

LIFE Evaluation Compilation

List one or more activities that you intend to use with your 'students.'

Fire CD (I will pass on other lessons to other teachers); birdwatching, Nevada wildlife info through literature; Project WET – wetlands activity with flowchart, and the animal identification unit from the Nevada Department of Wildlife; sketching, Project WET water day, history of Lamoille and cattle ranching, journaling, geology info for rock unit including rock ID, stargazing, tree key; fire lesson & matchbox forest, Project WET; Project WET, nightwalk; nightwalk, art, games; fire prevention, wildlife study and identification; fire, wildlife, geology, hikes, place-based, ranching; Project WET, fire;

List one or more skills that you learned in this workshop that you will use with your 'students.'

Identifying trees & flora & animals; learning about content through books; identification of rocks – the three types, how to ID animal skulls and scat, how to do a water sampling, and the fire matchstick experiment; teaching scouts/students/(adults!) how to walk in the night; keeping nature journals, geology of rocks; no “good or bad” art critique sharing in circle (no comments allowed); sharing, presenting, specific compliments; nature journaling, flora identification; keeping journals, inquiry-based / place-based learning; better educational techniques;

List one or more content areas learned about in this workshop that you will use with your 'students.'

Wetlands, fire prevention and management; water, flowers, wetlands, fire and wildlife; see above; history of Nevada, water studies, astronomy, geology; wildlife, Project WET lessons & PLT lessons, geology; fire, water; wildlife, hiking; trees – growth, development needs, protection, preservation, identification; burning boards, planets walk, skins, scats, tracks, plant ID, drawing/sketching; wildlife, geology

What did you NOT learn about that you expected to or wanted to learn about?

Nothing; nothing; nothing; my expectations were more than met!; birds; forest fires – how they extinguish, orienteering; forest fires; loved everything – certainly met my expectations; more about fires, more forestry/tree ID; (none);

In what ways could this workshop be modified to better suit your needs?

Next year it would be really cool to have two strands in which I was studying the alpine region and we spend most of our time in that area; birdwatching, more hiking, more reading and reflection time; maybe some birdwatching, more hikes, more campfires, a few evenings with less-structured time; make sure we are moving after lunch and between sitting presentations (first morning was tough without breaks); I believe there should be more reflection time between lessons for the groups to share ideas, views and bond, maybe group challenges as an intro (and/or icebreakers); more topics, shorter blocks of time, more breaks; more topics, shorter sessions times; difficult to cover everything completely (understood), enjoyed wide range of topics (variety); I would like more free time to journal but also more in-depth sessions, maybe do less content/subjects; more hands-on suggestion on how to bring ranching/history of Lamoille into classrooms;

What aspects of this workshop worked particularly well for you?

Many different lessons, materials that I can take back, and being away from the heat for a while; lots of great ideas penetrated through discussions, wonderful feedback; most all of them, it was really fulfilling and very useful; the hike! The night walks, journaling, geology background information, asking questions; I really enjoyed the field work and hiking the Ruby Crest trail to learn flora in this region; activities that get us moving; hands-on activities, that that apply to me directly; actually short lesson / information session followed by activity/demonstration; I would like to know more about academic standards, I don't know about them in detail but I understand environmental education and how it fits into reading/mathematics standards; meeting and sharing ideas with fellow experienced educators

Did this workshop provide sufficient information about how environmental education supports academic standards (national, state and district), and meets academic and civic engagement goals?
Yes; definitely; yes, it was very well-aligned with what is expected of teachers, the info was more than sufficient with lots of resources; yes and no – to really make sure out project matches standards and competencies I need to check them off and label them; academic standards were not addressed in this workshop; yes; yes; yes, very much so, very easy to integrate environmental ed into all areas; not a lot but I'm from New York and unfamiliar with Nevada standards;

Do you feel prepared to use these activities with your 'students' in the near future?

Yes; yes, with some planning; yes; yes, if not, I know how to contact those who can help; yes; yes, good collaborative time (one hour in evening); once I'm a teacher – in a year or more; yes, can't wait!; yes; with some prep, yes;