LESSON PLAN: 6

SESSION TITLE: UNDERSTANDING 4-6th GRADERS

SESSION LENGTH: 2 hours   **PREPARED BY:** K. Fuller, 1/92

INSTRUCTIONAL MATERIALS: Flip chart, markers, index cards, drawing paper, crayons

OBJECTIVES: At the end of this session, participants will be able to:
   1. Describe at least 3 behavioral traits and 3 physical characteristics of 4-6th grader (ages 9-11) students;
   2. List three techniques for working with this age group;
   3. Identify a park theme that relates to school curriculum, select a method, and design an activity to present to this age group.

REFERENCE MATERIALS: Programming for School Groups: An Interpreter's Guide (This guide has been distributed to all parks and to all participants in the Developing Ed. Programs course.)

HANDOUTS: Copy of school curriculum for this age group. (social studies and science)

Content	Method	Time
I. **INTRODUCTION**: Move to the next age group, 4-6th graders (9, 10 and 11 year olds). Once again they have special characteristics. Some are similar to those of the younger children, but many are quite different.		
II. **ACTIVITY: Draw A Composite Student - Part II (4-6th)** Repeat activity done for K-3rd graders for new age group. Split students into groups of five. Ask them to think about the specific physical, emotional, and cognitive characteristics of K-3rd graders. Also have students think about what is important to this age group. Send groups of students off with a sheet of flip chart paper and several colors of markers to draw the typical student.	Group Activity	10 min.
III. **SHORT GROUP PRESENTATIONS** Have each group do a short (3-5 min.) presentation on their typical student. (After the first group, just new ideas need to be presented.)	Group Presentation	15 min.
IV. **CHARACTERISTICS and CAPABILITIES** **Physical** -Wide variation in level of development - Active, fidgety - Love outdoors - Refinement of gross motor skills (big muscle groups, running, jumping)		

Content	Method	Time
- Development of fine motor skills (writing, drawing) - Increased endurance - Girls begin to have pubertal changes		
Cognitive - Attention span longer (not more than 20 min. per instructional method) - Better verbalized curiosity - Inductive reasoning skills (can draw conclusions, understand cause and effect) - Qualify statements with "sometimes," or "it depends" - Beginning of break down in respect for authority - Personal values and opinions beginning to develop - Eager to learn new things	Group discussion	10-15 Min.
Social/Emotional - More interested in friends than family - Outgoing, busy - Trusting - Competitive - Sensitive, fear of not being liked		
V. **INTERPRETIVE METHODS FOR 4-6** Do a large group brainstorm session for about 10 minutes. Be sure to record the ideas on flip chart paper so they can be referred to later. Group discussion of examples of each (reasonable) method brought up in brainstorming session. **Ideas:** Crafts(weaving), Games(20 questions), Group activities, Problem solving, Building things, Discovery learning, Role play (Seasons), Drawing conclusions (Mystery animal), Observation (Sharp Eyes), Hikes with a purpose, Demonstrations	Brainstorm	10 Min.
VI. **TIPS FOR WORKING WITH 4 - 6th Grade Students** These are basically the same as the ones for working with K-3rd grade students. Review these with the class. Some additional tips include: - Increase difficulty in questioning. - Talk with the students on their level. They are very sensitive about being treated "like babies." - Give them the basic information and let them draw their own conclusions. - Children at the upper end of this age group need to have firm limits. - It's always better to be a "tough teacher" at first and then lighten up after gaining the respect of the students rather than trying to be the "nice guy" right from the start.	Discussion	15 min.

Content	Method	Time
VII. **LARGE GROUP 4-6 ACTIVITY - PREDATOR PREY GAME** Explain that you will be demonstrating an activity designed for 5th grade students. Set the scene by explaining that the students have been learning about predator-prey relationships.	Large group game	30 min.

Take the class outdoors and have them find their
cosmic twin. Join hands and face the sun. Twin on
left goes on one team, twin on right to other team.
Explain the game: Teams will approach the center of
the play area facing each other. You call out a
predator-prey relationship. Predator team chases prey
team to the prey team's home line. If the predators
catch the prey, they join the predator team. (ie:
call out owl and mouse - the owls try to catch the
mice) Have teams line up facing each other about 50 '
apart. Start out with easy relationships, then get
more complicated as play continues. There does not
have to be a definite winning and losing team.
Remember to end a game with the New Game philosophy -
quit when they're still having fun.

VIII. **WRAP-UP for 4-6**

Now using your knowledge of children's development for
this age group and interpretive/educational methods to
use with them . . .

Take 5 minutes to think how you could present
activities to this age group at your park.

Write these ideas down on the index card along with
your park's name and put them in the box. We'll
return them to you so you can take the ideas back with
you.

LESSON PLAN: 7

SESSION TITLE: ADOLESCENTS: WHO ARE THEY AND WHAT ARE OUR OBLIGATIONS TO ADOLESCENT AUDIENCES?

SESSION LENGTH: 2 hours   **PREPARED BY:** K. Tevyaw, 1/92

OBJECTIVES: At the end of this session, participants will be able to:

1.   List the characteristics of adolescents in regard to their social, physical and intellectual development;
2.   Discuss at least 5 of the developmental needs of adolescents;
3.   Describe 4 ways to meet the needs of adolescents through interpretive programs.

TRAINING AIDS: Film: Bank Street College/Federal Hall Project; Overhead Projector

HANDOUTS: Seven Developmental Needs of Adolescents

Content	Method	Time
I Introduction Adolescent: 10 letter word that strikes fear into the hearts and minds of new interpreters across the country. What do you recall about this period in your life? Take one word responses from class and list on flipchart to create 10 works that describe this age group (beginning with each letter in ADOLESCENT). A - angry D - depressed O - outrageous L- E S C E N T Continue until you have 10 words that describe that stage. Is this an accurate description of adolescents? If any of these descriptors are accurate, why are they? What takes place during this stage of development to cause some of the above behavior?	Brainstorm Flipcharts	

Content	Method	Time
Many educators are intimidated by this age group simply because we do not know what to expect. The more we learn about adolescents, the more realistic expectations we'll have when dealing with them. They are a challenging group because of the many conflicts they are experiencing simultaneously. This makes them a very vulnerable population in great need of supportive, honest adults to help and teach them. They, in turn, teach us as well. Here's an introduction to who they are and what they're dealing with. We'll see how close our description is to reality.	Activity	10 Min.

II. Early Adolescents (12-14 years old)

Content	Method	Time
Characteristics: -acquiring the ability to deal with abstractions, but the capacity develops unevenly in this age group. -as many as 75% have not completed the transition from thinking concretely in the present to thinking in abstract terms with symbols and logic (National Commission on Resources for Youth, 1981) -rapid physical changes -unevenness in developing maturity -tendencies to question authority can make this age group one of the most difficult to guide -However, awareness of the limitations and potential can make this one of the most enjoyable groups to work with -wide variance in physical maturity, intellectual development and social abilities -be aware that individuals will be <u>very</u> different from one another. -Physical changes effected by advancing sexual maturity -in girls menstruation begins, and their bodies assume more womanly shapes -in boys, voices change pitch, sexual feelings increase, and later their bodies begin to grow rapidly -as a consequence of physical changes they have a heightened sense of self-awareness	Overhead Trans-parency Participatory Lecture	20 Min.

Content	Method	Time
-they are extremely conscience of the judgement of their peers -the need to be approved of and part of a group sometimes conflicts with the need to feel special and unique in their personal identities -they begin to be aware of their limitations and to question their capacity to handle the future -they are looking for new ways of doing things - beginning to seek independence but are also apprehensive about the world		
III. Effective Techniques With Early Adolescents Inquiry-Discussion -this group needs adult supervision because they are still too immature to show sufficient self-control over an extended period of time - eager to contribute to group discussions but it necessary to provide direction and guidance -technique promotes interaction between members of the class and the adult interpreter -many classes will benefit from peer guides, provided they are given sufficient preparation -questions should be specific and focused	Partici-patory Discussion	20 Min.
IV Later Adolescents (14-18 year olds) Characteristics Capability - 14-18 year olds should be considered adults in their ability to think abstractly and to make connections between concepts - Students can act upon more than one abstraction at a time and use rather sophisticated logic - Should have a basic understanding of differences in world culture	Flipcharts/overhead	30 Min.

Content	Method	Time
Motivation - Different from adult motivation for learning - Often motivated to learn subject matter in organized, structured manner - Most have not made the connection between learning and life's experiences -- this will have meaning when they become adults - Open discussion may or may not have been part of their educational experience -- have realistic expectations of their participation in discussion **What You Should Know** - Many problems are the same as those for early adolescents - Preoccupied with the opposite sex - Self-conscious about how they look and sensitive about how others are judging them - Can be egotistical - Fear of being singled out for attention and therefore may seem disinterested and unresponsive - highly susceptible to peer pressure and are fearful of "looking stupid" - for these reasons they are least likely to respond to guidelines - open ended questions which have many answers do not appeal to them, won't take the risk of answering unless you establish high level of trust - cannot be expected to act maturely because they are inclined to reject what they do not want to see, feel, or learn about - they still prefer dealing with traditional, realistic objects as opposed to abstract objects - although they may place increased value on historic or original objects, antique objects generally do not interest adolescents -- interest must be stimulated for reasons other than age or antiquity		
V. Developmental Needs of Later Adolescents		
1. Physical Activity - periods of boundless energy as well as periods of dreamy lethargy - Great diversity in strength, dexterity and size	Flipchart/ overhead	30 Min.

Content	Method	Time

– Intensely competitive physical activities place a burden on both early and late bloomers
 	
2. Competence and Achievement
   – Overwhelming desire to do something well and receive admiration for achievement
   – hunger for chances to prove themselves without demonstrating risk
   – Need to know that what they do is valued by others they respect
 	
3. Self-Definition
   – Rapidly changing bodies and minds, need time to absorb and adjust to the changes
   – Need the opportunity to know new selves and contemplate their participation in society
 	
4. Creative Expression
   – Need opportunities to express their new feelings, interests, abilities and thoughts
   – Drama, performance, music, literature helps them see that people before them have felt similar emotions and confusion about this stage of life
 	
5. Positive Social Interactions with Peers and Adults
   – Parents and families are primary people responsible for setting values and giving affection
   – Need additional companionship and support from other adults who are willing to share their experiences, feelings, and values with young people
 	
6. Structure and Clear Limits
   – They live in a society of rules and want to know and understand what the limits are in any given situation
   – Clear expectations are crucial to unsure, self-critical young people
   – They are increasingly capable of helping to frame their own rules and limits
 	
7. Meaningful Participation
   – Need to participate in activities that shape their lives
   – See themselves as citizens and want opportunities to make contributions to their communities		

Content	Method	Time

VI Ingredients for Success
 	
   - Try to provide a relaxed, understandable environment and build in time to explore that environment
   - Respond to this audience humanistically by avoiding sexist, agist, and racist comments and be respectful of ethnic, community, and youth cultures.
   - Avoid references to culture that imply inferiority (tribal, primitive, childlike)
   - Treat them with the respect you give adults (ie: would you ask adults to sit on the floor? Provide chairs)
   - Whenever possible, build in choices
   - Involve adolescents in planning programs
   - You can't compete with movies, music and malls
	Handout	20 Min.

Two Examples of Success (Handouts from Education Guide)
 	
Film: "Bank Street College and Federal Hall"
   - Program creates role play to simulate the judicial process
   - Skills include research, building arguments, public speaking, critical thinking, debate
 	
30 minute film is an excellent example of a well planned interdisciplinary program and shows the enormous capacity of adolescents.
	Film	30 Min.

VII. Activity (Choose 1) 1. In 4 groups hand out a description and steps to follow for 4 appropriate methods/techniques. Give the groups 30-40 minutes to discuss the method and create a role play which uses the method they were assigned. Allow each group 5-10 minutes to present their role play to the class.	Activity	60 Min.

Content	Method	Time

2. Invite 2 panels of 12-14 and 14-18 year olds to talk to the class about school and what it's like to be a student today. Split the class in half so each panel speaks to 10-15 class participants. Plan questions to draw information from 3 learning domains (cognitive, affective, physical). How many students are in your class? What is your favorite topic and why? How does it feel to belong to a clique or sub-group? Are there any skills you learned this year in school -- sports, music, dance, etc?

Interview panels for 30-40 minutes. Thank students for participating. Meet with full class and discuss the findings of each group. Similarities, differences, surprises, etc.

3. Show film of adolescents involved in interpretive or museum program. You may suggest a high school class produce their own film about a program they participate in. Or have class participants bring film of recorded programs. Discuss issues listed above after observing adolescent behavior.

VIII SUMMARY

"It's just a stage they're going through!"

But it is the most critical stage in terms of forming their adult values and attitudes that will guide their future behavior, decisions, and degree of community activism. If we approach adolescents as the unique individuals they are struggling to become, we have a wonderful opportunity to impart conservation ethics and help kids get through a period of great uncertainty as they question societal norms.

To succeed with this age group is to experience one of the greatest rewards of being an educator.

LESSON PLAN: 3

SESSION TITLE: ELEMENTS OF EFFECTIVE EDUCATION PROGRAMS

SESSION LENGTH: 3 Hours   **PREPARED BY:** J. Washburn 1/92

OBJECTIVES: At the end of this session, the participant will be able to:

1. List the seven elements of an effective education program for school
   audiences;
2. Identify one example of a school curriculum objective which can be met at
   his/her park;
3. List the eight steps in planning and implementing an effective
   education program.

TRAINING AIDS: Flip Chart, Markers, Activity Cards for Part III.

HANDOUTS: Fill in the Blanks, Elements of Effective School Programs, Examples of
School System Curriculum Guides, Steps in Developing Education Programs, Program
Analysis Sheets, and copies of current grant program information.
**PRE-COURSE ASSIGNMENT: Before the course begins, have each participant try to obtain a
copy of the science and/or social studies curriculum for a school system in their area.**

Before you begin: Pass out the Fill in the Blanks Handout. Explain that they may want
to fill it out as they participate in the session, or use it as a guide to follow the
lectures and activities. It is strictly for their own use. (Note: the instructor may
choose to pass out this handout at the end of the session, or not at all.)

Content	Method	Time

I.   Tilden's Sixth Principal
 	
   A.Post Tilden's sixth principal, and read it to the
      group.
 	
   "Interpretation addressed to children...should not be
      a dilution of the presentation to adults, but
      should follow a fundamentally different approach.
      To be at its best, it will require a separate
      program."
	Gathering
	Discussion
		15 Min.

Content	Method	Time

B.Ask the group to list elements of interpretive
programs which make them particularly appropriate
for children, and briefly discuss why. List ideas
on a flip chart as they are generated.

Be sure the following points are raised:

*children interact with the resource

*students are prepared for a visit before they arrive

*the experience is multi-sensory

*activities are appropriate for the child's
developmental level

*children are ready for the concepts which are
covered

*programs are tied to the child's life experience and
place in time

*interpreter's sense of companionship outweighs any
direct instruction

*the most effective way to reach many children is
through schools and teachers

C.State: This session will focus on methods for
developing effective education programs. First we
will take a quick look at the history of National
Park Service education programs. Then we will
examine the elements of effective education
programs, and the steps involved in designing and
implementing them. As you participate in the
discussions and activities begin to think about
your park's education programs. Consider their
strengths and weaknesses, and how they might be
improved.

II. History of NPS Education Programs

A.Ask: What drives or motivates parks to do education
programs?

Content	Method	Time
List ideas on a flip chart as they are generated. Be sure the following reasons are given: *altruism -- we want to contribute to the education of America's children *concern for the resource -- we have a vested interest in educating youth on the value of preserving our natural and cultural resources *politics -- i.e. the Education Initiative *availability of funds *mandate from community -- good public relations	Brainstorm	5 minutes
B.State: Over the course of National Park Service history, our motivation for doing education programs has been driven by a variety of different circumstances and political agenda. C.Use information from the attached time-line to give a short lecture, skit, or interactive presentation on the history of education in the National Park Service. Cover in the lecture the following key points: Early Period (1920s) -- The concept of park interpretation was developing. Emphasis was on nature study/lore. Programs were often formal lecture style, but began providing visitors with first hand experiences. Children's programs were started. Human impacts on public land became evident. Parks could no longer be seen as islands protected from destruction. The need for education to foster consciousness among visitors was established. After World War II visitation dramatically increased. New emphasis was placed on visitor services. Education efforts were launched to get them "out of their cars and into the parks."	Lecture, skit or other creative presentation technique	10 Min.

Content	Method	Time
1970s--The environmental movement brought environmental education to the forefront. Projects NEED (National Environmental Education Development) and NESA (National Environmental Study Area) were established. National environmental education curricula were developed. Environmental education introduced new methods to the field of interpretation, by involving visitors in interpretive activities as participants rather than spectators, and building on the concepts of experiential education.		
1980s--Funding for education programs was withdrawn. National programs were dropped. Parks were told to avoid doing off-site programs to save money, which severely limited their outreach ability. It was an era of tight budgets and little focus on interpretation.		
1990s--President Bush's Education Initiative brought renewed emphasis on education programs. The National Parks as Classrooms Program was established to fund park-based education programs. Parks were not forced to develop education programs, however funding was available if they wanted to participate. Equal emphasis was placed on heritage and environmental education programs. Programs were funded with the intent that they would become self perpetuating.		

III. Elements of Effective Student Programs

A. Write the following elements of effective student programs on 3" x 5" cards.

1. teacher involvement
2. relevance to existing school curricula
3. active learning
4. appropriateness for age group
5. specific to park resources and themes
6. classroom preparation and follow-up activities
7. evaluation

B. Divide the class into seven groups or pairs, and give one card to each group. Ask them to discuss the importance of the element on their card in the context of education programs they have observed or given (ten minutes), and report their opinions to the class. Prepare a flip chart page for each element. As the groups report their findings, write them on the appropriate flip chart page, and use questioning techniques to allow the entire group to expand on each element if necessary.

Content	Method	Time
After each element is discussed, tear off its page and attach it to the wall. Pass out handout on elements of effective school programs. (Note: This activity could also be done with the entire class, if the instructor feels the students do not have enough background to do it successfully in small groups.) Be sure the following points are made, and site examples when appropriate: Teacher Involvement in Development: *Teachers can be a source of endless support for park programs, especially if they have a sense of ownership or involvement in the programs. *Teachers have in-depth knowledge and understanding of children and how they learn and behave at different stages of development. *Teachers can pinpoint correlations between school curriculum and park resources. *Program endorsement by teachers is one of the best forms of advertisement. -More on this in "Working with Teachers" lesson plan. Relevance to School Curricula: *The greatest service we can provide to teachers and students is assistance in teaching that which they are mandated to teach. *Pressure to improve student performance nationwide is at an all time high. Our programs must share this goal, not simply increase demands on classroom teachers. *Effective interpretive programs supplement, rather than duplicate school curriculum. *Most National Parks are preserving resources which are being taught about in the schools. We can provide first-hand experiential learning opportunities to supplement classroom activities and lessons.	Buzz Groups and discussion	45 Min.

Content	Method	Time
<u>Active Learning</u>: *Learners remember 90% of what they do. *"Tell me -- I forget. Show me -- I remember. Involve me -- I understand." -Chinese Proverb *The most effective techniques for children are participatory. *Learners should be involved mentally and physically. *Examples: role playing, games, doing things (ie. writing with a quill pen at the Longfellow Home) camping, scavenger hunt, guided imagery, etc. (Group can site examples.) -More on this in Child Development lesson plans. <u>Developmentally Appropriate</u>: *Consider the characteristics of the age group's physical, mental, and emotional developmental levels. *The level of vocabulary used should address the needs of the audience. *Concepts and interrelations must be taught with clarity and in a manner appropriate for the age group. -More on this in Child Development lesson plans. <u>Relevance to Specific Park Resources and Themes</u>: *School programs must serve the park as well as the schools. *We can not justify a program just because there is a need in the schools. *A preservation/conservation message in all NPS programs helps raise consciousness, and promotes awareness of the service-wide mission. *Programs provide a link between the classroom and the resource. *Special initiatives can be addressed, eg. biodiversity, bicentennial, etc.		

Content	Method	Time

Classroom Preparation and Follow-up Activities:

*Background information helps prepare teachers and students.

*Themes and objectives clearly state the focus and purpose of the program and activities.

*Pre-visit activities lay the groundwork for concepts presented during the program.

*Pre-visit activities build enthusiasm and excitement for field trip experience. They do not duplicate the park experience.

*Vocabulary lists and ready to use materials address both teacher and student needs.

*Follow-up activities reinforce the learning experience.

*A bibliography suggests opportunities for further study.

Evaluation:

*Evaluation methods should be built into the program during the planning stages.

*Evaluations provide feedback on program and written material.

*Evaluations should be used to improve the program to better meet the needs of schools as well as the park.

IV. Meeting Park Mandate and Accomplishing School Objectives

A.State: Education programs must effectively meet both park and school objectives. After carefully considering your park's mandate and themes, the next step is to target a school audience, and examines its curriculum to see where park goals and resources will supplement already established teaching objectives.

Method: Buzz Groups and Discussion

Time: 45 Min.

Content	Method	Time
B.Ask the group to define the term curriculum.

The term curriculum usually carries a double meaning. It refers to the overall education framework of a school system which takes into consideration: 1. government regulations and mandated requirements at the federal, state, and local levels, 2. the values, priorities, and economic realities of the local community, 3. the administrative philosophies of the local school board or school principal, and 4. the needs and abilities of the students to be served by the plan. However, the term curriculum also refers to the lessons and material actually taught in the classroom. This stems from the system's mandated curriculum guidelines, but reflects the personal style and priorities of the teacher.

State: You will want to use the official curriculum guidelines for the school systems in your area, and address their objectives in your program.

C.Ask the group to report on their success in obtaining a copy of their local school curriculum guidelines. Lead a discussion on how to obtain school curricula. This can vary widely between areas. | Participative Lecture | 15 Min. |
| D.Developing Curriculum-Based Programs: Individual Activity: Hand out examples of school curriculum objectives. (Handouts are provided, but it is preferable to supply curricula from your region.) Tell the group that curricula are written in many ways, and it is helpful to look at several different styles to get a feel for their variety and foci.

Ask the group to consider their own park themes and then identify a curriculum objective which could be met through a park program, and how. They should be sure to identify activities which enable the students to interact with the resource. The activity they design should not be one which could be done in the classroom. Allow 15 minutes for this exercise.

Ask volunteers to describe the activities they thought of, identifying how the activity meets both school objectives, and park mandates. | Individual Activity | 30 Min. |

Content	Method	Time
V. The Steps in Developing Education Programs A. Ask the group to identify the steps in developing education programs. Ask them to take into consideration the fundamental differences between developing a regular interpretive program, and designing an education program. (Major differences are marked with an *) Discuss each step as it is listed. Be sure the following steps are listed: 1. Target an audience. Who needs it? Which groups are largest or most difficult to work with? Consider logistics. 2. Research appropriate curricula. Call school system. Talk with teachers. 3. Establish a planning team or committee. Involve teachers and school officials. Try to arrange compensation or release time for teachers. 4. Propose program theme, objectives, outline, location and logistics. (Note: Review goals, themes, and objectives here.) 5. Develop curriculum materials. This is a long process. Consider printing restrictions, and necessary funds. Show examples of different types of curriculum materials, and refer them to the <u>Programing for School Groups</u> guide for more information. 6. Test materials in a pilot program. Check regulations carefully, and be sure to get park and school official approval. 7. Evaluate all aspects of the program. Listen carefully to teacher and student comments. Be sure you are meeting park and school objectives. Revise as necessary. 8. Advertise the program. Invite local press to observe. Mail pamphlets to teachers and principals. Send out posters. Define a radius for your target area. Pass out handout on Steps of Developing an NPS Education Program.	Participative Lecture	40 Min.

Content	Method	Time
VI. Summary/Conclusion		
A.Activity: Give the group ten minutes to analyze the education programs at their park in terms of the elements of effective education programs. Have them identify the strengths of their programs as well as ways they might be improved. If their park does not currently have an education program, they may either analyze another program with which they are familiar, or begin to brainstorm ideas for possible new programs at their parks. Pass out Program Analysis handout.	Individual Activity	10 Min.
B.Sources of Funding: Discuss sources of funding available for park education programs such as: National Parks as Classrooms, The National Park Foundation, and The Environmental Protection Agency. Pass out copies of these grant packages / information.	Lecture	10 Min.
C.Summary: Briefly summarize the elements of effective education programs (which should still be on the wall), and re-emphasize the importance of **teacher involvement**, and **curriculum based programing**.		

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LESSON PLAN: 5

SESSION TITLE: UNDERSTANDING K-3rd GRADERS

SESSION LENGTH: 2 hours   **PREPARED BY:** K. Fuller 1/92

INSTRUCTIONAL MATERIALS: Programming for NPS Educational Groups binder, Flip chart, markers, index cards, drawing paper, crayons

OBJECTIVES: At the end of this session, participants will be able to:
1. Describe at least 3 behavioral traits and 3 physical characteristics of K-3rd grade (ages 5-9) students;
2. List three techniques for working with this age group;
3. Identify a park theme that relates to school curriculum, select a method, and design an activity to present to this age group.

HANDOUTS: Copy of school curriculum for this age group. (science and social studies)

NOTE: This lesson plan should be preceded by "How Children Learn."

Content	Method	Time
I. **INTRODUCTION**: Explain how the next 7 hours will be used for discussing 4 distinct age groups: K-3, 4-6, 7-8 and 9-12 grade students and appropriate instructional techniques to use for each. Many already have some ideas about these age groups. We'll share these and come up with some new ones by doing a quick activity.	Lecture	10 min.
II. **ACTIVITY: Draw A Composite K-3rd Grader - Part I** Split students into groups of five. Ask them to think about the specific physical, emotional, and cognitive characteristics of K-3rd graders. Also have students think about what is important to this age group. Send groups of students off with a sheet of flip chart paper and several colors of markers to draw a composite student.	Group Activity	10 min.
III. **SHORT GROUP PRESENTATIONS** Have each group do a short (3-5 min.) presentation on their typical student. (After the first group, just new ideas need to be presented.)	Group Presentation	15 min.
IV. **CHARACTERISTICS and CAPABILITIES** **Physical** -Very active, gross motor skills developing (running, jumping, bicycle riding) becoming coordinated - Fine motor skills not yet developed (skills involving small muscle groups, fine cutting, small writing, etc.)	Participatory Lecture	30 Min.

Content	Method	Time

Cognitive
- Short attention span (not more than 15 min. per instructional method)
- Concrete (need to see the real thing or a representation of it – not just the idea)
- Can do classification (Sesame Street - "One of These Things"), sequencing (step one before step two), reversibility

Social/Emotional
- Sense of identity developing
- Need to be right
- Blaming and tattling common
- May feel they're being picked on
- Pair relationships - best friend important
- Moving away from ego-centrisim, toward family, neighborhood, school
- Belief in animism (all things are alive and have feelings) common
- Strong imagination

V. **INTERPRETIVE METHODS FOR K-3**
Do a large group brainstorm session for about 10 minutes. Be sure to record the ideas on flip chart paper so they can be referred to later.

Method: Large group brainstorming — *Time:* 10 Min.

Method: Group discussion

Group discussion of examples of each (reasonable) method brought up in brainstorming session.

Time: 10-15 Min.

Ideas:

Games	demonstrations
Role Play	puppets/drama
simple classification	storytelling
hands-on	crafts (simple)
walks	skits/songs
folk toys/games	emphasize senses

VI. **TIPS FOR WORKING WITH K-3**

(Have these tips written out on paper and post them one at a time. Add any others which students come up with.)

Method: Participatory Lecture — *Time:* 10-15 min.

-Always set the ground rules first. Include behavioral expectations. ie: While you're here there are two rules I need for you to follow.
 1. When my hand goes up, your hand goes up and no one talks.
 2. Let the plants live - don't pick anything.

Content	Method	Time

- If you use logical consequences (ie: If you continue to talk while I'm talking, you'll have to go sit on the bus.), be sure the discipline is appropriate and you are willing to follow through with it.
- Ask questions the students can understand. Not, "How does it feel?" but, "Does it feel smooth or rough?"
- Don't be concerned with naming things.
- Tune into what they're interested in.
- Get down to their level. (physically)
- Listen to them (but don't let them ramble on).
- Make the program site specific, not something that could just as easily have been done in the classroom.
- Use the adults that come with the group. (If you need their assistance, just ask them.)
- Take advantage of your sense of play and have fun.

VII. **LARGE GROUP K-1 ACTIVITY - SHAPE HIKE**

Explain to group that they are going to participate in an activity designed for kindergartners. They do not need to BE kindergartners. Talk with them about shapes - round, triangle, star, square. Take them on a walk down a park trail. Have the students look for 3 leaves on the ground of different shapes. Have students pick up the leaves and take them back to the meeting area.

Method: Large group activity — *Time:* 30 min.

VIII **WRAP-UP for K-3**

Now using your knowledge of children's development for this age group and interpretive/educational methods to use with them . . .

Take 5 minutes to think how you could present activities to this age group at your park.

Write these ideas down on the index card along with your park's name and put them in the box. We'll return them to you so you can take the ideas back with you.

NOTE: Much of the information for this lesson can be found in the Programming for Educational Groups binder. The binder has been sent to all parks and is distributed to participants in the Educational Programming course. ANOTHER OPTION: Show a short clip from Kindergarten Cop. The section when Arnold S. first appears in the classroom shows some typical Kindergarten abilities. It also would expose the class to some popular culture that can be used in an educational way.

LESSON PLAN: 4

SESSION TITLE: HOW CHILDREN LEARN

SESSION LENGTH: 1½ to 2 Hours   **PREPARED BY:** K. Tevyaw 1/92

OBJECTIVES: At the end of this session, participants will be able to:

1. Define learnings;
2. Describe 3 kinds of learning that take place (learning domains);
3. Synopsize 2 different learning theories and tell how they relate to interpretation.

TRAINING AIDS: Flip Chart

HANDOUTS: Piaget's Developmental Stages

Content	Method	Time
Stimulate thought: Think about elementary school (K-8). What was the most fun you ever had learning? What was the topic? How was it taught? Have class write their personal experiences. Select 3-4 volunteers to share their experiences.	Question	10-15 Min.
I. INTRODUCTION		
How do theories of learning affect interpreter and their programs? In many different ways. There are several approaches to learning, but only a few are useful to interpreters and the learning that takes place in a park/site setting. Many theories are complex and difficult to understand. They are both complementary and contradictory. In this session, we will construct a simple definition of learning, and discuss the different ways and levels of how people learn.	Lecture	10 Min.
A. Define Learning --Learning is a continuous process for everyone --We interpret our surroundings as we take in information through our senses --We learn from observing and what other people tell us	Discussion	15 Min.

Content	Method	Time

--Learning takes place before we learn to walk

--We learn from what we observe

--We learn as we play or practice the instructions of others

--We acquire knowledge as we experience the world through organized instruction

B. Brainstorm a definition of learning with the class.

Method: Brainstorm Flipchart

"Learning is a change in human disposition or capability, which can be retained, and which is not simply ascribable to growth. The kind of change called learning exhibits itself as a change in behavior...the change may be, and often is, an increased capability for some type of performance. It may also be an altered disposition of the sort called "attitude", "interest", or "value". (Gagne, 1965, p.65)

II. Learning Domains

This definition introduces different levels or categories of learning. Learning theorists have grouped these kinds of learning into 3 learning "domains"

cognitive - thinking and understanding

affective - emotions and feelings

motor - physical tasks

A. Cognitive - thinking domain

- people become aware of their environment

- they begin to read their surroundings

-the challenge to educators is to translate new information into meaningful concepts and knowledge

-programs for different age groups should correspond to their various levels of experience and understanding

Content	Method	Time
B. Affective - Feeling domain - focus is on feeling or emotional level of learning -includes passion, indignation, fear, anger, love, etc. -sometimes a program or activity designed for cognitive learning may also influence affective learning. NOTE: Draw the connection to Tilden's principle of provocation C.Motor or Skill domain - Physical Capability -focus is on carrying out coordinated, physical tasks -skill learning for children is an important first step in certain kinds of interpretation and a prerequisite to cognitive learning	Participatory Lecture	20-30 Min.
SYNOPSIS OF SEC.II: What bearing does this information have on developing programs for children? Brainstorm examples of interpretive programs and methods that focus on one domain or integrate all three. Summary - programs will be more effective/successful when learning is planned in the context of the appropriate domain. Thinking about learning domains will often help an interpreter choose a variety of methods.	Class Discussion	5 Min.
Reinforcement Activity - Hand out excerpts from actual school curriculum and identify topics/units intended to teach in each domain. This activity then reinforces the concept of integrating programs with the school curriculum and provides an opportunity to practice using school curriculum. OR - highlight examples from local school curriculum on prepared flip chart. Your choice of method should be based on the experience level of the participants.	Small Group Activity	20 Min.

Content	Method	Time
III. Learning Theory The 2 basic theories described here were developed in the "stimulus-response" and the "cognitive" schools of psychology. Although we are primarily concerned with the latter, interpreters should become acquainted with the S-R theory because it demonstrates, from another perspective, how people learn. A. Stimulus Response Theory -evolved from work of Russian psychologist, Ivan Pavlov; Edward Thorndike, an American psychologist; and B.F. Skinner, a contemporary American psychologist. -in general, the theory suggests that learning evolves out of the development of associations between stimuli and responses. -implies that learning can be programmed -instructor can take control of learner's environment -people learn to respond correctly to all sorts of stimuli, i.e hunger pangs, classwork, an interpreter's questions -a response is correct if teacher reinforces it with praise or reward -reinforcement can produce learning and can change behavior -few psychologists strictly adhere to this position as the sole explanation for learning.	Prepared flip charts, overheads	10-15 Min.
B.The second school of thought we will explore is the Cognitive School which is more relevant to the interpreter's field. some definitions: cognition - intellectual processes that affect behavior reasoning - involves the development of symbolic images of critical thinking reality and the use of these mental images.	Prepared Flip Charts/ Overheads	10-15 Min.

Content	Method	Time

-stimulates a search for relationships and solutions
from what is already known

-familiar elements are combined in different ways to
create novel or original answers

-knowledge results from the rearrangement of ideas and
experiences into concepts

Examples:

experience: A child burns her hand when touching a
pan on the stove
concept: The pan is "hot" because it is atop a
burner (fire)
generalization or rule: Objects get "hot" when in
a pan or on a hot stove; hot objects burn; burns cause
pain

This example illustrates simple abstract reasoning.
It involves complex relationships between concepts.
As we grow, mature thought processes move from the
concrete to the abstract until a high level of
understanding is attained.

Examples of ascending levels of abstractness:

1. The Mona Lisa   1. quarter
2. painting   2. coin
3. art   3. currency

One of our primary goals is to discuss and teach
concepts.

Success will depend on presenting suitable concepts at
the appropriate level of abstraction.

C.A Closer Look at Piaget and 4 Stages of Cognitive
Development

Jean Piaget - development of logical reasoning from
childhood to adolescence.

Children think and reason differently as they move
through stages of cognitive or intellectual
development.

If we are planning for learning to take place in our
interpretive programs, we must analyze the audience
first and understand what stage of development they're
in.

Content	Method	Time
D.Four stages (handout #1) 1. Sensorimotor Age: 0 to 2 years of age Characteristics: -physical movements and sensations generate the earliest signs of intellect -beginning to learn about the world around them -they acquire knowledge by actions and movements -external stimulation evokes responses -at 10 months, they learn object permanence (parents will reappear when playing peek-a-boo) This is a great opportunity for film. Film your own children or use clips to show infant behavior (ex. playing peek-a-boo) 2. Symbolic, Pre-logical, Pre-Operational Age: 2 to 7 years of age Characteristics: -language capability emerging -behavior begins to follow symbolic processes -beginning to respond to events after thinking about them, rather than reflexively -reasoning still dominated by perception and what seems to be rather than what ought to be -do not understand causal relationships; events that happen together are simply assumed to be causally related -they focus on obvious details such as size, color, or familiarity, and neglect other important but less apparent ones -they do not plan activities; they move randomly from one event to another		

Content	Method	Time
-the world is one of pictures and images	fill-in-the-blank handouts	10 Min.
3. Operational, Logical, Concrete Age: 7 to 11 years of age Characteristics: -have the ability to deal with simple logical relationships, but very concrete -relationships between objects are based on obvious similarities (size, color, shape) while more important but obscure relationships are overlooked. -they are beginning to reflect on relationships and apply reasoning to them -they can correct errors as they attempt to gain perspective -capable of "conservation"; this enables children to hold in their minds the basic identity of objects or situations despite external changes in them (Grandfather is still Grandfather in a Santa suit; baked apple is still an apple) -they can perform mental operations, play with categories and groupings of mental images; this is the threshold of true logical reasoning	film interview with 7-11 yr. old	15 Min.
4.Mature Thought, Formal Operations Age: early adolescence through adult (8th grade and beyond)	Prepared Handouts and Overhead	
Characteristics: -when young people begin to see, in hypothetical terms, the probable causes of relationships (How it might be if..) -capacity to analyze connections between premises and conclusions -can infer with some assurance	2 Flip Charts, 1 Prepared, 1 for discussion	60 Min.

Content	Method	Time
-initial theorizing may be incomplete and first efforts at reflections may be awkward		

-experience with the subject matter must be sufficiently meaningful to organize it conceptually

-possession of skills in reasoning and logic lead nowhere when facts are incomprehensible

-can be enormous individual differences among adolescents in their reasoning powers

NOTE: examples of each stage can be presented several different ways:

-   written scenarios of child interaction
-   excerpts from popular film
-   television clips`
-actual recorded child behavior from a local college of education classroom

IV. Implications For Interpreters
[Prepare Flipchart]

-Piaget developed a hierarchy of stages or sequences of steps in cognitive (intellectual) development through which all children pass

| | brainstorm in small grps. | 15 Min. |
| | list on flip chart | 10 min. |

-Stages are not fixed rigidly at specific ages

-Interpreters should not assume that all children at any given age are identical in their cognitive reasoning

-Knowing this, interpreters can draw upon understanding of Piaget's stages of cognitive development to plan school programs at appropriate levels of comprehension

-Instruction and teaching must fit into ways children think and reason

-Guard against meaningless verbalizations on abstract levels, such as "this is beautiful" or "highly valued" or "show exquisite workmanship". Abstract thinking is virtually impossible for younger children and very difficult for adolescents.

Content	Method	Time

V. Summary

Learning is a change in human capability which is retained.

There are 3 domains of learning; the cognitive,which deals with intellectual development; the affective, which is centered on the emotional levels of understanding; and the motor, focusing on physical performances

Of the 3 learning domains, cognitive approaches the most helpful in a park setting, especially when affective and motor domains are used to supplement the cognitive domain.

Active involvement in learning tasks enhances interest which is an important condition of learning.

With this brief overview of learning and cognitive development, you can begin to appreciate the importance of planning programs appropriate for different levels.

Our jobs of planning effective programs for school groups is made easier by understanding the learning theory. A brief period of research when planning new programs will often narrow your choices of content and methods.

REFERENCES:

Grinder and McCoy, The Good Guide, A Sourcebook for Interpreters, Docents, and Tour Guides.

Ginsburg, Piaget's Theory of Intellectual Development (2 pgs)

Schultz, Teaching and Child Development (Ed Guide)

ATTACHMENTS:

Teaching and Child Development (3 pgs)

Curriculum Excerpts

INTERPRETIVE SKILLS III-B

LESSON PLAN: 8

SESSION TITLE: WORKING WITH EDUCATORS/TEACHER WORKSHOPS

SESSION LENGTH: 3 hours   **ORIG. PREPARED BY:** Backlund 1/86
                                      REVISED BY: R. Morris 1/92

OBJECTIVES: At the end of this session, participants will be able to:
1. Define 2 different approaches for building effective partnerships between a NPS area and a school community;
2. Describe 2 advantages to the NPS stemming from the establishment of a cooperative working relationship with planning groups from educational institutions;
3. Describe the strengths and weaknesses of 2 different types of teacher workshops.

TRAINING AIDS: Overhead, Flip chart, markers

HANDOUTS AND INSTRUCTOR AIDS: For Handouts – Selected references from the NPS Planning For School Groups planning binder in the following chapters: Planning with Teachers; Planning and Presenting Teacher Workshops; and selected references from Logistics for School Groups. For instructor reference: Do Children Learn on School Field Trips?; Selected references from Teach The Mind, Touch The Spirit: A Guide To Focused Field Trips. Field Museum of Natural History, Chicago. **Note to the instructor: This outline is extensive and can be condensed for your individual presentation, use this as a resource.**

Content	Method	Time
I. INTRODUCTION – PARTNERSHIPS WITH EDUCATORS/TEACHERS WORKSHOPS	Partici-pative Lecture	2 min.
A. **Opening Questions:**	Brain-storming	5 min.
1. Why is it important to create and maintain good relations between teachers and interpreters?		
2. What benefits can park professionals gain from such an alliance?		
II. PARTNERSHIPS WITH TEACHERS		
A. Building Relationships with Teachers and the Educational Community		

Content	Method	Time

1.Define proposal possibilities
 	
a.How to visit/interpretive program
        possibilities
b.The concept of the park as a learning
        resource
	Partici-
	pative
	Lecture
		5 min.

2.Preparing A General Strategy For Approaching The
        School - **DO YOUR HOMEWORK**
 	
a.Questions to ask first - **Before you contact**
        them
 	
-Is the school system centralized,
        decentralized or a
        combination?
 	
b.What is the difference between a centralized school and a
        decentralized school
 	
[Key points: **centralized schools** generally have a strong,
        complex administrative core for decision making and
        support. **Decentralized schools** have disseminated
        decision making authority with individual school
        principals.		

Things to identify about the school system
-How many schools/what grades are in the system
        [elem., middle, Jr.H.S., High
        School]
	Brain-
	storming
	question
		5 min.

-How many classes at each grade level/class
        size
 	
-Does the school or school system have subject
        matter (curriculum) coordinators
        (social studies, science, environ.
        ed.) **or** field trip coordinators.
 	
-What are the relevant objectives of the
        school's mandatory curriculum
        requirements for each grade to
        your park.
 	
-Explore the values, priorities and economic
        realities of the locale
	Partici-
	pative
	Lecture
		20 min.

Content	Method	Time

-Try to define the needs and abilities of the students

-Review the schools governmental requirements,
         administrative philosophies

**-BE PREPARED - BE PROFESSIONAL, DON'T WASTE THE
         TEACHERS/ADMINISTRATORS TIME.**

3.Establishing Partnerships With Teachers/Schools.

-Try to develop a small a manageable planning
         team(s) comprised of 2 to 5 people
         (optimum number).

-Identify team members and other key personnel
         **(Note: school administrators
         normally select participating
         teachers)**.

Areas to investigate.

-Information sharing - evaluate the needs and
         each others resources.

-Design a program to meet both park and school
         curriculum objectives.

-Evaluation - a group focus used to identify
         gaps.

-Identify one specific person/position at the
         park/school district as the
         liaison. This will ensure
         consistency in communications.

Content	Method	Time
-Establish a meeting at a pleasant, comfortable location (make it easy), select a convenient day and time, provide background information on the park to participants before the conference so have an opportunity to review the materials. -Establish a defined life span of the planning team(s) -The Key Liaison Members should draft the first meeting's agenda and prepare the general informational packets for team members. -NPS Materials to include in the packets should include: publications, enabling legislation and a **edited version** of park planning documents as well as a brief description of park programs and expertise available to educators. -School materials to include in the packets should include: statewide and local curriculum requirements; school policies. B.Planning Teams, What Are They? How Can They Help. 1.Use the team approach to solve problems and come up with new solutions or improvements to benefit both the park and the school. a.Information sharing about each others expertise b.Program development - organize a group to design specific program(s) to meet the objectives of the park and school c.Evaluation- Establish a special team to review programs offered to identify gaps	Partici- pative Lecture	Con't.

Content	Method	Time
2.Meetings Of The Planning Team(s)- **Make this a truly cooperative partnership with both sides sharing their knowledge and special expertise**	Partici-pative Lecture	15 min.
-The initial meeting should review the school curriculum and structure and park mandate/enabling legislation and other planning documents (interpretive prospectus, statement for interpretation) and brainstorm cooperative possibilities.	Partici-pative Lecture	20 min.
-Identify potential program needs and expertise. Define potential program theme(s) and target groups(s).		
-Complete site inspection - What can the park offer?		
-Schedule initial working meeting., discuss time and location.		
-Draft meeting agenda.		
Transition: It is important to understand who your partner is for this team approach to work effectively. What challenges do they have in their work environment. We need to UNDERSTAND THE TEACHER.		
C.The Teacher's Perspective - A quick review of current trends facing educators today.		
Question to ask to the group: What problems face educators today?		
1.**Schools In Trouble/Asking More Of Teachers**		
a.Teachers face frequent changes of direction due to political and administrative changes in policy.		
b.Changes of curriculum: The addition of more while taking little out (e.g.cultural diversity, mainstreaming handicapped students in traditional classrooms)		

Content	Method	Time
c.Increased administrative burden on teachers (grade and official role keeping, statistical reports, typing, xeroxing, etc.).	Partici-pative Lecture	Con't.

d.Long job days, many nights are required to gather materials grade tests and write lesson plans.

e.Fiscal Concerns (Budget Cuts)

-Reduction of funding for education by Fed/State/ Local gov't.

-Increased class size.

-lack of proper books and other teaching materials.

-Field trips transportation restrictions.

-Job insecurity.

2.**Teacher's 3 R's**

a.No **Recognition**
b.No **Respect**
c.Not enough **Renumeration** [low pay]

3.**Changes In World That Also Directly Affect Teachers**

a.Attitudes/Values
b.Multi-Ethnic values in America [bilingual classes, children with vastly differing values and beliefs]
c.Breakdown of the family unit
d.Parental attitudes
-Parent/Teacher Relations are at all time low
e.Current events, turmoil in the world [recession, world events, etc.]

Time	Content	Method	

f.Stress due to overload, do more with less.
Insurance companies have ranked education profession's stress level with those encountered by air traffic controllers, **except teachers track 25-35 moving objects at any given time without the benefit of radar.**

D.Wrap Up

Develop an professional approach in cultivating relationships with teachers and school districts.
-You can assist them with your expertise in subject matter programming and make their trip to your park a more educational experience
-Be prepared, be professional
-Everyone benefits from this collaboration. **Make your relations with teachers a partnership.**

Transition: An excellent way to work on partnerships with schools is through workshops.

III. TEACHER WORKSHOPS

A.What is the difference between a workshop and a seminar? **Brainstorm for 5 min. with class.**

Other questions to ask: What is the purpose of a workshop?

Who do you invite?

For our definition, a seminar is not participant centered. A workshop is participant centered/hands-on activities. Our focus will be workshops.

B. Three (3) kinds of workshops
-Program Specific Workshops
-Informational Workshops
-Teacher Training Workshops

Content	Method	Time

Transition: Let's explore each of the 3 types of workshops

1. Program Specific Workshops

a.Informs Teachers - of your offerings and
              subject matter expertise

b.Prepares Students - through the teacher by raising the
              professional knowledge of teachers trained
              by interpreters (through environmental or
              heritage education)

c.Clarifies Logistics - explores details related to visiting
                                      your park
                                          (hours,
facilities, limitations, safety considerations)

d.   Addresses Special Needs - related to   physical
              limitations and accessibility,
behavioral policies, etc.

e.Makes Suggestions - by interpreters on
              their experience on
              visiting the park such as
              clothing, weather/program
              policies, making
              suggestions on the use of
              curriculum guides.

f.Confirms Itinerary - one-on-one
              interaction with the
              interpreter to confirm
              dates, schedules or
              itineraries.

2.Informational Workshops

a.Defines Park Mission and Purpose - to
              promote a general
              awareness of park and
              service-wide mandates.

Content	Method	Time

b.Familiarizes Teachers with Park Programs - teachers
              learn about park themes, resources and
              established programs, successful
              student activities.

c.Explores Park Programs and Mandated State and Local
              Curriculum Requirements - a chance for you
              to market your park to sell your
              interpretive program to the school
              district. **To be effective: you need to be
              completely aware of all school district
              mandated curriculum requirements.**

d.Suggests Programs - offer sample itineraries and/or
              suggest other agencies/activities in the
              area which may be of interest to educators.

3.Teacher Training Workshops

a.Trains Teachers in specialized training applicable to the
              classroom - sensitize the to the history
              and significance of the park. This message
              is amplified as it is taught by these
              teachers to their students.

b.Can also be used for scouting leaders, 4-H leaders or
              others involved with youth groups.

c.Develops Ties with the Educational Community

-You can explore with universities and colleges the
              possibility of offering Continuing
              Education Units (CEU's) professional
              accredited training for teachers through
              your programming

Content	Method	Time
d.Build constituents in your community – this broadens your base in the community, more people will be able to understand your park better. Park staff will also be viewed as professionals. C.Workshops will: -minimize confusion -reduce misinformation -alleviate chaos D.Factors To Consider When Planning The Workshop – Do your work up-front. 1.Consider the quantity and quality of potential school programs. a.How often will programs be presented b.During what months c.Anticipate staff and facility availability and demands. d.Is a reservation system needed 2.Consolidate and develop reference materials for teachers for the workshop. -Maps -Travel directions -phone numbers, hours of operation, mailing address of the park -Flyer or brochure describing park offerings to schools -Evaluations for teachers -Curriculum guide or list of suggested pre-visit activities for students -List of safety precautions -Park group policies (reservations, etc.)	Partici- pative Lecture	

Content	Method	Time

-Poster for classroom display
 	
3.Consider Workshop Time, Location
and Facilities - make it easy on the teacher.
 	
a. Timing
-Work with schools and teachers
b. Possible Locations
-On Site
-Off Site
-At school
-school regional conclave
-regional field trip workshop
 	
c.Facilities -complexity is based on the size of the group.
 	
1.Questions To Ask
 	
-Easily Accessible
-Parking
-Bathrooms & Water
-If Outdoors, are there sheltered areas nearby for sudden
          inclement weather
-Nearby places to eat
 	
2.Be Prepared
 	
-Double check with speakers, make sure they remember to
          come.
-Check all A/V, bathrooms, water, electric, etc.
 	
    E. The Workshop
 	
1.Setup
a. Arrive Early
b. Seating arrangements
	Partici-
	pative
	Lecture	

Content	Method	Time
Brainstorming Question: What benefit can seating arrangement have on the workshop. Traditional -Advantages -Good for large groups -Facilitates information dissemination -Disadvantages -Impersonal -Discourages group participation	Partici- pative Lecture Brain- storming Partici- pative Lecture	

U-Shaped
 	
-Advantages
-Good for large groups
-Allows for interaction
 	
-Disadvantages
-Tough viewing some types of A/V
                 programs
-If you have many people you still have
                 several chairs
                 lined one behind
                 another
 	
Circle
 	
-Advantages
-Personal
-Improves Group Participation
 	
-Disadvantages
-Difficult with several types of A/V
                 [TV, Movies]		

Content	Method	Time

c. Check out all A/V

-Interpreter's Corollary to Murphy's Law

2.Allow for late arrivals
5 to 10 minutes

Partici-
pative
Lecture

a.Use opening time to distribute all
                materials
b.Good time for refreshments - mixer
c.Introductions
-Yourself
-Teachers
-Review workshop agenda with the
                participants

3.The Facilities/Site Tour

a.Introduce on site possibilities for
                school visits

b.Lead participants through the park,
                stressing instructional
                possibilities for
                educational groups

c.Define the ranger's role in the park
                educational program.
                Demonstrates activities
                rangers may use during the
                on-site visit

d.Define the teacher's role and
                responsibility

e.Review safety issues and school program
                policies

F.Concluding the workshop

1.Summarize
    a.   Recap the important points

    2.   Final questions from the group

Content	Method	Time
3. Follow up and evaluation a. Evaluation -Evaluation by participants -Observed changes in behavior and attitudes IV.INDIVIDUAL PROJECT TO DEVELOP A TEACHER INFORMATIONAL 　　WORKSHOP AGENDA FOR YOUR OWN PARK A.Participants will take 20 minutes to prepare a 　　　　sample agenda including the following 　　　　topics. 　1.Establish a list of who to invite (by 　　　　　position) 2.Meeting preparation, logistics, materials for 　　　　　packets, etc. identified. 3.Define the agenda - describe the process. 4.After 20 minutes, Participants will break 　　　　　into groups of 4 - 5 to critique 　　　　　each others agenda.Each 　　　　　participant will swap reports 　　　　　review them for 5 minutes and then 　　　　　take the next 15 minutes 　　　　　critiquing the positive and 　　　　　negative aspects of each. 5.The group will report to the class on common 　　　　　negative and positive concepts 　　　　　that they reviewed. V.WRAP UP OF TEACHER WORKSHOP SEGMENT A. Recap the 3 kinds of workshops 1. Program Specific Workshops 2. Informational Workshops 3. Teacher Training Workshops	Partici- pative Lecture	

Content	Method	Time
B.Factors to consider when developing workshops 1. Target Audience 2. Materials Necessary 3. Time, Location and Facilities C.Evaluation is important "No workshop is an island", it is a part of providing learning opportunities for students and children. [Return to main lesson plan at this point.]	Partici- pative Lecture	