

Lakeville Icebreaker Activity



Introduction

This 45-50 minute icebreaker is adapted from **Lakeville: A Natural Resource Management Activity**. It's a fun (and kinetic) way for students to become familiar with up to 30 organisms commonly found near Florida freshwater ecosystems, while also learning more about their classmates.

All students are assigned an anonymous organism via an Organism Role Card that is initially hung on their back (so they are unable to see their own card). Participants begin by having to guess their own identity by mingling with classmates and taking turn asking each other a series of questions about their organisms.



Once identified, students must find their matching organism classmate in the larger group. When they've found their match, they are asked to find out where that classmate is from (city, county or country) and whether they consider themselves native, non-native or invasive, and why. Each participant will eventually be asked to introduce their match to the group in a round-robin style gathering.

Organism role cards provide large photo illustrations and key information about each organism:



Native Plants	Non-native Plants	Invasive Plants	Native Animals	Invasive Animals
<ol style="list-style-type: none"> pickernelweed duck potato eel grass fragrant water lily duckweed poison ivy cat-tails 	<ol style="list-style-type: none"> coconut palm hibiscus Canadian water weed orange tree peanut plant 	<ol style="list-style-type: none"> air potato hydrilla water hyacinth Old World climbing fern tuberous sword fern wild taro 	<ol style="list-style-type: none"> American alligator gopher tortoise manatee snail kite largemouth bass 	<ol style="list-style-type: none"> fire ants Gambian pouch rat iguana monk parakeet Island apple snail Burmese python saiflin catfish

Advance Preparation

- Review the organism list (above); decide which organism role cards you want to use. See *Lakeville Unit DVD for PDFs of the Organism Role Cards* or download from website (plants.ifas.ufl.edu/education). Loaner sets are available.



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- 2) Print and prepare two complete (matching) sets of Organism Role Cards.
Recommended: Print on heavy paper or card stock; place in plastic sheet protectors or punch holes in the top of the cards and attach safety pins or strings. Be sure there are enough cards prepared so that each student has one organism role card and a classmate will have the same matching card, as well.

Materials

- 2 printed **matching sets** of Organism Role Cards
(See website for downloadable cards or ask for loaner kit: <http://plants.ifas.ufl.edu/education>)
- 30 safety pins or string cut in 26" lengths or lanyards
- Plastic sheet protectors for individual Organism Role Cards (makes it easier to attach strings and/or safety pins)

Procedure

- 1) Provide overview of the activity to the group and review list of organisms in advance. (5 min)

*Also recommended: Watch **Silent Invaders** presentation or review the terms native, non-native and invasive, using the glossary on this webpage: <http://plants.ifas.ufl.edu/education>*

- 2) Ask participants to line up facing away from you and with the help of an assistant (or several), attach Organism Role Cards to the back of their clothing (at chest level) or hang the cards, positioned on their back, using string or lanyards. Do not let participants see their own organism role card. (5-10 min)
- 3) Ask participants to determine their own organism identity by asking key questions from their classmates (e.g., *Am I aquatic or terrestrial? Am I native, non-native, invasive? What do I eat? What eats me? Do I have economic or ecological importance?*) (10 min)
- 4) Once everyone determines their own organism identity, their role card should be re-positioned in front. Ask participants to find their matching organism among the group and pair off for introductions and discussion.

Students should then find out where their classmate is from (city, county or country) and whether they consider themselves native, non-native or invasive within their own community, and why. Each student will eventually be asked to introduce their organism's mate to the group in a round-robin style gathering. (5 min)

- 5) Once the matching organisms have had time to get to know one another for a few minutes, call for everyone to gather round in a large circle and ask for each pair to share what they've learned about their classmate. (20 min)



- 1) **Once you've discovered your identity, find and meet your matching organism.**
- 2) **Introduce yourself.**
- 3) **Find out the following about your organism's mate:**
 - Where are you from?
 - How did you get here?
 - Are you native, non-native or invasive?
 - Why do you consider yourself that way?



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