



Your Next Step:

Teaching Others Plant Biosecurity Management Using EDEN's Plant Biosecurity Preparedness Plan

Purpose: This handout offers you specific strategies for teaching groups and individuals about plant biosecurity management preparedness. While these six strategies are specific to EDEN's *Plant Biosecurity Preparedness Plan*, these methods can be adapted for a variety teaching materials. The six methods include:

- Pilot test and feedback Page 2
- Focus group Page 3
- Group workshop Page 4
- Workshop series Page 5
- Family workshop Page 7
- Independent study and consultant Page 8

Pilot Test and Feedback Method

- ▶ In the off-season, approach a producer you know fairly well. Show him/her a copy of *EDEN's Plant Biosecurity Preparedness Plan for U.S. Agricultural Producers*. Tell the producer you would like to use the booklet for teaching other producers about preparedness planning, but that you would like to first “pilot test” the booklet on a one-to-one basis.
- ▶ Using the Contents (page 2) as a guide, describe the twelve steps of the plan. Explain the checklists, forms, and templates. Reiterate the importance of accurate documentation, to facilitate rapid decision making and response to a suspected plant biosecurity problem or other emergency situation.
- ▶ Leave a copy of the plan with the producer. Ask the producer to complete two or more steps of the plan as time permits.
- ▶ Set a date that is convenient to meet again to discuss the producer’s reaction to the plan. Emphasize that your intent is not to critique the work, but that your goal will be to obtain suggestions on how to use the plan effectively with others.
- ▶ At your second meeting, learn about the producer’s overall reaction to the plan. Ask what sections were “helpful” or “not helpful.” Attempt to determine the reasoning behind his/her perceptions. You may also ask this producer how other producers might respond to the plan.
- ▶ Encourage completion of the plan (or additional parts of the plan) and set a date for another feedback meeting.
- ▶ Repeat this process with 3-4 other producers. Based on the feedback you receive from them, you will have a better idea of how to work with other producers on a one-to-one basis to teach plant biosecurity management.

Focus Group Method

- ▶ In the off-season, gather a small group of producers you know fairly well. Show them the presentations from this course on “Learning from Past Epidemics” and the “Four Phases of Plant Biosecurity Management.” Discuss their beliefs, concerns, and observations.
- ▶ Let them review a copy of *EDEN’s Plant Biosecurity Preparedness Plan for U.S. Agricultural Producers*. Using the Contents (page 2) as a guide, describe the twelve steps of the plan. Explain the checklists, forms, and templates. Reiterate the importance of accurate documentation, to facilitate rapid decision making and response to a suspected plant biosecurity problem or other emergency situation.
- ▶ Ask them to complete the plan to the best of their ability over the next three months. Set a date that is convenient to meet again after the three month period.
- ▶ When they next meet as a group, have them discuss their overall reaction to the plan. See if they agree or disagree about what sections were “helpful” or “not helpful.” Allow them to interact with one another and answer each others’ questions.
- ▶ Facilitate peer teaching. For example, if someone poses a problem or question, turn to another group member and ask, “How did you complete that step?” or “Did you experience the same problem? What did you do?”
- ▶ If they were not able to complete the plan, document their educational barriers. Evaluate how difficult each barrier is to overcome. Determine how you might reduce or eliminate educational barriers for future groups.
- ▶ Also ask how they think other producers will respond to the plan. Attempt to determine the reasoning behind their perceptions. Ask them for their suggestions on teaching the plan to others, and if they would like to be involved in the process.
- ▶ Suggest to your focus group that since they have completed their plan, the next step is to consider jointly sponsoring (a) a training event for emergency first responders, (b) a media awareness seminar and/or (c) a rural community watch program.

Note: Based on the feedback you receive from these producers, you will have some idea (a) how others may perceive the importance of preparedness planning; (b) if they understand the benefits of being prepared to respond to a plant biosecurity problem, agroterrorism activity, or other emergency situation; (c) which elements of the plan might be problematic for producers to complete.

Group Workshop Method

- ▶ Well in advance of the off-season, publicize a preparedness workshop for producers, employees, and other interested individuals. Plan on a day-long event. If you cannot locate sponsors for a light lunch, make it a “brown-bag” event. Allow ample time in the schedule for discussion and applied activities.
- ▶ At the workshop, show them the presentations from this course on “Learning from Past Epidemics” and the “Four Phases of Plant Biosecurity Management.” As time permits, offer one or two case studies from this course for their analysis. Discuss their beliefs, concerns, and observations about plant biosecurity management and agroterrorism.
- ▶ Distribute a copy of *EDEN’s Plant Biosecurity Preparedness Plan for U.S. Agricultural Producers*. Reiterate the importance of accurate documentation, to facilitate rapid decision making and response to a suspected plant biosecurity problem or other emergency situation.
- ▶ Read one step at a time. (If you read each step aloud, it will speed up the process and help those with reading difficulties.) Have them discuss the rationale behind the step.
- ▶ Next ask them to complete “just a portion” of the corresponding appendix. (For example, after reading Step 1, complete a portion of Appendix A). Your goal is simply to get them started on the plan. Since your learners will vary in their ability to complete the appendices, it is better to allow a fixed time of 5-10 minutes per appendix, then move on to the next step.
- ▶ Facilitate peer teaching. For example, if someone poses a problem or question, defer the question to the audience by asking, “Does anyone have a suggestion?” or “What are your thoughts?” or “How would you complete that step?”
- ▶ Before they depart, ask them to discuss their overall reaction to the plan. See if they agree or disagree about what sections seem “helpful” or “not helpful.” If a section is deemed “not helpful,” attempt to learn more about the perception and discuss it as a group.
- ▶ Before they depart, suggest that they consider jointly sponsoring (a) a training event for emergency first responders, (b) a media awareness seminar, or (c) a rural community watch program. Follow up as necessary with your volunteers.
- ▶ After three months, follow up with a letter and/or phone call and/or site visit to ascertain if each workshop participant completed the plan. Learn about their difficulties in completing the plan, if any. Determine what you might be able to do to facilitate the completion of their plan.
- ▶ After one year, follow up with a letter and/or phone call and/or site visit to ascertain if each workshop participant implemented all aspects of the plan (including preparedness drills) and if the plan has been reviewed and revised. If not, determine what you might be able to do to facilitate a revision and full implementation of the plan.

Note: If a workshop participant experiences a biosecurity problem or other emergency situation, work directly with that producer to (a) evaluate the effectiveness of the preparedness plan, and (b) revise or improve sections of the plan. If the producer indicates the plan was helpful, ask the producer if you may use his/her testimonial with other producers. Based on his/her experiences, you may also create a case study scenario for teaching others how a preparedness plan facilitates an efficient response to an actual emergency.

Workshop Series Method

- ▶ Well in advance of the off-season, publicize a *series* of three preparedness workshops for producers, employees, and other interested individuals. Plan on two hour sessions, knowing that you will need to complete several steps of the plan at each session. Allow time in the schedule for discussion, breaks, and applied activities.
- ▶ At the first workshop, explain what they may expect at this session and the remaining sessions. Show them the presentations from this course on “Learning from Past Epidemics” and the “Four Phases of Plant Biosecurity Management.” Discuss their beliefs, concerns, and observations.
- ▶ Distribute a copy of *EDEN’s Plant Biosecurity Preparedness Plan for U.S. Agricultural Producers*. Reiterate the importance of accurate documentation, to facilitate rapid decision making and response to a suspected plant biosecurity problem or other emergency situation.
- ▶ Plan to introduce the first two steps of the Plan at this session. Read one step at a time. (If you read each step aloud, it will speed up the process and help those with reading difficulties.) Discuss the rationale behind the activity.
- ▶ Next ask them to complete “just a portion” of the corresponding appendix. (For example, after reading Step 1, ask them to complete a portion of Appendix A). Your goal is simply to get them started on the plan. Since your learners will vary in their ability to complete the appendices, it is better to allow a fixed time of three minutes for Appendix A, then move on to the second step, and allow three minutes for them to get started on Appendix B, and so on.
- ▶ Before they depart, ask them to complete the first two appendices at home and bring the booklets with them to the next workshop.
- ▶ Begin the second workshop by asking for questions/comments/concerns on Steps one and Two. Facilitate peer teaching. For example, if someone poses a problem or question, turn to another group member and ask, “Does anyone have a suggestion?” or “How did you complete that step?”
- ▶ During the rest of the second workshop, you will need to discuss Steps 3-7.
 - ▶ Plan to spend most of your time on Step 3, mapping and documenting. Have extra graph paper available for them to practice mapping skills. Have extra copies of Appendices C, D, and E. Maps will have to be completed on their own time.

NOTE: If local producers are unfamiliar with Global Positioning Systems, be sure to explain what is meant by DSM (degree, minutes, and seconds) and UTM (Universal Transverse Mercator) latitude and longitude coordinates.

 - ▶ Steps 4 and 5 will have to be completed on their own time.
 - ▶ Ask them how they can work together on Step 6, sponsoring a training event for first responders.
 - ▶ Step 7 will have to be completed on their own time.
 - ▶ Before they depart, remind them to complete their risk assessment checklist and ask them to bring it to the next session.

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- ▶ At the third workshop in the series, ask them to read the case study on Karnal Bunt. Discuss the case study questions. Ask them to identify how they are vulnerable to biosecurity problems or acts of agroterrorism. Next, move on to Steps 8-12.
 - ▶ Ask them to share their ideas for Steps 8, 9, and 10.
 - ▶ Plan to spend most of your time on Step 11. Follow the instructions on Appendix H. Ask them to complete Part 1 for at least three problematic areas identified by the risk assessment checklist. Walk around the room to make certain they understand how to complete Part 1 of the form. After they have totaled each row (last column) ask them to complete Part 2 of the form. When they are finished, ask them if this type of a process is helpful for prioritizing what potential biosecurity problems to address first.
 - ▶ Review Step 12, as they will probably not have all of their documents ready to assemble a notebook.
- ▶ Before they depart, ask them to discuss their overall reaction to the plan. See if they agree or disagree about what sections were “helpful” or “not helpful.” If a section is deemed “not helpful,” attempt to learn more about the perception and discuss it as a group.
- ▶ Follow up as necessary with your volunteer planning committee regarding plans for (a) a training event for emergency first responders, (b) a media awareness seminar or (c) a rural community watch program.
- ▶ After three months, follow up with a letter and/or phone call and/or site visit to ascertain if each workshop participant completed the plan. Learn about their difficulties in completing the plan, if any. Determine what you might be able to do to facilitate the completion of their plan.
- ▶ After one year, follow up with a letter and/or phone call and/or site visit to ascertain if each workshop participant implemented all aspects of the plan (including preparedness drills) and if the plan has been reviewed and revised. If not, determine what you might be able to do to facilitate a revision and full implementation of the plan.

Family Workshop Method*

*Recommended for Joint Family Farming Operations and Families with Children Over Age 10

- ▶ Well in advance of the off-season, publicize a preparedness workshop for producers and their families. Plan on a half-day event. Allow ample time in the schedule for discussion, applied activities, and breaks.
- ▶ At the workshop, consider using *select* portions of the presentations from this course on “Learning from Past Epidemics” and the “Four Phases of Plant Biosecurity Management.” Younger children may not be able to comprehend the presentations in their entirety and may grow bored with the more technical information on plant biosecurity management. Discuss family beliefs, concerns, and observations about farm safety and agroterrorism.
- ▶ Distribute one copy of *EDEN’s Plant Biosecurity Preparedness Plan for U.S. Agricultural Producers* to each family. Reiterate the importance of accurate documentation, to facilitate rapid decision making and response to a suspected plant biosecurity problem or other emergency situation.
- ▶ Read one step at a time. (If you read each step aloud, it will speed up the process and help those with reading difficulties.)
- ▶ Next ask them to complete “just a portion” of the corresponding appendix as a family. (For example, read Step 1 and complete a portion of Appendix A). Your goal is simply to get the families started on their plan. Due to differences in learner age and abilities, it is better to allow a fixed time of about 3-5 minutes per appendix, then move on to the next step.
- ▶ Plan to spend more time on items they may complete and discuss as a family unit, such as the risk assessment checklist, mapping, and conducting emergency response drills. Have extra graph paper available for the children so they may participate in the mapping activity. Older youth may help complete Appendices D and E also.
- ▶ Before they depart, ask the families for a show of hands if they believe their family will be able to complete their plan within three months. You may wish to consider a prize drawing for the families who complete the plan.
- ▶ After three months, follow up with a letter and/or phone call and/or on site visit to ascertain if the families completed their plans. Learn about their difficulties in completing the plan, if any. Determine what you might be able to do to facilitate the completion of their plan.
- ▶ After one year, follow up with a letter and/or phone call and/or on site visit to ascertain if families implemented all aspects of the plan (including preparedness drills) and if the plan has been reviewed and revised. If not, determine what you might be able to do to facilitate a revision and full implementation of the plan.

Notes:

If workshop participants are unfamiliar with Global Positioning Systems, be sure to explain what is meant by DSM (degree, minutes, and seconds) and UTM (Universal Transverse Mercator) latitude and longitude coordinates before they begin the mapping activities.

See the Workshop Series Method (page 5) for additional teaching suggestions.

Independent Study and Consultant Method

- ▶ Well in advance of the off-season, publicize the availability of EDEN's *Plant Biosecurity Preparedness Plan* for those interested in independent study. Consider promoting the plan by having sample copies and sign up sheets available at Extension events, fairs, insurance companies, and at area agribusinesses.
- ▶ Develop a cover letter to explain the purpose of the plan. Offer to serve as a "consultant" on the plan in the event the learner has questions. Also indicate your interest in receiving feedback about his/her overall reaction to the completed plan. Explain that you will follow up with a phone call in about three months. Reiterate your willingness to serve as a "consultant" for questions about the plan. Include your phone number and office hours.
- ▶ If an independent learner indicates having difficulty with the plan, remain encouraging and attempt to determine what you might be able to do to facilitate the completion of the plan.
- ▶ After three months, call the independent learner as a follow up measure. Obtain suggestions on how to use the plan more effectively with other independent study learners.
- ▶ After one year, follow up with a letter and/or phone call to ascertain if the independent study learner implemented all aspects of the plan (including preparedness drills) and if the plan has been reviewed and revised. If not, determine what you might be able to do to facilitate a revision and full implementation of the plan.