



Lesson:

Weed Management Conflict

Ages:

6th-8th grade, 9th-12th grade

Time:

1.5 hours

Overview:

Students role-play different interest groups with a stake in a weed-infested property.

Goals:

Students will understand that noxious weeds are a complex issue and there are no easy answers to the problem.

Objectives:

1. Students will be able to describe a complex weed management situation.
2. Students will be able to play a role of someone different than themselves.
3. Students will be able to draw conclusions and present them to their peers.

Materials:

Weed management conflict description

Role descriptions

Timer or clock

Outline:

1. Read the conflict resolution situation to the students and assign roles.
2. Have the students meet in their interest groups to discuss their presentation to the City Commissioners.
3. All groups present to the City Commissioners and the Commissioners choose a land-use option.

Details:

Explain to the students that they are going to play different roles in a weed management scenario.

Remind them what it means to role-play; they may be representing a group they don't necessarily agree with, but they must stay in the role. Each group will meet for 30 minutes to discuss their presentation to the City Commissioners. Each group's presentation can be no longer than three minutes and every member of the group must speak. The Commissioners may each ask the group one question. The City Commissioners will then choose who the land should be sold to. The three City Commissioners should be chosen from the other groups after they have worked with their group and formed an opinion, or perspective, on what should be done with the land (just as in "real" life where commissioners come to the table with biased perspectives).

Wrap-up/Evaluation:

Discuss with the students how it felt to play the roles. Were they happy with the City Commissioners' decision? Are there better ways to make decisions? What do they think the land will look like in five, ten, or fifteen years?

Modifications:

The students can research different methods of decision making (such as voting, mediation, consensus building, legislation etc.) and present these methods to the class. The class can decide which the best way to resolve conflicts is (or which the best method for certain situations is).

Students can research a local area with a weed problem and write a paper describing how that problem was dealt with and whether or not the solution was effective.