

Teacher Notes

1. What are weeds?

Activities to do

1.1 Worksheet and brainstorm to describe weeds

This activity will allow you as the teacher to determine the students' current understanding of weeds. Students will reveal what they think a weed is by completing **Student Worksheet 1.1**.

Using the worksheet

Stress to the students that at this stage, you do not expect them to know a lot about weeds. You just want to find out what they think when they hear the word 'weed'.

- 1 Create a setting where students are detectives identifying a villain weed.
- 2 Give your students time to draw on the worksheet what they think a weed looks like.
- 3 As a class discuss all the different drawings.
 - Were the drawn weeds attractive or ugly plants?
 - What features were typical of the drawn weeds?
 - Were there lots of thorns or spikes etc?
 - How do you think these features help these plants to be weeds?
- 4 Give students time to describe by writing what are the features of a plant that they think make it a weed.
- 5 As a class discuss the student responses.

Extension: Guide the students to develop a 'Most Wanted' poster for the convicted weeds.

After completing the worksheet, engage the students in a brainstorming session to discuss weeds.

Brainstorm

After writing WEEDS on the board, record the students' ideas of what weeds are.

The students' feedback at this stage, should determine the direction of the brainstorm. However, if you need some confirmation about how to describe weeds, here are some pointers.

Weeds

- are plants that are growing in an area where they are not wanted;
- can compete with, and limit the growth of, desirable plants;
- can be harmful, poisonous or toxic to animals;
- can cause allergies or make people sick;
- can invade and spoil natural environments;
- can contaminate agricultural products;
- can lower the profits of agricultural businesses;
- can take time and money to remove;
- are usually able to spread and take over environments; and
- are typically plants introduced into Australia, where they have no natural predators and therefore spread rapidly.

Teacher Notes

1. What are weeds?

1.2 Collect, press weeds and draw a scientific diagram

- 1 Introduce pressing and preserving weeds. Do this by explaining to the students that plants are pressed and dried for their preservation.
- 2 Ask students to bring in a weed from their garden, park, paddock or roadside. Alternatively, if the situation exists, collect weeds with your students in or near the school grounds. If the weeds need to be kept fresh overnight, place in a sealed plastic bag in the refrigerator. Keep in mind that to assist identification, plants collected should be entire and ideally have flowers or fruit attached.
- 3 Using the following resources:
 - pencils;
 - plenty of old newspapers to dry the weeds;
 - gloves;
 - weed identification materials or weed expert to identify the weeds; and
 - clear contact or plastic sheet protectors to display the weeds;guide the students to press and dry the weeds using the procedure on **Student Worksheet 1.2**.
- 4 Organise the students to check the weeds at least every second day and to change the newspaper if moist. (This will avoid the weeds going mouldy). Keep checking the stack until the plants are dry. Drying time will depend on the type of weed and the climate. It could be 1–5 weeks.
- 5 Once the weed samples have been pressed and dried, students can make a scientific diagram of the plants. To do this, organise students with access to a pressed weed plant, which has some or all of the following: flowers; roots; stems; and/or leaves; for students to draw.
- 6 Use **Teacher Resource 1.2** as an OHP transparency, or to draw a diagram on the board to discuss with the students the important roles of each part of the plant. Also explain the important points to keep in mind when developing a scientific drawing. These include:
 - use a sharp pencil;
 - make only neat single lines;
 - keep drawing to scale;
 - label clearly with brief descriptions;
 - use a ruler to link description and part of drawing; and
 - provide a title (the title should be the name of the weed if this is known).
- 7 When completed, display the students drawings and the collected weeds around the classroom. The pressed weeds can either be taped to an A4 sheet of paper and displayed in clear sheet protectors, or held in place on the A4 sheet of paper by laminating or using clear contact.

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1. What are weeds?

1.3 View the PowerPoint presentation – ‘Introducing weeds’

The PowerPoint presentation is easy to use and effective for showing students different types of weeds and strategies to manage weeds.

To view the presentation, get into the PowerPoint program. Open the ‘Introducing Weeds’ presentation, click [*slide show*] on the top of the screen, and then select [*view show*]. Hit enter on the keyboard or click the mouse button to move to the next screen.

You should show the students this presentation using a data projector. Alternatively, if your school’s computers are networked, you could display the presentation on all computers. View, and then discuss each slide.



The questions on **Student Worksheet 1.3**, and the suggested answers following should initiate discussion and help students comprehend the information in the presentation.

- 1 When is a plant a weed?** *A plant is a weed when it grows at a time or place when it is not wanted.*
- 2 Name three different types of weeds described in the presentation.** *Noxious weeds, Agricultural weeds and Environmental weeds are described in this presentation.*
- 3 What animals can be used to help control weeds?** *Grazing animals such as goats are often used to manage weeds.*
- 4 It has been suggested that other management strategies should be used together with biological control. Why won't biological control eradicate a weed infestation?** *The biological control agent (an insect or disease) requires a population of the weed for survival. For this reason, complete eradication is often not possible when managing weeds with biological control alone.*
- 5 Integrated weed management, or using a combination of different options, is usually the best approach to manage weeds. Why do you think this is the case?** *Using two or more options to manage weeds should allow the weeds to be managed even if one option fails. Integrated weed management is important as it is usually more effective, longer lasting and cost effective in the long term.*
- 6 Who is responsible for weed control? Why?** *Weeds today are everyone's responsibility. There are questions we should ask ourselves and each other:*
In what type of environments do we prefer to live and play?
In the future, what environments would we prefer to surround us?
By considering these questions, it is clear that we are all responsible for weeds and their management. Being aware of weeds allows us to avoid the activities causing their spread. Understanding weeds and their management helps us to manage weeds.

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1. What are weeds?

1.4 Here, Hidden, and Head comprehension passage(s)

Five H,H & H comprehension passages of different levels are available for this activity. Select the passages suiting your students and situation.

Work through the passages and questions as a class, or allow students to complete them independently.

The comprehension has:

Q 1,2,3 being 'here' questions. The information is here in the passage, and easy to find;

Q 4,5,6 being 'hidden' questions. The information is in the passage, but requires greater comprehension skills; and

Q 7&8 being 'head' questions where the students need to read and interpret the information in order to answer the question correctly. Allow time to discuss with students their responses, especially Q 7&8.

The Here, Hidden and Head comprehension task is designed to assess a wide range of abilities and determine how students' comprehension skills are developing. This may be used as an assessment tool.

Show your students the images of the weeds, (**Teacher Resource 1.4**). Suggested answers can be found on **Teacher Resource 1.4**.

1.5 Secret message in a maths puzzle

Have the students complete **Student Worksheet 1.5** to work out the secret messages by performing the calculations and using the code.

The first secret message will be easier for students to decipher, while the second includes higher level multiplication and division. You may decide to select the puzzle most suited to your students or work through both.

Extension: Guide the students to develop their own secret message in a maths puzzle.



Teacher Notes

2. Why are weeds such ghastly guests?

Activities to do

2.1 An experiment to investigate plant competition

This activity is designed to allow students to be involved in the design and conduct of a scientific fair test. Through this experiment the students will discover the effects of plant competition when many plants are growing in the same place. This can be related to weeds and the way weeds limit the growth of desirable plants through plant competition.

Definition of terms used

Plant competition: The struggle among plants for nutrients, water, light, space and other requirements for existence.

Fair test: An experiment where all conditions are kept constant, except one variable or condition that is purposely changed. This is to be sure that the results collected are directly related to the condition changed.

(For example, in this fair test you will be investigating the effect of competition. To do this, the only variable we are purposely changing is the number of seeds planted in each pot/cup of an egg carton. The amount of soil, water added, sunlight and size of the pots need to be kept constant. This way we can be sure that any effects are due to the different number of seeds only, which is directly related to competition).

Control: A treatment in the experiment which is not subjected to the effects being measured. It is against this control that the other results are compared. In this experiment, the single seedling growing without competition is called the 'control' and is compared with the growth of the other seedling growing with the weeds.

Germinate: To begin to grow or develop, to sprout.

Suggested materials (for each group or pair of students)

- Seeds of 2 different plants suited to grow in your climate at the current time of year (2 seeds to represent the desirable plant and 6 seeds to represent the weeds). I have found corn and bean seeds work well for this activity, especially with corn as the weed.
- 2 small pots (the pots in seedling trays are the best size), the bottoms of cut down milk cartons or egg cartons cut into pairs of cups do a good job.
- Soil, water and labels.

Notes to carry out this activity

- This activity could last between 3 to 8 weeks, depending on the seeds used, so it is a good idea to set it up earlier in the unit.
- This would be best conducted as a class experiment where pairs/groups of students have their own 2 pots to set up and manage. Organise the class into pairs or groups and provide each group with the materials required. At the end of the activity, collect and compare the whole class results.
- Keep in mind a perfect germination may not be achieved, however the overall result of reduced growth with many seedlings grown together due to plant competition should be obvious. To ensure that you have one seedling as the control, you may prefer to plant 2 seeds, representing the desirable plants and then 'thin' them out to the best one when germinated.
- Remember for the experiment to be a fair test the students will all need the same size pots, placed in the same amount of sunlight and the same amount of water is to be given to each pot at the same time. Also, pots should be filled with the same amount of soil.

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2. Why are weeds such ghastly guests?

- The way you organise this activity will depend on how familiar your students are with designing fair tests. You may use this activity as a model to introduce designing fair tests to your students. Alternatively, you may describe the purpose of the investigation and let the students design the experiment, and identify the variables that need to be controlled so that it is a fair test.
- In this activity the students will use **Student Worksheet 2.1** to write a scientific report. This report could be used in your class work assessment.

A suggested procedure to follow

1. Set up the experiment

In one pot/cup of an egg carton students plant 1 bean seed (or seed representing the desirable plant). Label this as the control. In the other pot /egg cup, students plant 1 bean seed (or one seed representing the desirable plant) and 6 corn seeds (or 6 seeds representing the weeds). More weed seeds may be required if using larger pots. Label the number and type of seeds planted. Students should then water and place their pots in a sunny position.

2. Maintain the experiment

Students will check their pots each school day and water only when required. Remember, the purpose of the experiment is to determine the effect of competition for limited resources such as water. For this reason, **it is very important that the same amount of water is given to each pot and that the plants are not over watered!** Students counting the same number of drops into each pot from a dripping tap works well. Also monitor the pots carefully to avoid letting them dry out. This is especially important if using egg cartoons, as the egg cartoons absorb moisture.

3. Investigate the results from the experiment

Observe as a class all the plants when the size of the single bean seedling (the control) is obviously much larger than the other bean seedling competing with the corn (or weeds) for resources.

4. Discuss the results of the experiment and plant competition

- Discuss a conclusion you could deduce from the class results in the experiment.
- Have students evaluate the experiment and suggest modifications or improvements that could be made if it was to be repeated.
- Talk with students about competition that constantly occurs in the natural environment between plants.
- Show the students the image on **Teacher Resource 2.1** of a cotton crop with a weed problem. Allow students to observe and describe the obvious effects of competition as a result of the weeds.
- Relate this to weeds that may invade an area and the possible implications they may have on the native plants of that environment.
- Discuss features of weeds that enable them to compete with desirable plants, (eg larger roots, runners, bulbs, larger leaves and greater height).
- Encourage students to think about increasing plant competition intentionally. Planting only beneficial plants helps to keep weeds out.

5. Writing an experimental report

Depending on the abilities of your students, either: direct students to work independently to write, or guide the class to develop a joint construction of the experimental report describing the aim of the experiment, the procedure followed and a conclusion they feel describes what was seen. This will be achieved by following the instructions on **Student Worksheet 2.1**. This experimental report can be used in your students' class work assessment.

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2. Why are weeds such ghastly guests?

Extension: Now that your students are familiar with the factors to be considered when designing and completing an experiment, which is a scientific fair test, they are ready to design and complete their own experiment. Encourage the students to design an experiment to answer a particular question. For example, the students may wish to investigate the effectiveness of different weed management approaches, or determine the most effective alternative to herbicide as a tool to manage weeds. This investigation will be determined and designed by the students. As a teacher it will be important to guide the students to be sure they:

- set up a control;
- determine the one factor they will measure;
- select the variables which need to remain consistent; and
- change only one variable.

This will help in the design of an experiment that is a fair test.

2.2 Observing seed dormancy

Notes: This activity will take at least 21 days so it is a good idea to set it up earlier in the unit. Four pots are used to minimize the chance of error.

Background information

Many plant seeds can remain dormant in the soil for long periods of time (several years). They will still be viable, waiting for moisture or other suitable conditions to germinate. Weed seeds are especially clever at this. This is one reason why after a drought weeds will suddenly pop up everywhere.

Introduce 'seed dormancy' to your students. Organise students into groups and encourage them to design an experiment they could complete to investigate seed dormancy.

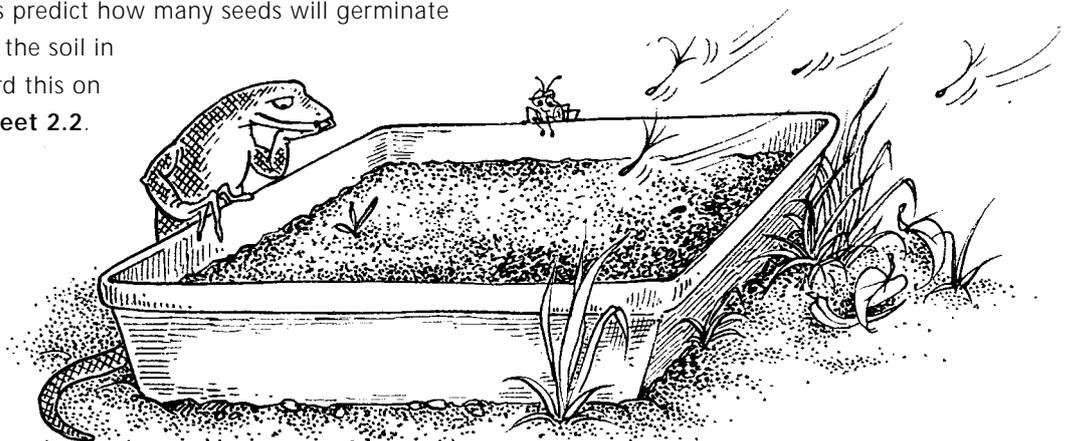
Alternatively, carry out the experiment described below.

Materials needed

- 4 small pots or margarine containers with small holes in the bottom.
- Soil from an identified weedy area. **It is essential you take the time to collect soil from a known weedy area. This is to ensure you get results.**

A suggested procedure to follow

- 1 In the chosen weedy area have the students collect enough soil to fill the 4 pots/containers. Place the pots in a warm position with plenty of sunlight.
- 2 Have the students predict how many seeds will germinate and emerge from the soil in 21 days and record this on **Student Worksheet 2.2.**



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2. Why are weeds such ghastly guests?

- 3 Students will water when required and check the pots every school day.
- 4 If you decide to do the extension activity with your students, make sure the results table is updated each school day.
- 5 Record the number of seeds germinated on the final day. Students use instructions on **Student Worksheet 2.2** to calculate the average number of seeds germinated and compare with predictions.
- 6 Ask the students if they were surprised or otherwise regarding the number of weed seeds in the soil waiting for the right conditions to germinate.

Extension: The students use **Student Worksheet 2.2** to graph the appearance/germination of seedlings against time in days.

2.3 Use photos of weed seeds to identify method of dispersal

- 1 Discuss 'seed dispersal' as a class.

This could include:

- Seed dispersal is an adaptation (a feature) plants have to help them spread into other areas.
 - Seeds are often designed so that they can be carried by wind, water, moving animals/vehicles, or are inside fruit eaten by animals and carried into new areas in faeces.
 - Weeds are well adapted to spread into new areas. Seed dispersal is the most obvious way they do this.
- 2 Organise students into 6 groups, each group having access to an image of a weed seed (**Teacher Resource 2.3**).
 - 3 Give students time to look, and decide as a group how each seed is able to travel into new areas. Then swap the images so that each group has seen and made a decision for each weed seed. It may help by writing on the board the 3 options (wind; fruit eaten and seeds that travel in faeces; or attaching to passing animals, humans or vehicles).

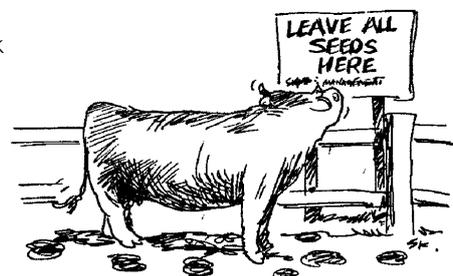
Students could tabulate their decisions.

E.g.

Name of weed seed	Method of dispersal

- 4 Compare the decisions made about each weed seed. Nominate one representative from each group to explain their decision and justify, or give reasons, why they came to this decision.

Extension: Allow the students to put large socks over their shoes and walk in a weedy area. After returning to the classroom the students can collect and count the seeds they have collected in their socks. Discuss with the students the ease with which weed seeds can be taken to new areas by travelling on passing objects.



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2. Why are weeds such ghastly guests?

2.4 Designing a wind dispersed seed

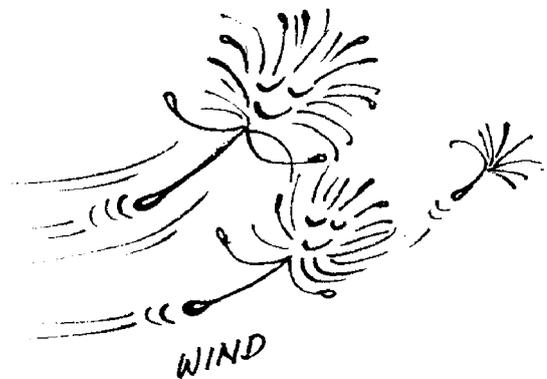
Weed seeds may be light or winged to allow for efficient wind dispersal. Students can design seeds which are able to be dispersed by wind.

Materials

- Meter stick
- Portable fan
- Small dry seeds, one for each group of students (bean or watermelon seeds are great for this activity)
- Scissors, sticky tape or glue for students to use
- Paper (to be cut into strips).

Other materials students can use in their design such as straws, tissues, feathers, balloons, blue-tac, and polystyrene packaging foam are great. You might find other materials that may also be helpful.

- 1 As a class discuss the important ideas behind wind dispersal. (This could include identifying properties such as light weight, large surface area, including wings or sails to catch wind). Remind students of the wind dispersed seeds seen in **activity 2.3**.
- 2 Give students time to work in small groups and design a wind-dispersed seed. The wind-dispersed seed should be designed to travel the furthest distance.
- 3 Give each group a seed. Instruct the students to follow their design to construct their wind-dispersed seed.
- 4 Have the students drop their seed designs, one at a time, all from the same height, in front of a portable fan. Then measure the distance their seed travelled. Repeat trials should be made, with calculations of the average distance travelled.
- 5 Students should evaluate their own and others designs. How would they improve/modify designs to produce an improved result? Discuss which design worked best and why.



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2. Why are weeds such ghastly guests?

2.5 The impacts of introduced plants

- 1 Guide students through the exercises on **Student Worksheet 2.5**.

Exercises 1 and 2 investigate and show students how to construct foodchains and foodwebs. Use the presentation on the CD provided, (**Teacher Resource 2.5**) to support Exercise 3.

To do this, use a data projector to display the presentation to the class. The presentation will encourage students to read each statement describing the features of rubber vine and then to colour the appropriate squares of the grid. Using the presentation helps to keep the class at the same stage in the activity. Alternatively you may decide to print off the statements and directions for colouring the food web and allow the students to work through the activity independently. Through this exercise, students will discover that rubber vine (the introduced plant), smothers the vegetation it is introduced into affecting all other plants and animals in this environment.



- 2 Define 'introduced species' to your students, encouraging them to identify introduced animals that they are familiar with (such as the fox, rabbit, buffalo, cane toad, etc.).
- 3 Encourage the students to think about the problems associated with these introduced species. Relate these to the problems resulting from rubber vine, the introduced plant (weed), in the foodweb. To do this, discuss each statement in Exercise 3.
- 4 Give students time to write their responses to Q9 and Q10. Discuss the students' responses.

2.6 Identifying weed spread activities through a note making activity

- 1 Organise students into six groups with each group having access to the poster showing actions causing weed spread. (**Teacher Resource 2.6**).
- 2 Direct students to use **Student Worksheet 2.6** to identify actions causing weed spread.
- 3 Check that the students have made the correct match.
- 4 Inform your students about the important points to consider when making notes. This includes writing sentences that:
 - are short;
 - are descriptive; and
 - convey a single message that is easily understood by others.
- 5 Use the cartoon poster to model how to make notes (**Teacher Resource 2.6**). Work with the students to write three sentences describing one of the actions and its repercussions.
- 6 Guide the students to work with their group peers to discuss each action next to each letter on the poster. Encourage students to recognise what is happening and what will result from this action.
- 7 Each group of students should work as a team to write three sentences describing each action on the poster. This could include:
 - stating what is actually happening in the picture;
 - explaining what could follow as a result of this action;
 - suggesting a better option; or
 - explaining if they have ever seen this occurring or have had similar experiences.
- 8 Discuss as a class the notes that have been written.

Extension: Guide the students to design their own brochure to advise the local community on 'Activities resulting in weed spread which we should avoid'. This student work could be assessed and then be displayed in the school or local community for others to view.

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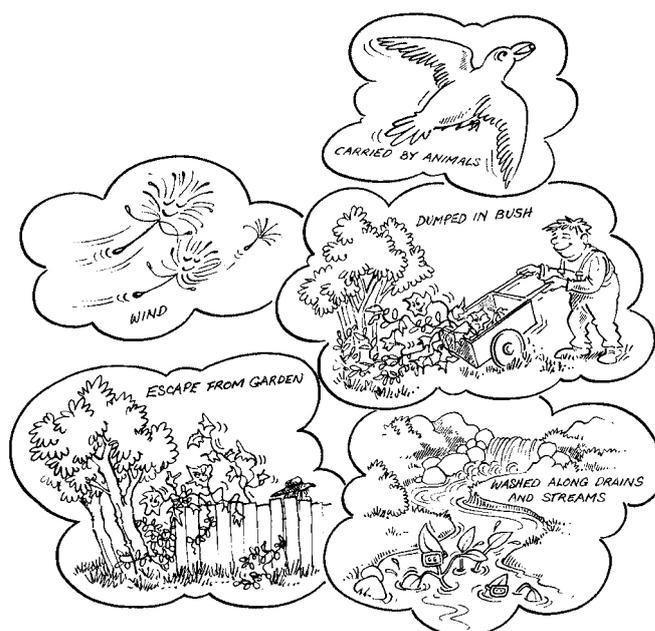
2. Why are weeds such ghastly guests?

2.7 Crossword – summing up weeds as the ghastly guests

Students can now use the knowledge they have developed to complete the crossword on **Student Worksheet 2.7**.

The words used in the crossword are listed below.

- 1 Gripping
- 2 Competition
- 3 Nutrients
- 4 Germination
- 5 Sunlight
- 6 Dormancy
- 7 Introduced
- 8 Wind
- 9 Foodweb
- 10 Consumer



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3. Final projects

Activities to do

3.1 Survey and study of the weeds in a local area

- 1 Locate a weedy area your students will be studying. If you are not sure of a local weedy area, contact the local landcare group or local council (most councils will have a weed inspector), a local agronomist or a weed expert. Alternatively, an appropriate person from one of the organisations in the table below should be able to suggest a suitable site, or perhaps a contact in your area.

State / Territory	Department	Phone	Email	Website
ACT	Environment ACT	(02) 6207 9777	EnvironmentACT@act.gov.au	www.environment.act.gov.au
NSW	NSW Dept of Primary Industries, also Noxious weeds officer – (contact your local council)	1800 680 244	weeds@dpi.nsw.gov.au	www.dpi.nsw.gov.au
NT	Weeds branch located in the Dept of Natural Resources, Environment and the Arts	(08) 8999 5511	weedinfo.ipe@nt.gov.au	www.nt.gov.au
Qld	Dept of Natural Resources and Mines	(07) 3896 3111	enquiries@nrm.qld.gov.au	www.nrm.qld.gov.au
SA	Dept of Water, Land and Biodiversity Conservation	(08) 8303 9620	apc@saugov.sa.gov.au	www.dwlbc.sa.gov.au
Tas	Dept of Primary Industries, Water and Environment	1300 368 550	Weeds.Enquiries@dpiwe.tas.gov.au	www.dpiwe.tas.gov.au
Vic	Dept of Primary Industries / Dept of Sustainability and Environment	136 186	customer.service@dpi.vic.gov.au	www.dpi.vic.gov.au www.dse.vic.gov.au
WA	Dept of Agriculture	(08) 9368 3333	enquiries@agric.wa.gov.au	www.agric.wa.gov.au

- 2 Organise a guest speaker to answer the survey questions your students will develop. This speaker may be a landholder, a gardener on site or someone who knows or looks after the studied area.
- 3 After organising the area and speaker, introduce to your students the study area and how to do a survey study.
- 4 Work with your students to prepare questions. Guide the students to decide what they want to find out about the area and the weeds in that area. Below are some ideas.
 - What makes the weeds grow in this area?
 - Which weeds are worst and why?
 - Are any current weed management practices in place?
 - Were there previous land use activities that may have caused the weeds to spread?
 - What are the best options for future weed management in this area?

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3. Final projects

- 5 Collect information on the weeds that students can use in the study as a follow up after the excursion. The guest speaker you organise may be able to suggest where to collect information. Alternatively, the local council or agricultural department will usually have information on the local weeds.
- 6 Visit the area, providing students with the opportunity to ask their questions. Remind the students to listen as well as they can and record all the answers to their questions so that they can complete their study.
- 7 After the excursion, students study the guest speaker's responses and the information collected. Organise the students into small groups, giving time to discuss the answers to each question. Use butcher's paper and develop a table as below:

	Class responses
Quest 1	
Quest 2	
Etc.	

- 8 As a class, discuss the various responses and form an agreed answer to each question.
- 9 Guide the students to think about the weed problems from various perspectives. Discuss how different people would view this weedy area, for example, an environmentalist, a farmer, a tourist and a student.

Extension: Students work in small groups to develop a poster to present their findings from their survey and study. This poster should inform others about the weed problem(s) and suggest a plan for the future management of the weeds in this area. This poster could be displayed in the classroom or students could orally present this poster to the rest of the school or local community, with the aim of advising the audience about the weed problems. This poster/presentation becomes a valuable assessment task.



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3. Final projects

3.2 Writing a well structured exposition/argument

In this activity the students will develop an exposition/argument in response to the following statement and question.

Clever plants often become weeds. Do you agree?

The students should be guided to develop an argument that states an obvious point of view. Encourage students to write an argument which is supported with evidence and which persuades the reader towards this viewpoint.

The final written works can be displayed in the classroom or for others to read.

The way you do this activity will depend on your students' current understanding of how to write a well structured exposition/argument.

Either

Introduce exposition/arguments

- 1 Show the students a well-structured model of an argument/exposition, identifying its generic structure and features (great models can be found in most state curriculum support documents).
- 2 Remind students of the activities where they discovered the way weeds can be described as clever: features of *Mimosa pigra*, St John's wort, bridal creeper, lantana, and gorse (1.4); plant competition (2.1); seed dormancy (2.2); seed dispersal (2.3 & 2.4); and as introduced plants (2.5).
- 3 Direct the students to plan ideas and together carry out a joint construction of an argument to respond to the statement.
- 4 As a class evaluate and edit the exposition/argument.

Or

Extend students already familiar with the structure of an exposition/argument

- 1 Discuss the statement and remind students of the activities which should help to support an argument. Keep in mind, there is no right or wrong answer as long as a thorough argument is presented.
- 2 Direct your students to plan and independently write a well structured argument in response to the statement.
- 3 This independent written task can be assessed and then displayed.

Extension: Allow the students to design and then make the 'Perfect weed'.

3.3 Play the 'Weed Wipeout' interactive computer game

Now that your students have completed their study of weeds it is the perfect time to enjoy the fun, but challenging, Weed Wipeout interactive computer game.

In Weed Wipeout the player manages a farm ravaged by weeds and needs to make decisions about the most appropriate weed management strategies for the farm. Plenty of unexpected events occur, keeping the job challenging, fun and interesting! Just like in real life, players need to manage their bank balance while dealing with the weed problems on the farm. Then there are choices to be made about the use of biological control, pasture management, fire, chemicals or a combination of all these and more. What will happen if the weeds on the farm develop resistance to the chemicals you use?

The game is available to be played, at no cost, from the CRC for Australian Weed Management's website: www.weeds.crc.org.au by following the links to 'For Schools' and 'Weed Wipeout'.

Where to from here?



If you and your students enjoyed learning about our 'ghastly guests' and would like to help in the fight against them why not become actively involved in the management of a weed problem in your local area by becoming Weed Warriors.

What is Weed Warriors?

Weed Warriors is an innovative national education and community engagement program supported by the Cooperative Research Centre for Australian Weed Management that is focused on fostering increased community awareness of and involvement in local weed issues.

Weed Warriors recognises children as the land managers of the very near future and seeks to empower and engage them in weed issues through an on-going program of fun hands-on classroom and field based activities.

What does the program involve?

As Weed Warriors, students join with land managers and community groups to implement a biological control program for a priority weed. The weed species targeted reflects weed problems that occur in the local area.

Through the program, students are given the unique opportunity to undertake real life weed research at school. The students take on the role of 'weed scientists' and their classroom becomes a mini 'research institute' as they breed biological control agents to help control the priority weed.

The breeding phase of the Weed Warriors program generally lasts four to six weeks. Throughout this time students are taught the skills needed to breed the biological control agents through the provision of resource material and through active participation in the process. Students then release their biological control agents at a weed infestation localised to the school, helping to make a valuable contribution to the management of local environment.

Who is the program targeted at?

The Weed Warriors program is adaptive to all levels of education in primary and secondary school, however the program is most often targeted at grades 3 to 6 in primary school and years 7 to 9 in secondary school.

Interested?

If you are interested in becoming Weed Warriors at your school, please complete the form below and return it to the **National Weed Warriors Coordinator, PO Box 48 Frankston Vic 3199 or Fax (03) 9785 2007** to receive more detailed information on the program.

National Weed Warriors Program – Request for further information

Name of School _____

School Contact _____

Position _____

Postal Address _____

State _____ Postcode _____

Telephone (BH) _____

E-mail _____

I am interested in participating in the National Weed Warriors Program, please send me some further information



