



## Notes from the 8-15-2-13 SNAMP Project Learning Tree training in Oakhurst, CA

### *In Attendance:*

Francisca Adams-US Forest Service  
Wendy Baumann-Sierra Foothill Charter School  
Es Berliner-CalFire  
Rose Mary Bunce-retired  
Kyla Brand-Sierra Foothill Charter School  
Sharon Carlson-Home School/Madera Master Gardeners  
Andrea Contreras-Sierra Foothill Charter School  
Brittany Dye-Chowchilla/Fresno Rivers watershed  
Stephanie Evans-Sierra Foothill Charter School  
Michelle Gallemore-Tree Fresno  
Alfonsa Garagarza-Sierra Foothill Charter School  
Joel Gist-Calvin Crest Conferences  
Karen Guillemmin-CalFire  
Jeannie Habben-Chowchilla/Fresno Rivers watershed  
Joyce Hambley-Merced Co. Master Gardeners  
Joan Homsstrom-Head Start  
Brian Hughes-Sierra Foothill Charter School  
Becky Ingels-Sierra Foothill Charter School

Theresa Lowe-US Forest Service  
Niarja Marchand-JMG 4-H  
Jared Marr-Tulare County Office of Ed  
Darlene McIntyre-UCCE 4H Merced County  
Barbara Milazza-Sierra Foothill Charter School  
Fred Nelson-Fresno State  
Laura Nordaas-Sierra Foothill Charter School  
Katie Parra-N. Fork Rancheria of Mono Indians of California -  
Michelle Piotrowski-Cal Fire  
Molly Schnur- CA DFW  
Robyn Smith-NRCS  
Bethany Soto-CRWQCB  
Erin Stacy-UC Merced/SNRI  
Teera Starchman-Sierra Foothill Charter School  
Sharon Wallace-Mt Head Start  
Caroline Wenger Korn-Sierra Foothill Charter School  
Donna Wice-Mariposa County 4H

After participants checked in and got names tags, Susie Kocher and Anne Lombardo welcomed them to the workshop and asked each person to introduce themselves and their goals for the workshop. Participants were interested in learning curriculum for presenting to youth, networking with others, and brushing up on Project Learning Tree and the status of the program.

## **1. Introduction to Project Learning Tree**

Next Susie Kocher gave a PowerPoint overview of Project Learning Tree (PLT). PLT is a national program of the American Forest Foundation, a nonprofit organization that works for healthy forests, quality environmental education and informed decision-making about communities. PLT is used in all 50 states and has an international network as well. It started in the early 1970's as a partnership between education, resource agencies, and businesses started to teach young people about the environment. The first materials were developed in 1976, revamped into PreK-8 and Secondary Modules in 1990 and had major revisions in 2006. PLT inspired other EE programs based including Project WILD in 1983, and Project WET in 1992. It uses a "Train the Trainer Model" for educators. Over 25,000 are trained each year across the country, including over 2,000 in California.

In California, PLT is sponsored by the California Department of Forestry and Fire Protection and the University of California Cooperative Extension with support from the California Community Forests Foundation. PLT is a comprehensive environmental education program with the mission to use the forest as a "window on the world" to:

- Increase students' understanding of our complex environment
- Stimulate critical and creative thinking
- Develop the ability to make informed decisions on environmental issues
- Instill the confidence and commitment to take responsible action

Curriculum covered in the workshop was for the PreK-8<sup>th</sup> grade level with 96 hands-on, interdisciplinary activities. Activities can be used in both formal and non-formal educational settings and are designed for diverse teaching and learning styles to complement existing curricula. Lessons were developed by educators and resource professionals for educators. Updates on PLT can be found in the The Branch, PLT's quarterly online newsletter and the PLT website, [www.plt.org](http://www.plt.org) which has a calendar of PLT events.

## **2. Introduction to PLT Activities**

Susie Kocher led the group through Activity #63 *Tree Factory* using a tree costume developed by the Stanislaus National Forest. The activity teaches the parts of a tree and how they function by adding layers to a costume and making part specific sounds. This is an expensive costume (\$500) but it can be done with no supplies as shown in the PLT book by having students form parts of the tree.

Next the PLT books were passed out. The participants were broken into four groups with each group at a table with a lesson to review. One group did activity #76 *Tree Cookies* and #27 *Life Cookies*. One did #2 *Mystery Box*. Another did #38 *Every Drop Counts* and the last did a #82 *Resource Go Around*.

### **3. Sierra Nevada Adaptive Management Project**

Next Anne Lombardo gave an overview of the Sierra Nevada Adaptive Management Project (<http://snamp.cnr.berkeley.edu/>). The project studies how forest fuels reduction treatments to prevent wildfire affect fire risk, wildlife, forest health and water on Sierra Nevada national forests. For the study, forest fuel reduction projects are being studied on two national forests – the Tahoe and Sierra. Researchers from the University of California, the University of Minnesota, and University of Wisconsin working with partners including the U.S. Forest Service (USFS), the California Resources Agency, the U.S. Fish and Wildlife Service, and the public. The USFS is responsible for the treatments; and the Science Team researchers function as an independent third party, studying specific response variables to make predictions, analyze response variables and results, provide feedback to the USFS and support public interaction and participation.

Susie Kocher then made the connection to Project Learning Tree. There are activities that have content on each of these particular resources: fire, forest, water, wildlife, spatial, and people. Several lessons focus on how to manage to balance all of these needs while managing forests including #32 *A Forest of Many Uses* and #33 *Forest Consequences*. These are mostly aimed at older grades.

### **4. How Kids Learn and Classroom Techniques**

Next Susie Kocher reviewed information on individual learning styles developed by Howard Gardner: musical - rhythmic, visual - spatial, verbal - linguistic, logical - mathematical, bodily - kinesthetic, interpersonal, intrapersonal, and naturalistic. During lunch, participants took a short Multiple Intelligences Test - based on Gardner's MI Model to identify their preferred learning style. Then they identified their dominant style on a white board in the room. Responses were widely varied, underscoring the need to include

many different types of learning components in a lesson to accommodate different learning styles. PLT is designed to include different styles by adding activities that are hands on, and have text, musical and other extensions. There was a discussion about how classroom educators can work together with resource professionals to present environmental education in the classroom with tips given on how each can best help the other.

### 5. Hike through the Book

After lunch, the group took a verbal quiz to see how well they could find things in the PLT curriculum guide by using indexes, appendices, the table of contents and lesson forms. Those who answered the questions first were given the acclaim of their peers.

### 6. Breakout Group Activities

Next, the participants were broken into four groups and assigned an activity to prepare and lead with the whole group. These were #67 *How Big is Your Tree*, #81 *Living With Fire*, #44 *Water Wonders*, and #27 *Every Tree for Itself*. After 20 minutes of prep time, each group had 10 minutes to teach the lessons to others.

### 7. Wrap up /evaluation

After completing the activities, the group did a wrap up activity based on #45 *Web of Life* using cards filled out with SNAMP related terms. Participants received their training certificates and 35 out of 40 filled out evaluation forms summarized below.

#### 1. My position is

- Non-formal Educator 63%
- Elementary Teacher 17%
- Administrator 11%
- Preschool Teacher 6%
- Middle School Teacher 6%
- Homeschool 6%

- Pre-service Instructor 3%

#### 2. Demographics

- Years Teaching - Average is 11.2 years
- Number of students reached/year – Average 447
- Student Demographics - Rural 71%, Urban 29%, Suburban 23%

**3. In what subjects will you use PLT?**

- Science 86%
- Math 43%
- Social Studies 40%
- Language Arts 34%
- Reading 29%
- Physical Education 29%
- Performing Arts 20%
- Visual Arts 17%
- Special Education 17%
- Other 17%

**4. How often do you think you will use PLT Activities?** Several Times a Year 43%, Monthly 31%, Weekly 23%

**5. How did you learn about PLT?**

- Colleague 51%
- Publication 26%
- School Administrator 20%
- Professional Organization 20%
- Conference/Exhibit 3%
- Media 3%

**6. On a scale of one to five with 1= disagree and 5 = agree**

- The information, strategies and instructional methods shared were helpful to you. 4.7
- The workshop prepared you to use the PLT materials with your audience. 4.7
- PLT materials will help you address state academic standards. 4.5

**7. On a scale of one to five with 1= Needs improvement and 5 = excellent**

- The facilitators for this workshop were: 4.7
- Overall this workshop was: 4.8

**8. The greatest value of the workshop for use with your audience was:**

*Activities/ Applied*

- Hands on, thought provoking activities
- Different activities used - good selection
- Adaptive activities that can be used at field trips
- The activities encompass a large topic and with small or large groups
- Fun activities that illustrate concepts
- The activities to share with students (2)

- Hands on group lessons, demos (3)
- Learning new activities
- Application

### ***Book/curriculum***

- Book resource (3)
- Motivated and empowered and organized lesson plans
- Curriculum/standards
- The activity guide is awesome
- Using this book across the subjects
- How to find the activities by subject and age group

### ***Resources/ Variety***

- Provide pre course work or additional time
- Great variety of material.

### **9. How could the workshop be improved?**

- A separate workbook for students and having content available on line.
- Lunch (provide?)
- Be longer - not so rushed
- 6 hours is so long. But it was still fun.
- Thank you! (4)
- Great Job! Keep it up (3)
- Great Job, Great Group (2)
- Thank you for this great training!
- I think it is so important to teach youth about their world/environment.

- Informational

### ***Participants***

- The diversity of attendees
- Networking

### ***Content***

- The importance of maintaining forests correctly!
- Renewed excitement about natural science!!!!!!

### ***Other***

- All
- Less ice breaking - personal intros
- Longer, more time

- n/a - It was great!
- Bigger venue
- Fine as is.

### **10. Additional Comments**

- Can't wait to do an activity with the local schools.
- More on education strategies, but I am not formally trained as an educator
- Wonderful Facilitation
- Good Choice of activities

## Project Learning Tree Workshop Agenda

Thursday, August 15, 2013 9 a.m. - 3:00 p.m.

Sierra Vista Presbyterian Church

39696 Highway 41

Oakhurst, California

Brought to you by: The Sierra Nevada Adaptive Management Project (SNAMP) and UCCE

Facilitators: Anne Lombardo

SNAMP Southern Site Rep

UC Coop Extension

1061 3<sup>rd</sup> Street

Mariposa California

559-676-7636

Susie Kocher

SNAMP Public Participation team PI

UC Coop Extension

South Lake Tahoe, California

(530) 542-2571

5009 Fairground Rd.

8:45 - 9:00

Check-In and Name Tags

9:00-10:00

Welcome, Housekeeping and Introductions

- Ice breaker activity
- #63 Tree Factory
- Overview of Project Learning Tree

Pass out books

10:00 - 11:00

Lesson stations - Bring books to use as a reference. Each station has a one pager with simplified instructions.

- # 76 Tree cookies and #27 Life cookies
- #2 Mystery box

- #38 Every Drop Counts
- #82 Resource Go Around, note #7, 73, 87 and p.368

11:00 -11:10 Break

11:10 - 11:45 SNAMP talk

11:45 - 12:15 How Kids Learn and Classroom Techniques

12:15 - 12:45 Lunch Break - not provided

12:45 - 1:00 Hike through the Book

1:00 - 1:20 Breakout Group Activities - prepare to present as a group

- #67 How big is your tree
- #81 Living with Fire
- #44 Water wonders
- #27 Every tree for itself

1:20 - 1:30 Break

1:30 - 2:30 Present group activities, 10 minutes each

2:30 - 3:00 Feedback/Questions

- #45 Web of Life
- Evaluations, Pass out Certificates