

Learning and Teaching Participant Workbook



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Target audience

This workshop is aimed primarily at **Biosecurity, Environment and Agriculture officers** who are involved in outreach as part of their work. **Consultants and NGO representatives** should also find this useful. If **Teachers** are going to be trained directly, their workshop is limited to Exercises 5 (see separate workbook *Invasive ants for teachers*).

Objectives

The workshop should be paired with the **Problem ants** or **Problem ants** 'mini' workshop (excluding the identification exercise). This will ensure that participants understand why ants are such a problem which is a pre-requisite to any awareness raising. By the end of this workshop participants should:

Exercise 1: Promoting community awareness: the medium and the message

- Be aware of the ways (media) that increasing awareness can assist in preventing ant incursions and in preventing spread of ants that have already entered the country
- Know the key information people need to be provided with in relation to managing invasive ants
- Know the key information to be included in any awareness material about invasive ants

Exercise 2: Build your own poster

- Be able to use the PIAT to assemble awareness materials for the purposes of prevention of incursion and spread and assisting with management of invasive ants

Exercise 3: Citizen Science

- Know some of the practical ways the community can assist in prevention and management of invasive ants

Exercise 4: Invasive ants for teachers

- Be able to prepare a lesson plan to teach school children in the age group 7-11 about invasive ants, their impacts and how children can contribute to reducing invasive ant threats

Exercise 5: Biosecurity staff training (Biosecurity staff only)

- Know where to find further information about biosecurity training

Duration

1 – 1.5 days

Materials Required

- white board
- A3 sheets for collaboration
- whiteboard marker
- permanent marker or sharpie
- laptops for participants
- laptop with AV
- workbooks printed in colour
- pencils / pens
- USB, CD or online access to the PIAT
- labels for participant / facilitator names
- printed sheets with ant icons
- printed posters
- print outs of life stages
- colouring pencils / pens
- printed wordsearch with solutions
- printed crosswords with solutions
- black and white biosecurity poster
- peanut butter
- lollipop or other small sticks
- rulers
- ants & ladders printed and laminated
- ziplock bags

Exercise 1: Promoting community awareness: the medium and the message

Duration: 1 hour

Overseas visitors and their baggage provide a significant pathway for invasive ants to enter a country. Imagine a neighbouring country has announced the presence of little fire ant. How might you ensure that residents who have been to that country do not bring LFA with them? Look at the information in **Learning and teaching → Community awareness → Media** and **Learning and teaching → Community awareness → Ways to help prevent invasive ants** and **Learning and teaching → Visitor awareness** pages.

Q1. What sort of information do people need to know (*key messages*)? Hint: find the “ant invaders poster” and look at the **Problem ants → 5 worst threat ants to the Pacific → Little fire ants page.**

Q2. Use the information in the PIAT to list some of the awareness raising *media* that can be used to minimise accidental introduction of invasive ants.

Now imagine that yellow crazy ants have been found in a village near your own. When an incursion has occurred in a small area, one of the greatest risks of spreading the ants is posed by people unknowingly carrying them farther afield in rubbish, produce and other goods. Look in the **Learning**

and teaching → Community awareness → Media and Learning and teaching → Community awareness → Ways to help manage invasive ants pages.

Q3. Use the information in the PIAT to describe the sorts of awareness raising media and activities that could be used to minimise accidental spread of these ants (i.e. movement control)

Q4. What sort of information do people need to know (key messages) in this case?

Q5. How might the media and message be different for different audiences?

Exercise 2: Build your own poster

Duration: 1 hour

Based on the information collected above, the participants can create a poster to raise awareness of an invasive ant of their choice for the purposes of either:

- Prevention: (i.e. a “have you seen this ant?” or “Could you be carrying this ant?” type poster)
- Or
- Management: (i.e. a “movement controls in your area” or “Warning! Ant management in progress” poster)

You can do this in groups with sheets of paper or use the templates in the PIAT to create an electronic version of a poster that you can print. You should look in other sections of the PIAT (e.g. **Problem ants → 5 worst threat ants to the Pacific**) to find out the information for specific ants species (and images if you are working on the electronic version).

Q1. What sorts of information did you add / change in the templates (if you used them)?

Q2. What other information / images would you like to see in the templates (if you used them)?

Q3. What other information do you think people in your country would need to help prevent / manage invasive ants?

Exercise 3: Citizen science / community consultation

Duration: 0.5 hours

The Hawaii ant lab uses “Citizen Science” to gather distribution information about little fire ant. This information is useful for containment and management planning.

Find and watch the detecting little fire ants video in the PIAT (in Learning and teaching → Community awareness → Ways to help prevent invasive ants.

Q1. What information and advantages could you gain from encouraging members of the community to do this as well?

Go outside and identify likely areas where ants may be nesting (such as piles of rubbish, garden clippings, compost or other garden supplies etc.). Talk about the following topics.

Q2. What could be done to reduce the chances of ants establishing or spreading?

Q3. What ideas do you have for raising awareness and getting people involved in helping prevent and control ants and other invasive species in your community?

Q3. What other resources do you need to help deliver this training to students?

Complete the wordsearch activity.

Q4. Are there terms that are difficult to understand / translate / communicate to students?

Complete the crossword activity.

Q5. Are there concepts that are difficult to understand / translate / communicate to students?

Exercise 5: Biosecurity staff training

Duration: 0.5 hours

Read through the section on options for biosecurity training in Learning and teaching → Biosecurity training for quarantine officers.

Discuss the following topics in a group.

Q1. How difficult would it be to access these training options?

Q2. Is funding available to accessing training opportunities?

Q3. What types of training would help participants do their jobs better?

Version control

author	description	date
Allan Burne	First draft v0	30 Sep 2016
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