



---

## Table of Contents

### Introduction

- [Overview & Cycle Strategy](#) 1
- [Lesson Structure & Timeline](#) 7
- [Acknowledgments](#) 13

### Section 1: Recognizing Native Plants & Weeds in the Local Community

- [Mapping Your Schoolyard Habitat](#) 14
- [Collecting and Pressing Plants](#) 17
- [Native & Non-Native? -Scavenger Hunt](#) 24
- [Population Explosion of Weeds Relay](#) 29
- [Designing and Using Dichotomous Keys](#) 35
- [Graphing the Population Explosion of Weeds](#) 54

### Section 2: Removing Weeds & Studying Native Plants

- [Weedy Socks & Wheels - Seed Lab](#) 67
- [Pulling Together With Natives - The Bradley Sisters' Story](#) 76

### Section 3: Restoring the Balance

- [Hula Hoop Study](#) 80
- [The Cycle of Restoration](#) 88

### Section 4: Returning the Message to the Community

Students complete the awareness cycle by educating their community about the importance of native plant restoration and preventing the spread of invasive weeds. The lessons from the three previous sections are developed into student poster/project presentations that can be used as community education and evaluation pieces. To assist educators with evaluation, scoring guides for the pre/post questionnaire and Section 4 poster/project presentations have been included as part of the Evaluation Section.

- [Projects for Returning the Message](#)

### Evaluation Section

This section contains the activity evaluation, pre/post questionnaire with scoring guide, and poster/presentation scoring guides.

- [Activity Evaluation](#)
- [Pre/Post Test & Scoring Guide](#)
- Poster/Presentation Evaluation (Page [1](#) & [2](#))