



# Training Guide:

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## Intro to the CMG Program

### SETTING UP

#### Materials needed:

- Ice breakers** (provided in this guide or use your own) should be done prior to the start of class. All attendees should be involved in this activity. The remaining activities are for CMG apprentices only (CGC students can be dismissed).
- Flip charts/paper, markers, or notecards for ice breakers, as needed.
- PowerPoint for review class, “**CMG Training Intro Class Review\_2020**”
  - o Review and edit PowerPoint to your needs and liking.
  - o May wish to print Discussion Questions for small groups to review.
- Printed copy or copies of the **CMG Volunteer Handbook**.

### PRE-CLASS ACTIVITY

## ICE BREAKERS

Time: 10 minutes

- Ice breakers should be done prior to the start of class. All attendees (apprentices and certificate students) should be involved in this activity.
- If you don't like these ideas, please use or create your own!
- Ice Breakers are a great way to begin to create connections and community – consider doing something similar before ALL in-person classes.

>> Info for coordinator:

“Generally speaking, students must understand what they are expected to learn before they can take responsibility for their own learning. In many instances, students have incorrect conceptions of what they are learning, why they are learning it, and what quality work looks like.”

- Goodrich, North West Evaluation Association blog, June 15, 2012

### EXAMPLE > Ice Breaker #1: “Great Expectations”

1. Divide up into groups of 4-6 (or whatever works for your class size) by counting off. Have each group select a recorder and reporter (one person can do both). This person will record the expectations generated in the group.
2. In the group, each person should:
  - a. Introduce themselves
  - b. Share expectations for the class
  - c. Share a wild prediction if expectations are met (can be wild and silly if desired.)
3. After about 15 minutes, everyone can take their seats and the reporters tell about the expectations (b above) from their group.
4. Site coordinator/classroom leader discusses expectations from group. For example, which ones will be met? Which ones won't? (For example, they won't be expected to identify mushrooms or diagnose the “invisible itchies.”)
5. If there is time, you might ask people to share their wild predictions.

### EXAMPLE > Ice Breaker #2: “Horticulture Means...”

1. Post sheets of flip chart paper throughout the classroom, separated enough so small groups can stand around them. Supply a working marker to each group.
2. Have class count off so they form groups of 4-6 people.
3. Each person introduces themselves in the small group.
4. Each group selects a reporter and recorder (can be same person)
5. Have recorder for each group write at top of paper:  
“Horticulture means:”
6. Give group 40 seconds to write down ideas (time them!)
7. At “time’s up” everyone stops writing and sits down
8. Group reporters summarize answers.
9. Group with most ideas wins.

If there is time, you could repeat the activity with the phrases “Insects are:” or “Leaves can be:” or “I’m here because:” or something similar

>>The on- site coordinator/leader can then discuss some of the findings.

For example, if a group says horticulture is botany, explain the difference.

NOTE: If the classroom is not big enough to do it this way (or you don’t want to do it this way) have groups gather at various places in the classroom and write down answers on a piece of paper. One person can be a recorder and write down the different ideas on a flip chart or white board, if desired.

>>AFTER CLASS, EXCUSE CGC STUDENTS & BEGIN ONLINE CLASS REVIEW USING POWERPOINT PROVIDED. The remaining activities are for CMG apprentice volunteers only (CGC students do not need this information).

ACTIVITY 1: USE POWERPOINT

# CMG GENERAL REVIEW

Time: 5-10 minutes

1. Take a few minutes to answer questions about the online classes and review some content about resources and what's what (VMS, GardenNotes, CMG Online, Canvas, Extension Factsheets, CMG Volunteer Handbook, etc... *it's confusing!*)
  - a. PowerPoint slides will guide you, but feel free to adjust these slides to meet your needs.

## Resources to Remember

- CSU Online – Canvas access
- [CMG GardenNotes](#)
- Training Syllabus
- CMG Volunteer Handbook
- VMS
- CMG Website
- Extension [FactSheets](#)



## When in doubt... go to the website!

## CSU Online Classes in Canvas

- Questions?
- Pre & Post tests must be completed
- ALL online classes must be completed

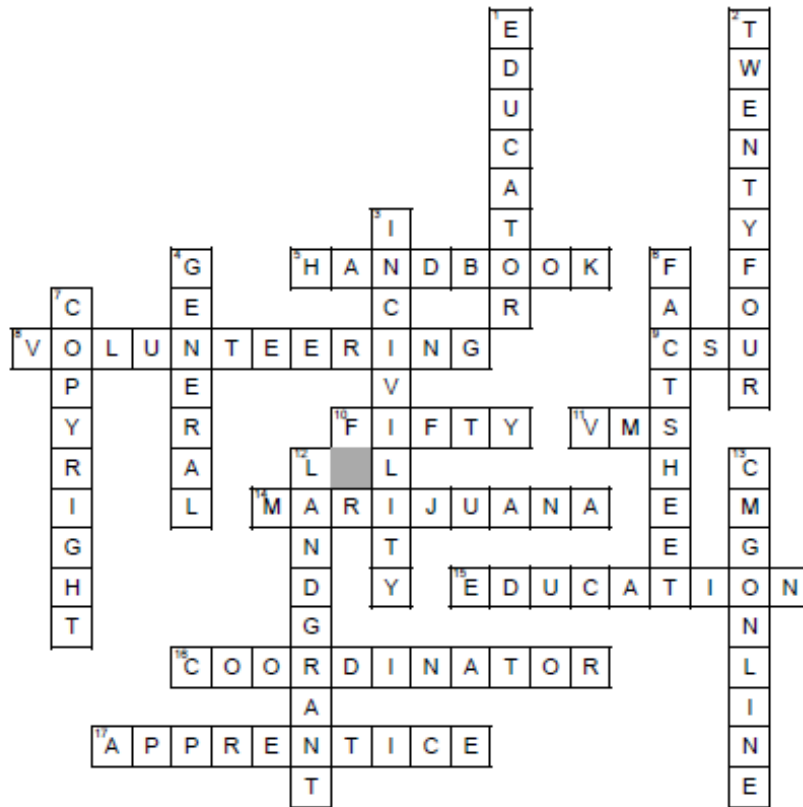
\*OPTIONAL\* ACTIVITY 2:

# CMG CROSSWORD

Time: 10 minutes

Go over the Colorado Master Gardener program Crossword if time will allow and people completed it. This is listed as an OPTIONAL activity in their online course but can provide a good overview and opportunity for you to reinforce learning.

## CMG Program Introduction



### Across

5. Resource for CMG volunteers covering program details
8. When to use the title 'Colorado Master Gardener'
9. Initials of Colorado's land grant institution
10. Apprentice volunteer hours required
11. Initials of the CMG reporting website
14. Topic that cannot be handled by volunteers
15. Primary purpose of Extension programs
16. Whom to refer legal questions
17. Title of CMG in training/trainee

### Down

1. Primary role of CMG
2. CMG volunteer hours required
3. One of the grounds for dismissal
4. Pesticides CMGs can apply while volunteering
6. CSU materials with information on a topic
7. Protects authors and photographers
12. University system founded in 1860s
13. Password-protected website specifically for CMG volunteers

## ACTIVITY 3: APPLYING WHAT YOU'VE LEARNED

# CMG DISCUSSION QUESTIONS

Time: 30 minutes

The provided power point question slides can be shown to the entire group. EDIT THE POWERPOINT AS NEEDED TO WORK FOR YOUR GROUP/PLAN. For instance, Large groups can be divided into smaller ones for discussion purposes, if desired. After each question is discussed, solicit answers from the small groups or have one large group discussion.

**OR**

Write or type one question on each of 5 cards (or simply print the PowerPoint slides) and pass the cards out to small groups. (You may need to make more than one copy of each card, depending on the size of your class.) After a discussion period (5-6 minutes), have each group share the answers to their questions or hold one large group discussion.

In either case, answers are provided in this guide along with the questions.

Questions:

### **1. A client wants you to tell him/her what to do for a garden problem.**

#### **What is your role in the decision making process?**

The role of the CMG is to provide education and options, when available, so the customer can make the best decision for him/herself in their particular situation. A customer might try to push the CMG into giving them “the” answer. The CMG could come back with – “well, what is easiest for you? This or this?” or “Do you have the time to spray the plant weekly to manage this problem during this time period?” or “Do you have the right spray equipment?” “Are you willing to repeatedly dig up bindweed as it appears – for 5 years or more?” and so on. Sometimes these types of questions help the customer filter out what is reasonable for them to do - or not.

### **2. Why do some questions have no answers?**

Some questions have no answers because we often don't (and may never) have all the information. A question may have multiple answers or a problem may have several potential causes. We can't see into the soil (unless we dig up a plant or around it) and that may be where the problem lies. For example, a tree might be turning chlorotic because it wasn't a good selection for the site; the soil is compacted; the soil is over or under watered; there was construction or digging that damaged roots, or some combination of these factors.

**3. As you talk with a customer about a plant problem, you often learn a new piece of information that does not fit the diagnosis you were thinking about. How can you look smart, save face and move on to a new direction of thinking?**

A CMG could say “oh, now with that piece of information, I’m thinking more along this line...and here’s why...” (or something similar)

**4. Why should a diagnosis be framed like “Based on the information you provided, the problem could be...”**

You are basing your answer on what the customer has told you. Sometimes they don’t have all of the information (ie., just moved onto the property and don’t know the history of the plant or its care) or forget some piece of information or conveniently leave out information.

**5. What are *your* mind filters (noise) that may impede *your* learning? Brainstorm with your group to come up with ways to improve your learning when your noise interferes. A few examples of words that might trigger mind filters are “pesticide”, “organic”, “insect”, “spider”.**

For suggested ways of managing mind filters (or noise) see GardenNotes #17. You might have each group share their findings with the whole group if time allows.

For example, my mind filter might be that I don’t use or like pesticides and when I hear the word, I prematurely dismiss what is said or tune it out because it is difficult for me to think about. But I need to hear what is being said because in my volunteer work, I may have to offer them as an option to a garden problem. Solutions to improve learning/listening could be: Make a conscious effort to concentrate on what is said. Keep an open mind. Listen for ideas. List words or phrases that are troubling and try to analyze why they are.