



INTERACTIVE ACTIVITIES FOR PRESENTATIONS

Activity	When/Time	Purpose	Instructions
Experts Unite!	Beginning Time: 2 min	Form connections among participants, create link between what they know and what they will be learning	<p>Begin by saying, "There are people in this room who already know something about invasive plants. Take 90 seconds to introduce yourself to the person on your right (or left) and share one fact you know about invasive plants."</p> <p>After the 90 seconds are up, ask people to volunteer one fact they learned (1).</p>
Nifty Notes	Beginning Time: 1 min	Maintain focus, remember information	<p>Have participants draw four columns on a piece of paper. At the top of one column they draw a book (for important facts), a light bulb (for new ideas), a question mark (for questions), and a running stick figure (for action plans).</p> <p>Stop throughout the talk to remind them to fill in their columns. You might say, "In the book column, write one important fact you have just learned." If time allows, ask people to volunteer one or two items they wrote on their sheet (1).</p>
Weed Roulette	During Time: 5 min	Maintain focus, review material	<p>Give each person an index card with a weed picture and/or name on it. The same card is given to two or three people depending on group size.</p> <p>Tell the group that during the presentation you are going to pull a weed card out of a hat (or bowl) that corresponds to the weed cards distributed to the group. The people whose weed card gets pulled have to work with those who have the same weed card to briefly summarize what was presented in the last part of the presentation. They present this summary to the group and share any meaning or application it has for them.</p> <p>Adapted from (2)</p>

Neighbor Nudge	During Time: 1 min	Maintain focus, review material	Have participants look at their neighbor (either to the left, right, in front or behind). Make sure no one is left out. Have them "nudge" their neighbor and tell him or her, the most important thing they have learned in the last ten minutes. They should also find out what their neighbor thinks is the most important thing they've learned (1). The presenter or a volunteer could write these responses on a chalk board or flip chart. More responses could be added later in the presentation.
Weed Pull	During Time: 5 min	Maintain focus, review material	This works well if the group is seated at tables. Before your presentation create "weed bags" (small trash bags will work) and place one on each table. Put strips of paper with questions or important facts from your presentation into each bag. Every ten minutes or so, have someone from each table "pull a weed" and read it to the rest of the table. The group can answer the question or discuss the importance of the fact. If you haven't discussed their "weed" they can put it back and pull another one. If there is time, call on a couple of groups and have them read their questions/fact and report what they have discussed. Adapted from (1)
Micro-Macro Stretches	During Time: 1-3 min	Maintain focus, review material	Explain to the group that micro stretches mean moving a small part of the body (finger, toe, eye, etc.) and macro stretches involve moving a large part of the body (arm, leg, torso etc.). Have everyone stand and follow you as you model a micro or macro stretch. As you demonstrate the stretch you state a fact that you recently covered. Then call on someone else in the group or ask for a volunteer to model a stretch and share a new fact. The group repeats the stretch. That person can call on another person (1).
Question! Answer!	During Time: 1 min	Review material	Bring up a slide with a question on it. The audience can be directed to stand up or can remain seated. Ask the audience to shout the answer to the question. Move on to the next slide with the answer. Repeat this throughout the presentation.
Baseball Review	End Time: 10 min	Review	Draw a baseball diamond on a large sheet of poster board. On index cards, write questions related to key points of the presentation. Assign each question a number 1, 2, 3 or "Home Run" for the number of bases a

			<p>player can move if the question is answered correctly.</p> <p>This activity can be played with individuals or teams. At the start, each participant/team is given a playing piece. The deck of index cards are shuffled and each participant/team takes turns picking a card and answering the questions. If the question is correctly answered, the participant/team "runs" the number of bases written on the card. If incorrectly answered, the participant/team places the card at the bottom of the deck and draws another. If the participant/team incorrectly answers three questions in a row, it is a "strike out."</p> <p>The person/team with the most runs after all the questions have been answered is the winner (2).</p>
Toss it Around	End Time: 5 min	Review, call to action	<p>Have the group stand in a circle. Using a Nerf ball, sponge, or other soft object, the group throws the object from one person to another. Whoever catches it says: 1. What they appreciated about the group or experience and, 2. What they plan to do with what they have learned. Tell them it is OK to repeat something that has already been said. After answering, they throw the object to another person (1).</p>
Sing Along	End Time: 5-10 min	Review, call to action	<p>Have the participants meet in small groups and come up with a cheer or song that states one or two things they've learned, and how they can apply that knowledge. Have the small groups present to the larger group (1). As an alternative, teach the group <i>The Weed Busters Theme Song</i> found at: http://www.nps.gov/plants/alien/weedsong.htm</p>
Poet-Tree	End Time: 10 min	Review, inspiration	<p>Have the participants write a short poem about what they learned in your presentation. Haikus generally work well because they are short and quick to write. The first line of a haiku is 5 syllables, the second line is 7 syllables, and the third line is 5 syllables. Haikus are generally descriptive and often have a feeling of movement.</p> <p>Share a haiku you have written and then each person can write their own. If there is time have volunteers read their poem to the group. If the same people will be meeting again, collect the poems and compile them for the group (3).</p>

References

1. Bowman S. 2005. Preventing Death by Lecture. Glenbrook (NV): Bowperson Publishing Company. 96 p.
2. The Center for Accelerated Learning. < <http://www.alcenter.com/alindex.html>>. Accessed 2007 March 1.
3. The Center for Invasive Plant Management. <<http://www.weedcenter.org/education/educationmatrix.htm>>. Accessed 2007 March 1.