - Share the presentation prompt with the subgroup so they can be thinking about their presentation while they work
 - Take a minute to talk with the participants about your job
- Before you start pulling up invasive plants, go over plant ID and assign roles!
 - It can be helpful to take a sample of the plant to a quiet spot and teach ID before arriving at your work site
 - Have each participant locate an invasive plant before they can start!

Invasive Plants, Their Removal, and Their Disposal: A Cheat Sheet

This chart highlights some invasive plants that are good to work on with large groups of volunteers, and details how to remove and dispose of them. For more information on any of these plants, or other options for your program, please visit VTinvasives.org

Plant	Season	Removal	Disposal
Garlic mustard	Spring	Hand pull second year plants	Solarize in black plastic on site
Honeysuckle	Anytime	Hand pull or weed wrench.	Hang upside-down in trees to decompose on site
Buckthorn (common or glossy)	Anytime	Hand pull or weed wrench.	Hang upside-down in trees to decompose on site

Example Teaching Script for Large Groups

9:15 – Start Program

Welcome & Intros (4 mins)

- Welcome to the 6th annual invasive plant removal day!!!
- Intro to me & crew
- Wonderful staff here today – Feel free to ask them questions
- Thank you for coming –Welcome to 6th graders. Welcome back 7th & 8th.
- You all are making such a big difference. Bomoseen has been transformed over the past 6 years and we couldn't have done it without you all!

Site & Facilities (4 mins)

- Bathroom locations (3)
- Water
- First Aid Stations
- Basing our day out of the shelter. Can leave stuff here, bring water
- **Safety:**
 - Ticks (show of hands, who's had one) are part of being outside in Vermont – bug spray (later, not now) and make sure to check at home
 - Poison Ivy - Tried to choose sites without – but keep your eyes open for it. There is Technu Cleanser at the shelter.
 - Drink lots of water!
 - Rain gear – we have trash bags if anyone forgot their jacket!

Overview of Day & Schedule (4 mins)

- Walk through schedule
- Highlight presentations at the end of the day – subgroup leaders will share topic with you in AM so you can be thinking about it while you work

Our Job & Goals Today (2 mins)

- You'll be working in subgroups today to pull invasive plants

Plant ID (4 mins)

- Do you all remember any invasive plants?
- Show of hands, who has noticed invasive plants outside of the park? At home or school?
- You'll be working in your subgroup to learn ID
- Look at handouts to learn about invasive plants and learn important ID characteristics

Tool Use (4 mins)

- These are the tools we're going to be using
- Weed wrench demo (call up participant to help)
- Explain what loppers are for – cutting low branches
- Tool safety
- Assigning roles and sharing tools
- Last year we pulled **4,477** invasive plants!!! Do you think we can beat that this year?
 - Keeping score – counting roots, not branches
- Where to pile brush – for the chipper
 - Keep it out of the road! But close enough for the chipper to pick up
 - Roots towards the road, shake out the dirt & fill in holes
 - Reasonable piles – wide, not high

Example Teaching Script for Large Groups

Subgroups – Reminders! (4 min)

- Before you head out, get comfortable with the species you'll be working with.
 - Use Factsheets and plant samples to learn ID
- Assign roles before heading out.
- Meet back here at 11:30 for lunch – stop by a bathhouse to wash up on your way back
- Share presentation topic with your subgroup
- Take subgroup before and after pictures of people and work site (if allowed)

9:45 - Start Project

Check in with each group. Take pictures.

11:30- Lunch

Identify location of trash bins and recycling to the whole group. Make sure everyone cleans up

11:50 – Start Gathering Participants

11:55 - The Why of Invasive Plants

What's an invasive plant?

- We've been pulling invasive plants all morning. Now I want to spend a little bit of time discussing what an invasive plant is and why we care about them
- Take 2 minutes in your subgroup to discuss the question "what's an invasive plant". After 2 minutes each subgroup will share 1 idea – make sure to figure out who's sharing. We're going to take all of your ideas to come up with a definition for the term "invasive plant".

Invasive Plants and adaptations

- So now we have a definition of what an invasive plant is, lets talk about one of the reasons **why** these plants are able to do so well in VT.
 - What do all plants need to survive?
 - Light, water, nutrients, space.
 - All plants are competing for these, invasive plants have certain adaptations that allow them to be extra successful and outcompete locally evolved plants.
- What's an adaptation?
 - The behaviors and physical characteristics of a species that allow them to successfully live in their environment.
 - All plants and animals have adaptations, not just invasive plants. But adaptations combined with a lack of predators and diseases make invasive plants extra good at taking over natural areas.
- You can think of it like a strategy plants use to be successful and outcompete other plants for resources. Just like you might use a strategy. Imagine you're running a race. What would your strategy be? Pace yourself, etc.
 - Honeysuckle example of leafing out early – how might that help it?
 - Can you think of any adaptations, or strategies?
 - What about specific to invasive plants?
 - Loosestrife – a single plant can produce 2.5 million seeds each year!

Restoration and Regeneration

- You've spent the morning pulling and we'll do a little more in a minute, but we're also going to do some planting this afternoon!
- What does restoration mean?

Example Teaching Script for Large Groups

- Why is it important to replant after removal?
- Remember doing it last year? This year the 8th graders helped take the cuttings – what type of cuttings?
- How to do a cutting – have an 8th grade volunteer share
- How to plant – plant the end that is cut at an angle... couple of buds in the soil....
- Okay! Lets get back out there.

12:10 - More Pulling & Tree Planting

- Remind subgroups that they only have a little over an hour (meet back at 1:20). Finish up pulling, look for little invasive plants revealed by all the pulling up of larger invasive plants during the morning work session! Leave time to plant cuttings and clean up.
- Wait at your table for a shovel and cuttings
- Report score to me when you get back
- Each subgroup should pile their tools next to their table when they get back.
 - *Put afternoon educational materials on tables so groups can get started as soon as they get back.*
 - *Put certificates on tables*
 - *Organize snacks and put on tables*
 - *Get scores*

1:20 - Subgroup Work

- Adaptations activity (15 mins) first.
- Presentations (15 mins)
 - *Have groups get started as they come back to shelter.*
 - *Talley scores while subgroups are working*

1:55 – Start Gathering Participants

2:00 – Presentations

Have everyone gather in a half circle on lawn

- You all are going to help me tell the story of how honeysuckle came to Bomoseen State Park. Each group prepared a quick presentation explaining a vocab word. When I read each groups vocab word as part of the story, I will pause at the end of the sentence and the group will step forward and present their presentation. Please hold applause until the end.
- Thank you all so much for your hard work! As a thank you everyone gets a certificate and state park admission coupon.
- Take a look around – see the difference? Look at that huge pile! We couldn't have done it without you. You made a big difference today!
- Now you're all experts so can help us out by teaching others and pulling invasive plants at home and at school (with permission).
- So the moment you've all been waiting for.... Drumroll please! We pulled (*fill in the blank with # of plants pulled*) invasive plants today!!! And the winning subgroup is.....

Back to picnic tables

2:25 - Thank You Certificates and Gifts

Certificates handed out by leaders in subgroups

- Gather stuff and get ready to go.

2:30- Program's End, Load Bus and Head Back to School

