**Session Number 11: Invasive Species 101**

**July 18 6-9pm**

**Location TBD**

**Before this course begins:** Complete media scan pre-assignment.

**Brief Course Description**: This session will focus on the basics of invasive species including invasive species biology, paths of spread, impacts (ecological, human, economic,) invasive species management and common invasive species in Minnesota. Invasive species impact the aquatic systems in which they are found and provide another layer of complexity in the challenges of creating healthy watersheds. Invasive species management is a current hot topic in Minnesota and Master Water Stewards will need to know basics on how invasive species impact their watershed so they can help lead citizens to best practices to slow and stop the spread of invasives. Invasive species management challenges provide several educational and community action opportunities for local citizens and for Master Water Stewards to take community action, so are an excellent component of the full course curriculum.

**Learning Goals and Assessments:**

1. MWS will be able to define invasive species and describe the most common processes by which they are introduced into an ecosystem.
   1. Assessment Questions: What are the key characteristics used to define invasive species? What are some examples of common ways they are introduced?
2. MWS will identify several key invasive species that pose current threats to MN ecosystems
   1. Assessment Question: How would you prioritize which invasive species currently pose the greatest threat to MN?
3. MWS will be able to know common management techniques available to slow and prevent the spread of invasive species in Minnesota
   1. Assessment Question: How would you modify current management techniques used to slow and stop the spread of invasive species in Minnesota?
4. MWS will be able to describe ways in which citizens can get involved in invasive species prevention projects and which organizations to contact for possible support and involvement.
   1. Assessment Questions: What examples can you identify for invasive species prevention projects? Who would you approach for support and involvement in your project?

**Course requirements and assessments:**

1. Attendance and Participation (Required, unless previously cleared with Program Manager)
2. Expectations for Preparation
3. Media scan pre-assignment. Find and read or listen to a current article or news story covering invasive species in Minnesota. Use your notebook to reflect on the story with a KWL format.
4. Students will use notebooks for reflection, questions and learning throughout session

**Assessment methods:**

1. Answers to assessment questions throughout. (both verbally and quick writes in notebook)
2. Notes in notebook from small group AIS investigation
3. *Possibly four corners on invasives: Corners are labeled: Strongly agree, agree, disagree and strongly disagree.* ***Need controversial statement on AIS***

**Media scan pre-assignment Instructions**

Find and read or listen to a current article or news story covering invasive species in Minnesota. Use your notebook to reflect on the story with a KWL format. Before reading your article/story, prepare your notebook. In your notebook, make three columns on one or more pages and label the columns Know, Want, and Learned.

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| --- | --- | --- |
| **K**  what do you know about the topic? | **W**  what do you want to know? | **L**  what have you learned? |
|  |  |  |

1. **Identify what you know or think you know**. List in the K column what you know, think you know or have heard about the topic.
2. **Identify what you want to learn**. List in the W column questions you have about the story’s topic.
3. **Group the information in the K and W columns into meaningful categories.** Organizing will help you sort information and summarize information as you examine your story.
4. **Read/watch/listen to the story.** Watch for information that answers your questions from the W column or expands their understanding of the topic. When you find answers to your questions or new information, write it in the L column.
5. **Assess your categories.** Add new categories if needed based on new information in the learned column.