

Skills for Interpreting to Children

March 17-21, 2014

Training Syllabus



William Penn Mott Jr. Training Center



M e m o r a n d u m

Date: February 27, 2014

To: Supervisor

From: Theresa Bober, Department Training Officer
Training Section
Department of Parks and Recreation

Subject: Employee Attendance at Formal Training
Skills for Interpreting to Children Group 8

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work.

You can assist with capturing the full value of the training by taking the following steps:

Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

Prior to Three Months Following Training

1. Employee after discussion with the supervisor login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. Supervisor evaluates the effectiveness of the training on the employee's job performance and login to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.

Attachment

cc: Participant

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Mission Statement Training Section

The mission of the Training Section is to improve organizational and individual performance and productivity through consulting, collaboration, training, and development.

TRAINING SECTION STAFF

Theresa Bober Department Training Officer
Chuck Combs Office Manager/Training Specialist
Sara M. Skinner Training Specialist
Dave Galanti Training Specialist
Karyn Lombard Training Specialist
Matt Cardinet Cadet Training Officer
Travis Gee Cadet Training Officer
Connie Breakfield Field Training Program Manager
Pamela Yaeger Assistant Program Coordinator
Edith Alhambra Assistant Program Coordinator
Rogers Williams Program Assistant

THE MISSION

of the California State Parks is to provide for the health, inspiration, and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.



FORMAL TRAINING GUIDELINES

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources. (Pre-training assignments are listed in the "Training Attendance Requirements" section.)

3. TRAVEL: Arrange your travel to and from the training site through your District or Office. (No reimbursement for travel expense – including per diem costs – will be approved for travel not specifically authorized in advance by the District Superintendent). Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6.
4. HOUSING: Housing will be assigned to you on a shared-room basis and will be available from 3:00 p.m. on the date of arrival to 10:00 a.m. on the date of departure. The Department provides your room and board expenses at the Marconi Conference Center only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. In the event of an emergency, staff must know your room assignment; therefore, you may not switch rooms without staff approval. Overnight guests are not allowed in the buildings unless registered beforehand at the front desk in the Marconi Conference Center Administration Building.

Please note: You may be assigned a room at a motel while attending training. If so you may be asked to present a valid credit or debit card while checking in to your room. Many motels require a credit card to cover charges incurred such as telephone calls, damages to rooms and/or furnishings, fees to clean rooms that have been smoked in that are not designated as smoking rooms, etc. Please be prepared to handle this appropriately.

5. **ENROLLMENT OR HOUSING CANCELLATION POLICY:** To cancel participation in a course, the participant must have their District Superintendent or Section/Office Manager send an email to the Training Specialist assigned to the course requesting to remove the participant. If you do not need lodging you must cancel your reservation for lodging, you must contact the Mott Training Center or Training Specialist assigned to the course at least 72 hours prior to your date of arrival. Lodging, registration, and associated fees will be charged to the employee's District or Section/Office if a training cancellation is received with less than 72 hours notice.

The Mott Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. MEALS: Meals will be provided from dinner on the date of arrival through lunch on the date of departure. Meals will be served at 7:00 a.m. for breakfast, 12:00 noon for lunch, and 6:00 p.m. for dinner. Hot or box lunches may be provided on some days. If you require a special diet, notify the Marconi Conference Center no later than one week before your scheduled arrival.
7. CLOTHING: Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, not including optional items, will be worn daily by all uniformed employees during formal training sessions **unless**

otherwise specified in the Program Attendance Checklist. Non-uniformed employees shall wear apparel normally worn on the job. Appropriate attire includes apparel suitable for professional office dress. It does not include such items as shorts, t-shirts, tank tops, or sandals.

Because we are on the conference grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

8. **REGISTRATION:** When you arrive at the Marconi Conference Center, go directly to the front desk at the Administration Building for your room key and dining room ticket. If you require vegetarian meals, notify the front desk representative and your meal ticket will be marked accordingly.
9. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.
10. **TRAINING SECTION STAFF:** Sara M. Skinner is your Training Specialist and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Section Staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Training Section Staff will do all within their power to make your training experience pleasant and meaningful.
11. **TRAINING MATERIALS:** May be made available to you at both your unit and the Mott Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Bring your own pens and pencils.
12. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Department Training Officer may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
13. **CELL PHONES:** As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Please limit those calls to your breaks.

14. TELEPHONE: Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call (415) 663-9020.
15. POST-TRAINING ASSIGNMENTS: In connection with formal training are to be completed under the direction of your supervisor. See "Program Attendance Requirements" in this syllabus.

◆ **Marconi Conference Center**
 ◆ **PLANNING INFORMATION**

To make your visit as comfortable and satisfying as possible, please take a few moments to read the following.

◆ **CHECK-IN/CHECK-OUT**

Please check in at the Front Desk. Follow the signs for Check-in.

Check-in: 3 p.m. to 11 p.m.
 Check-out: 7 a.m. to 10 a.m.
 (Bring your key)

Late check-out (after 10 a.m.) will incur an additional day's charge.

◆ **DINING**

Meals are served in Redwood Dining Hall.

Breakfast buffet: 7 a.m. to 9 a.m.
 Lunch buffet: 11:30 a.m. to 1:30 p.m.
 Full service dinner: 6 p.m. to 8 p.m.

◆ **LODGING**

You may wish to bring: shampoo, flashlight, comfortable shoes for hilly trails. Please note cooking and other appliances, candles and incense are not allowed, and food should not be kept in your room as it attracts insects.

◆ **PARKING**

Please park in designated parking spaces only and observe the law regarding spaces for the handicapped. Campers, recreational vehicles and motor homes are not permitted.

◆ **DRIVING**

Please drive slowly and carefully, yielding to pedestrians, bicyclists and animals. The speed limit is 15 mph, and all signs and barriers must be observed.

◆ **GAS STATIONS**

The closest gas station is located in Point Reyes Station, 15 minutes to the south.

◆ **TELEPHONES**

Your guestroom has a private telephone number which you can give callers after you check in, as well as a port for your modem. All outbound telephone and modem calls require a toll-free 800 number. Bring your calling card for phone calls; check with your ISP for 800-number access. Most cellular phones DO NOT work at Marconi Conference Center.

◆ **MESSAGES, FAXES, MAIL**

If your callers would like to leave a message, give them this number:

Front Desk Telephone: (415) 663-9020

You may also want to give them your lodging building, room number and name of conference, to expedite receiving emergency messages.

We post messages for guests on the message board. We'll also post a notice if you receive mail or a package. *Emergency messages will be delivered.*

If you wish to receive a fax, use this number:

Front Desk Fax: (415) 663-1731

We will post a notice on the message board when your fax arrives and collect the service charge when you pick it up.

If you wish to receive mail, use this address:

(your name), (conference name)
 c/o Marconi Conference Center
 P.O. Box 789, 18500 State Route 1
 Marshall, CA 94940

We will post a notice on the message board and hold your mail at the Front Desk.

no charge. Our commissary sells snacks, cold drinks, personal hygiene items, flashlights/batteries, writing supplies, stamps. We have a selection of Marconi souvenirs such as shirts, hats, mugs and other items that make wonderful remembrances of your stay with us. Our Front Desk staff can also help you with local information.

◆ **BUSINESS CENTER**

The Business Center is located in the Pelican Building lounge and is open 7 am to 11 pm. For your convenience, we are pleased to provide **free of charge**, the following services:

- ◆ Internet / E-mail
- ◆ Computer with MS Office
- ◆ LaserJet Printer
- ◆ Photocopier

◆ **WALKING & EXPLORING**

Marconi Conference Center is a unit of the California State Park system and all natural elements such as branches, pine cones, mushrooms and flowers are protected by state law and may not be removed. Camping and

campfires are not permitted. We suggest walking on designated footpaths to avoid poison oak. The pine needles can be slippery—please use caution. We recommend flashlights at night.

◆ **SMOKING**

State law prohibits smoking in or within 50 feet of Marconi Conference Center buildings. Ashtrays are located at entrances, on decks and on patios. Smoke only in paved areas and please use extreme caution when smoking on the property.

◆ **PETS**

With the exception of guide dogs for the handicapped, *pets are not permitted* in Marconi

Conference Center buildings and cannot remain on the property overnight. Dogs must be on a leash at all times.

◆ **ENJOY!**

We hope that between highly productive meetings you'll have some time to appreciate the rich human and natural history that surrounds us here. Please let us know if there is anything we can do to enhance your stay.



Marconi Conference Center's guestrooms overlook Tomales Bay

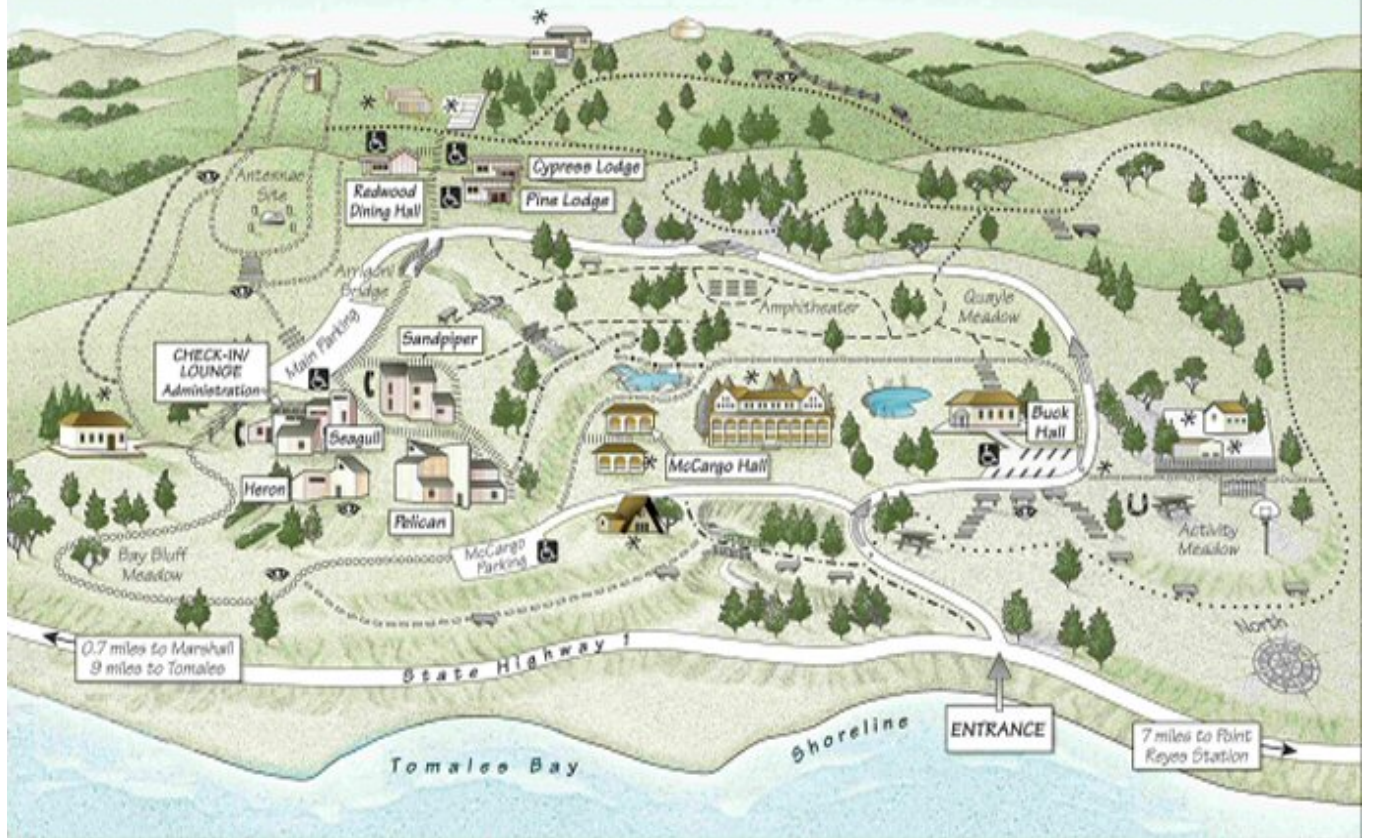
◆ **EMERGENCIES**

Between 11 p.m. and 7 a.m., the recorded message on (415) 663-9020 tells callers how to contact a guest or Marconi staff member in an emergency.

◆ **GUEST SERVICES**

In the front desk area we have games, reading material and a VCR with a selection of movie videos; volleyball, badminton and horseshoe equipment; ice, irons and ironing boards, all at

Marconi Conference Center



◆ **Marconi Conference Center**
 ◆ **GETTING TO MARCONI**
(415) 663-9020



◆ **FROM SANTA ROSA**

Highway 101 South to Petaluma. Exit at East Washington Street. Turn right (west) on Washington Street, continue about 1.5 miles. Washington Street becomes Bodega Avenue. Continue on Bodega Avenue for about 7 miles. At Coast Guard sign, turn left (west) on Petaluma/Tomales Road. Continue on Petaluma/Tomales Road for about 7 miles to Highway 1 (Shoreline Highway). Turn left (south) on Highway 1, continue about 7-1/2 miles through Marshall until you see Marconi on the left.

◆ **FROM SACRAMENTO**

Take Interstate 80 West. Just before Vallejo, take Highway 37 west toward San Rafael. Continue west on Highway 37 over Highway 101 (stay to the right). Take South Novato Boulevard exit. Continue north on Novato Boulevard for about 8-1/2 miles through Novato. When Novato Boulevard ends turn right, continue about 1000 feet. Turn left (west) on Hicks Valley Road (sign indicates "To Marshall"). Continue on Hicks Valley/Wilson Hill Road about 2-1/2 miles until it ends. Turn left (south/west) on Marshall Petaluma Road. Continue for about 11 miles until it ends at Highway 1 (Shoreline Highway). Turn left on Highway 1 and continue about 1 mile to Marconi on the left.

◆ **FROM OAKLAND/EAST BAY:**

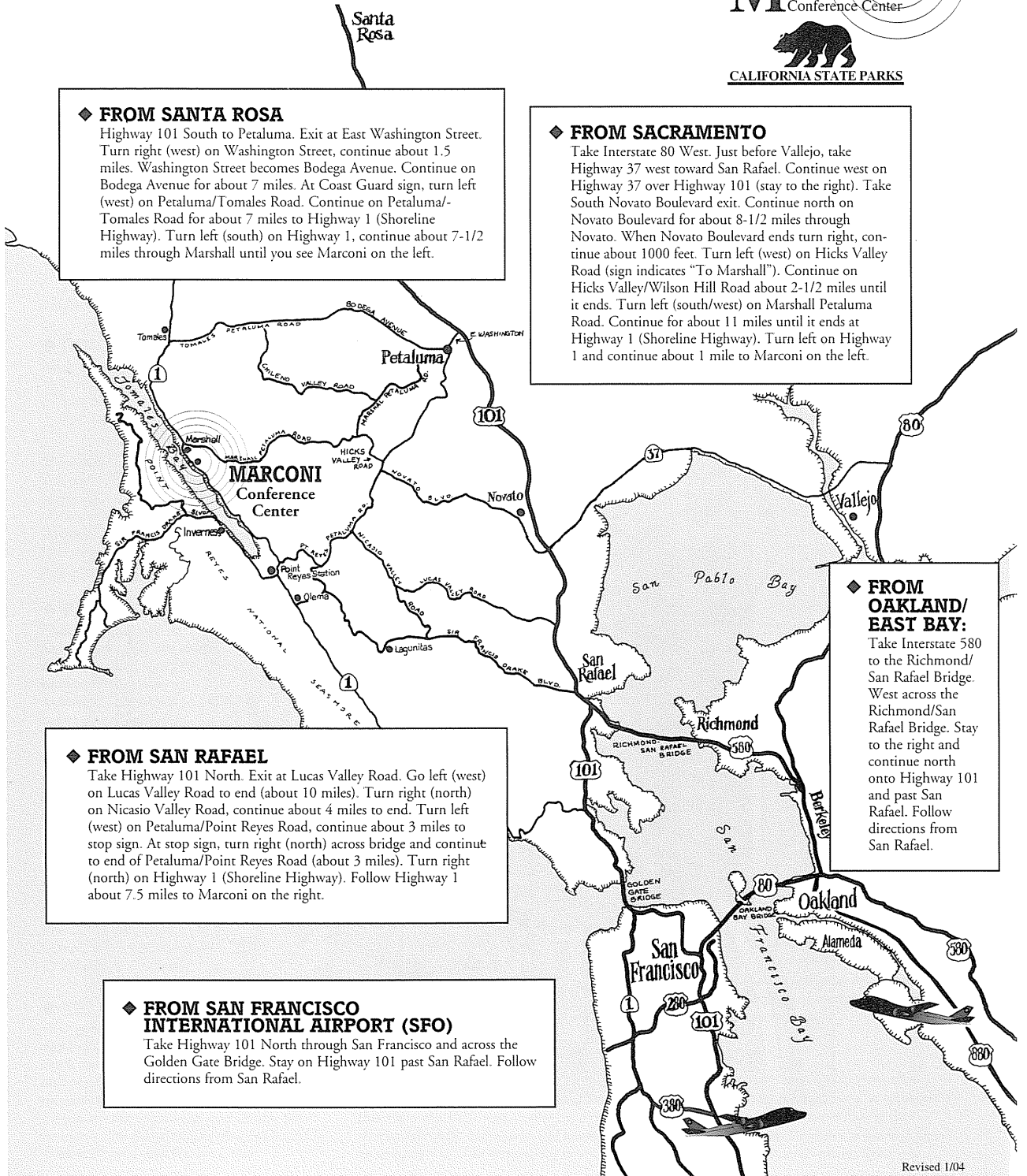
Take Interstate 580 to the Richmond/San Rafael Bridge. West across the Richmond/San Rafael Bridge. Stay to the right and continue north onto Highway 101 and past San Rafael. Follow directions from San Rafael.

◆ **FROM SAN RAFAEL**

Take Highway 101 North. Exit at Lucas Valley Road. Go left (west) on Lucas Valley Road to end (about 10 miles). Turn right (north) on Nicasio Valley Road, continue about 4 miles to end. Turn left (west) on Petaluma/Point Reyes Road, continue about 3 miles to stop sign. At stop sign, turn right (north) across bridge and continue to end of Petaluma/Point Reyes Road (about 3 miles). Turn right (north) on Highway 1 (Shoreline Highway). Follow Highway 1 about 7.5 miles to Marconi on the right.

◆ **FROM SAN FRANCISCO INTERNATIONAL AIRPORT (SFO)**

Take Highway 101 North through San Francisco and across the Golden Gate Bridge. Stay on Highway 101 past San Rafael. Follow directions from San Rafael.



Revised 1/04

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training session at the Marconi Conference Center, the following list is provided:

- _____ 1. Read, print, and understand the program syllabus prior to your arrival.

- _____ 2. Complete the following pre-training assignments:
 - Read Sharing Nature with Children by Joseph Bharat Cornell. There should be a copy of this book in your district library. Ask your District Interpretive Coordinator to borrow a copy. If you are having trouble locating a copy, send an email to Sara M. Skinner sara.skinner@parks.ca.gov.
 - There will be an assessment survey sent via “Survey Monkey” on March 7. Respond to the survey by March 14.
 - Notify Sara M. Skinner as soon as possible if you are bringing a state vehicle that can accommodate more than 5 people (including yourself).
 - Lunch **may** be on your own on Thursday (with reimbursement on a Travel Expense Claim (TEC) for up to the maximum allowed reimbursement of \$11.00), be prepared for this with enough cash on hand to accommodate.

- _____ 3. Arrange your travel through your Unit/Office.

- _____ 4. Uniforms are not required for this program as noted in the Formal Training Guidelines, Number 7, Clothing, on page 2 of this syllabus.

- _____ 5. Bring a reusable coffee cup, refillable water bottle, notepaper, pens, and pencils.

If you have any questions or need assistance, contact Training Specialist Sara M. Skinner at (831) 649-2961 or sara.skinner@parks.ca.gov.

POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post-Training Evaluation form (an email will be sent to both employee and supervisor notifying them that the evaluation needs to be completed).

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Section in providing a return on the investment the Department has on training.

SKILLS FOR INTERPRETING TO CHILDREN GROUP 8

March 17-21, 2014

Monday

March 17

1500- REGISTRATION: *Check-in at the Marconi Conference Center Administration Building* All

Tuesday

March 18

0800-0900 Introductions and Overview Toffoli
0900-1200 Child Development and Learning Styles Stock/Cannon
1200-1300 Lunch
1300-1500 Understanding Common Core State Standards Holm, H.
1500-1600 Commemorating Parks' 150th with Children Parkman
1600-1700 PORTS at Your Park Holm, H. / Lee
1800-1930 Dinner

Wednesday

March 19

0800-0830 Travel to Point Reyes National Seashore All
0830-1200 School Groups: Interpreting California Native Americans Golda
1200-1315 Travel to Tomales Bay State Park and Lunch All
1315-1615 Environmental Living Programs Miller/Toffoli
1615-1700 Return to Marconi All
1800-1930 Dinner

Thursday

March 20

0800-0915 Travel to the Bay Model All
0915-1200 School Groups in the Bay Model Lab Holm, L.
1200-1315 Travel to the Bay Area Discovery Museum and Lunch All
1315-1545 Observing Children Play, Discover, and Learn Flynn
1545-1700 Return to Marconi All
1800-1900 Dinner

SKILLS FOR INTERPRETING TO CHILDREN GROUP 8
March 17-21, 2014

Friday

March 21

0800-1000	Interpreting to Families	MCOSD/ EBRPD Staff
1000-1130	Summer Learning, After-School Programming and COBR	Toffoli/Lee/Fenkell
1130-1200	Course Review and Evaluation	All
1200-	Lunch and Departure	All

PROGRAM OUTLINE

ORIENTATION AND EVALUATION.....1
Orientation and Course Overview

CHILD DEVELOPMENT AND LEARNING STYLES

Introduction to Child Development.....3
Evaluating Techniques and Learning Styles for Children

Assessing Program Effectiveness

INTERPRETIVE THEORY AND PRACTICE.....8

ENVIRONMENTAL LIVING AND OUTDOOR EDUCATION.....

Field Trips to Point Reyes National Seashore and Tomales Bay State Park

Pre and Post Site Materials and Activities

Hands-On Techniques and Activities

Curriculum-based Interpretation

Cultural and Natural Resource Interpretation

Thematic Instruction

SELF-GUIDED PROGRAMS AND STEWARDSHIP.....4

Field Trips to the Bay Model and the Bay Area Discovery Museum.....

Self-Guided Programs.....

Natural Resource Stewardship.....

Working with Group Size and Management.....

TEACHER TRAINING AND PRE-SITE VISITS.....6

Field Trips to the Bay Model Visitor Center and Tomales Bay State Park.....

Teacher and Parent Orientation.....

Site and Information Packets.....

PARKS ONLINE RESOURCES FOR TEACHERS AND STUDENTS.....1

How Units of Study are Planned and Developed.....

Role of School Districts and Individual Teachers.....

Technical Resources and Dedicated Staffing.....

SUMMER LEARNING.....1

Summer Learning Loss.....

Achievement Gap.....

Summer Learning Program and Partnerships.....

SKILLS FOR INTERPRETING TO CHILDREN K-6

HOURS

PROGRAM OUTLINE

SUMMER LEARNING.....

After-school Programming.....

Children’s Outdoor Bill of Rights (COBR).....

150th COMMEMORATION.....1

The Seventh Generation.....

History of California State Parks.....

Making the 150th Commemoration Matter to Children.....

EDUCATION AND CURRICULUM DEVELOPMENT.....2

Academic Content Standards.....

Common Core State Standards.....

Science, Technology, Engineering, Mathematics – Science for the 21st Century....

WORKSHOP SUMMARY AND EVALUATION.....1

Total Hours.....**28**

SKILLS FOR INTERPRETING TO CHILDREN

ORIENTATION AND COURSE INTRODUCTION

Purpose: To provide participants with a basic foundation for successful children's (K-6) program development and implementation. Participants will observe experienced field interpreters providing interpretive programs to school groups; learn about tools and technology used to improve connections with children; and discuss successful interpretive techniques employed by professionals to maintain interest and achieve a level of retention.

Program Objectives: By the close of the training session participants will

1. Incorporate a basic set of skills and knowledge for planning and conducting interpretive presentations for children.
2. Describe the use of interpretive tools and technology, and justify their application.
3. Demonstrate how to maintain a child's interest based on their developmental level, learning style and point of view.
4. Describe at least three crowd control/attention getting techniques.

CHILD DEVELOPMENT AND LEARNING STYLES

Purpose: To provide participants with a better understanding of a child's development, punctuated by stages or sequences of learning behaviors, as well as their individual learning style. Awareness of developmental stages and learning variation can help participants plan successful programs for children.

Program Objectives: By close of the training session participants will

1. Recall at least three sequences of learning behaviors.
2. Identify their own learning style.
3. Take into consideration developmental stages and learning styles in planning and implementing programs for children.

4. Produce a program plan showing an appropriate approach to connect to your young audience.
5. Explain why it is best not to “dumb down” your children’s program.

CURRICULUM STANDARDS: COMMON CORE AND NEXT GENERATION SCIENCE STANDARDS

<http://www.corestandards.org/the-standards>

<http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

Purpose: To introduce California Common Core State Standards and Next Generation Science Standards and discuss how to align interpretive programming to these (fairly) new standards.

Performance Objectives: By the close of the session participants will

1. Explain the basic principles of Common Core and STEM.
2. Develop a timeline and strategy for aligning existing interpretive programs to Common Core and STEM.
3. Market existing and future programs to teachers.

PORTS AT YOUR PARK

<http://www.ports.parks.ca.gov>

Purpose: To provide participants with a better understanding of how to get a PORTS program off the ground and running.

Performance Objectives: By the close of the session participants will

1. Describe how PORTS furthers the mission of California State Parks.
2. Describe the timeline in developing a PORTS program.
3. Argue the importance of forging partnerships with school districts, schools, and individual teachers.
4. Explain the purpose of Units of Study and how they are developed.

5. Demonstrate the importance of full-time staffing to keep a park's PORTS program sustainable.

INTERPRETING CALIFORNIA NATIVE AMERICANS TO SCHOOL GROUPS – POINT REYES NATIONAL SEASHORE

www.nps.gov/pore

Purpose: To provide participants with an opportunity to observe school aged children learning about Coast Miwok culture and life at Kule Loklo. Supplemental to the observation, to discuss with participants the development of seven curriculum-based educational units covering critical resource issues of Point Reyes National Seashore.

Performance Objectives: By the close of the session, the participant will

1. Observe interpretive techniques employed by interpreter at Kule Loklo.
2. Identify at least two techniques used during the program that were effective at maintaining group focus.
3. Describe how the interpreter used developmentally appropriate methods to communicate and connect to students.
4. Describe the PRNS' innovative, curriculum-based program called "Creating Coastal Stewardship through Science."
5. Demonstrate how curriculum standards are integrated into "Creating Coastal Stewardship through Science."

ENVIRONMENTAL LIVING PROGRAM AT TOMALES BAY STATE PARK

www.parks.ca.gov/tomalesbay

Purpose: To provide the participant with an overview of an overnight experience for children at specific cultural sites where the interaction and interdependency of people and their environment are represented.

Performance Objectives: By the close of the session the participant will

1. Describe Environmental Living Program theory and application at varied park sites.

2. Demonstrate how Environmental Living Programs rely heavily on pre-site explorations, classroom preparations, role-playing, and problem solving.
3. Observe an interpretive experience through which an historic lifestyle is simulated and emulate how students, through self-learning activities, become aware of their relationship to the cultural site and its history.
4. Describe how the Environmental Living Program is administered at Tomales Bay State Park and better understand the process of developing and improving upon curriculum.
5. Identify the importance of providing ELP opportunities to local, underserved communities.

BAY MODEL VISITOR CENTER

www.spn.usace.army.mil/Missions/Recreation/BayModelVisitorCenter

Purpose: To provide participants with techniques for handling large school groups. To provide participants with tools to help teachers maximize their student's learning experience.

Performance Objectives: By the close of the session the participant will

1. Design and implement a pre-program orientation for teachers.
2. Discuss strategies for encouraging teachers to prepare students for their experience.
3. Discuss strategies for conveying information about logistics and pre/post trip planning.
4. Identify three ways to maintain student focus and interest.
5. Strategize ways to use as individual parks as living laboratories.

BAY AREA DISCOVERY MUSEUM

www.baykidsmuseum.org

Purpose: To provide the participant with an opportunity to experience and evaluate this unique museum featuring hands-on art, science and environmental exhibitions, performances, and ongoing educational curricula.

Performance Objectives: By the close of the session the participant will

1. Observe and participate in an innovative approach to educating children of varying ages.
2. Explain why creativity is a critical component in discovering the natural world.
3. Identify the effectiveness of self-guided programs for children in different age groups.
4. Describe how the museum's curriculum encourages environmental stewardship.

SUMMER LEARNING AND CHILDREN'S OUTDOOR BILL OF RIGHTS

www.calparks.org/programs/youth/packard-summer-learning

www.parks.ca.gov/?page_id=24952

Purpose: To introduce participants to the Packard Foundation/Cal Parks Foundation Summer Learning Program, and the Department's Children's Outdoor Bill of Rights.

Performance Objectives: By the close of the session participants will

1. Describe five of the ten activities offered in the Department's Children's Outdoor Bill of Rights.
2. Discuss how COBR can connect children to parks.
3. Define summer learning loss and describe how the Summer Learning Program aims to curtail summer learning loss.
4. Describe State Park's role in providing after-school and summertime learning opportunities for children.