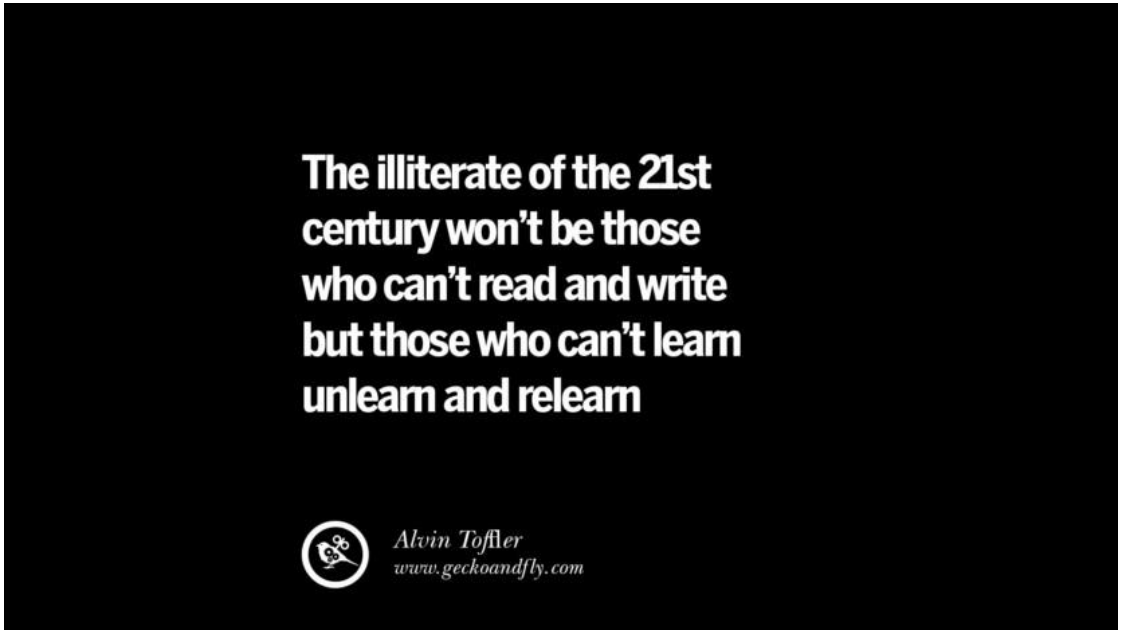
naaee
49th Annual Conference
INSPIRE CHANGE
WELCOME
naaee.org

Welcome!

We'll Get Started Soon.



Welcome: Please enter you name, where you're from, and your organization into the chat!

Welcome to Today's Webinar

Plugged In: A Practical Guide to Moving Place-Based Learning Online

"Lassie, get tech support."

CartoonStock.com

Please type in where you're listening from!

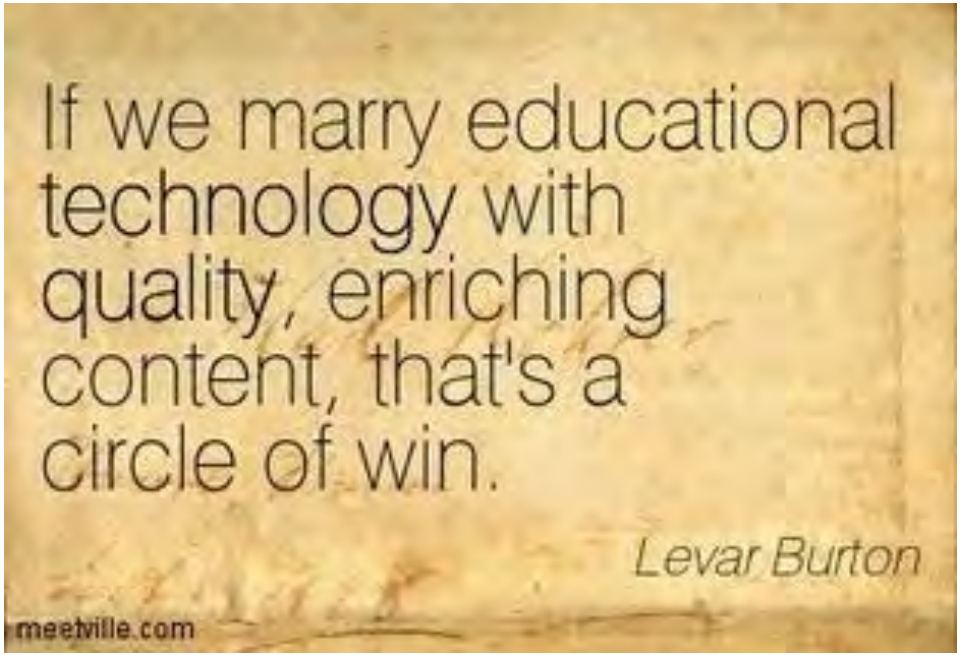
Welcome to the Webinar!

Please enter your name, organization, and where you are from in the chat box.

Welcome! We'll get started soon!

Please enter your name, organization, and where you are zooming in from in the chat box.

Welcome to the Webinar



Please enter your name, organization, and where you are from in the chat box.

We'll get started soon!

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49th Annual Conference
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We know you've all been on a number of ZOOM webinars and meetings. So thank you for joining!

Excited about Today's Webinar

In the chat:

Write down a tip you have for doing great online learning!

In Partnership with Our Friends at the Bureau of Land Management (BLM)

Innovative Ideas for Online Learning

Kansas Association for Conservation and Environmental Education

KACEE
KANSAS ASSOCIATION FOR CONSERVATION & ENVIRONMENTAL EDUCATION

Innovative Ideas for Online Learning

We have an amazing panel!

Our Panelists for Today's Webinar

Laura Downey

Luise Woelflein

Rachel Sowards Thompson

Derrick Baldwin

Nancy Patterson

Bringing New Ideas and Insights to the Our Field

Thanks to our Affiliate Co-hosts!

naaee
North American Association for Environmental Education

caee
Colorado Alliance For Environmental Education

WAEE
wisconsin association for environmental education

KACEE
KANSAS ASSOCIATION FOR CONSERVATION & ENVIRONMENTAL EDUCATION

Maine Environmental Education Association
MEEA

EECO
Environmental Education Council of Ohio

eeai
Environmental Education Association of Indiana

EE NM
Cultivating the Future of Environmental Education

AEEA
Arkansas Environmental Education Association

EENC
Environmental Educators of North Carolina

kaee
Kentucky Association for Environmental Education

RHODE ISLAND RIEEA
Environmental Education Association

California AEOE
Association for Environmental & Outdoor Education

cbeen.org
columbia basin environmental education network

neeea
new england environmental education alliance

NHEE
NEW HAMPSHIRE ENVIRONMENTAL EDUCATORS

HEEA
Hawai'i Environmental Education Alliance

ICEC
IOWA CONSERVATION EDUCATION COALITION

usee
UTAH SOCIETY for ENVIRONMENTAL EDUCATION

Environmental Education Alliance of Georgia

ARIZONA ASSOCIATION FOR ENVIRONMENTAL EDUCATION

LEEF
http://leef-florida.org/
League of Environmental Educators in Florida

Maryland Association for Environmental & Outdoor Education
MAEOE

Coalition for Conservation and Environmental Education
C2E2

WYOMING ALLIANCE FOR ENVIRONMENTAL EDUCATION

New Ideas for Moving Place-Based Learning Online

A big chunk of education is happening online!

Every country is different and every state and region is different!
Mix of in-person, hybrid, and online learning!

Which of our kids are falling behind?

How is this affecting mental health?

Who doesn't have access to the internet?

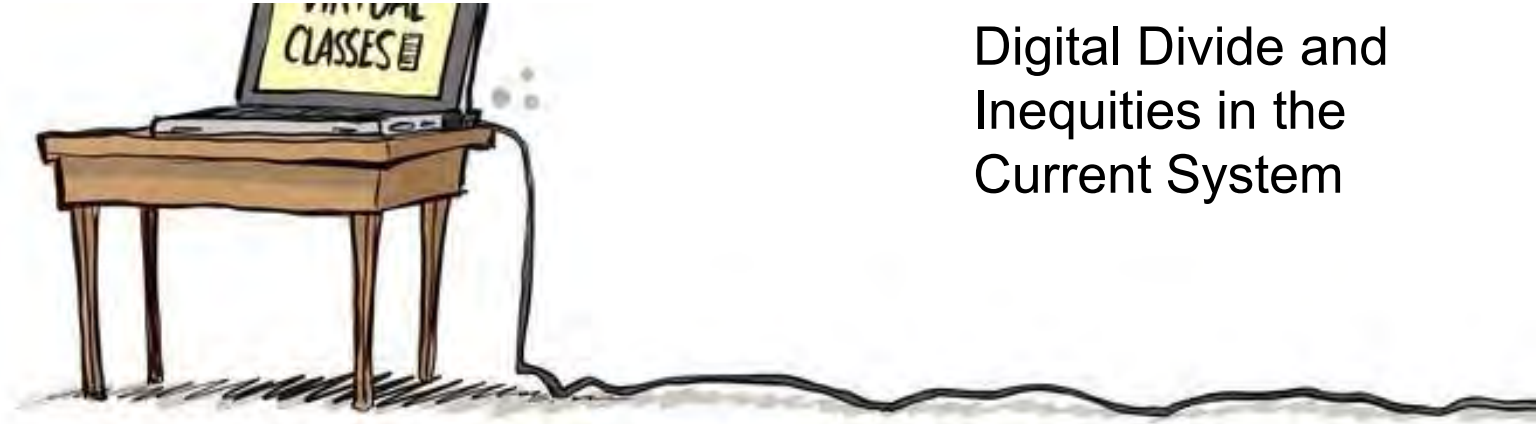
How do we know if our online education is effective?

How do we build in outdoor time?

We All Know the Value of Place-Based Learning

Power of Technology Coupled with the Power of Education

Digital Divide and Inequities in the Current System

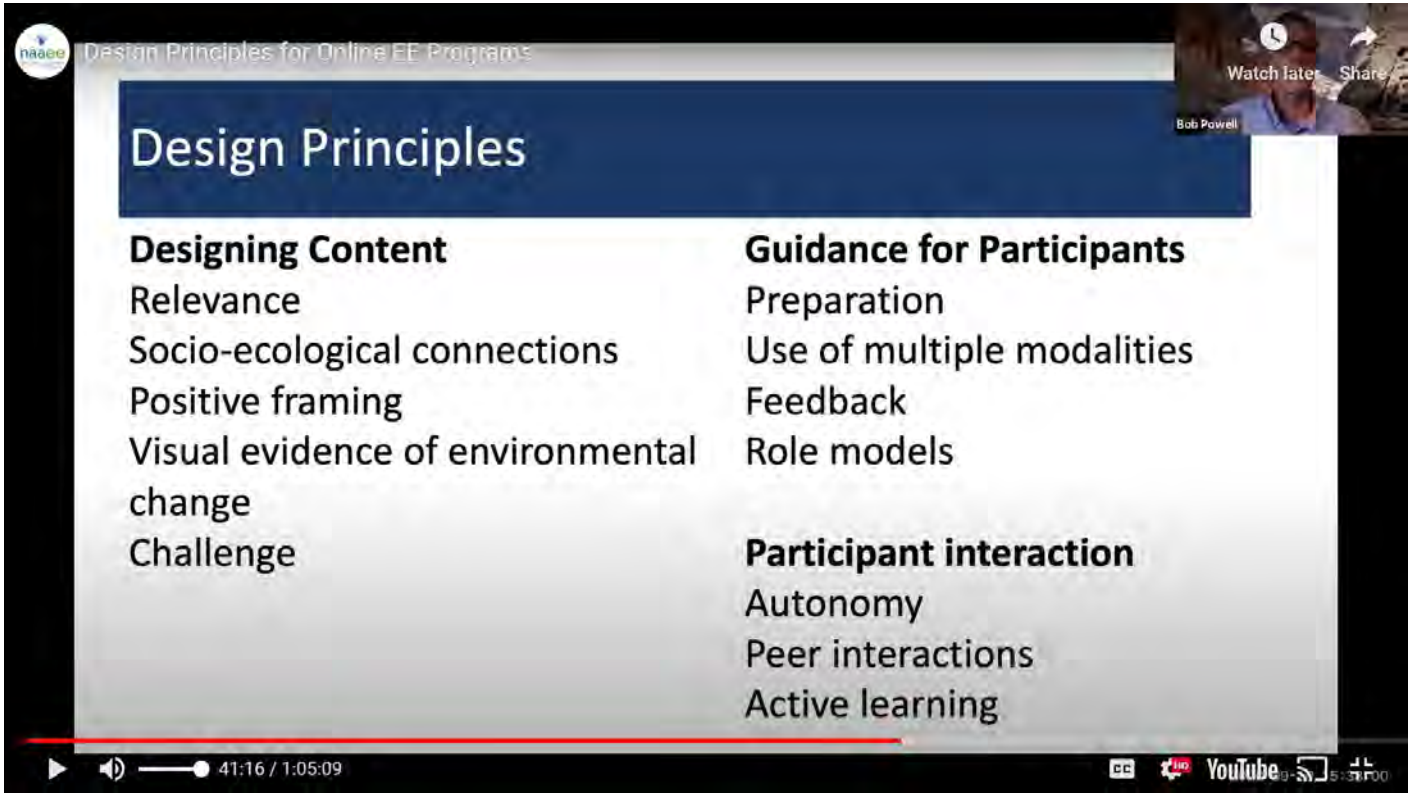


Washington Post: In 2018, nearly 17 million children in the US lived in homes without high-speed Internet, and more than 7 million did not have computers at home. And In Mississippi and Arkansas, about 40 percent of students lacked high-speed Internet.

What are some virtual learning ideas that are working?

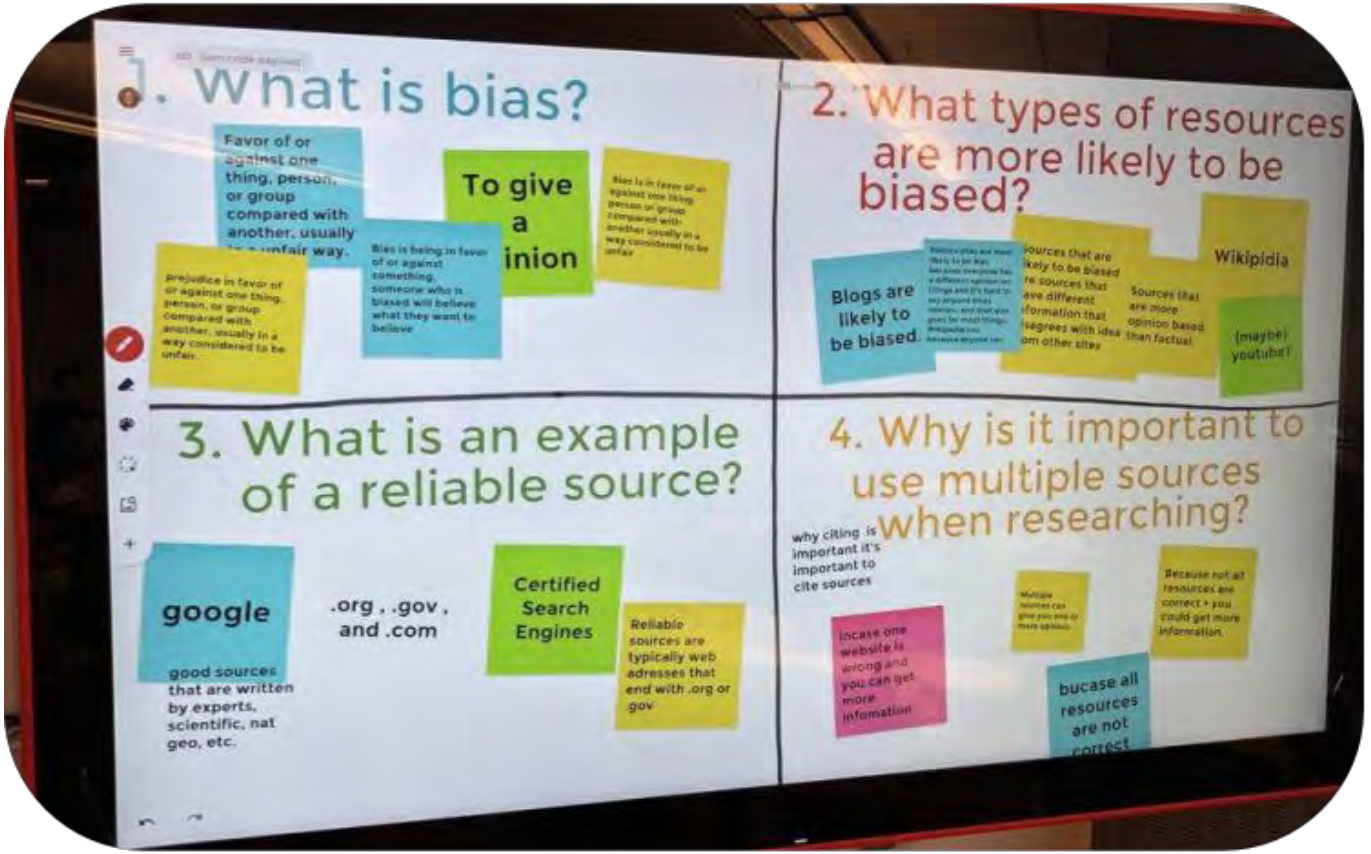
Design Principles for Online EE Programs!

Webinar with Marc Stern, Bob Powell, Eileen Merritt, Troy Frensley



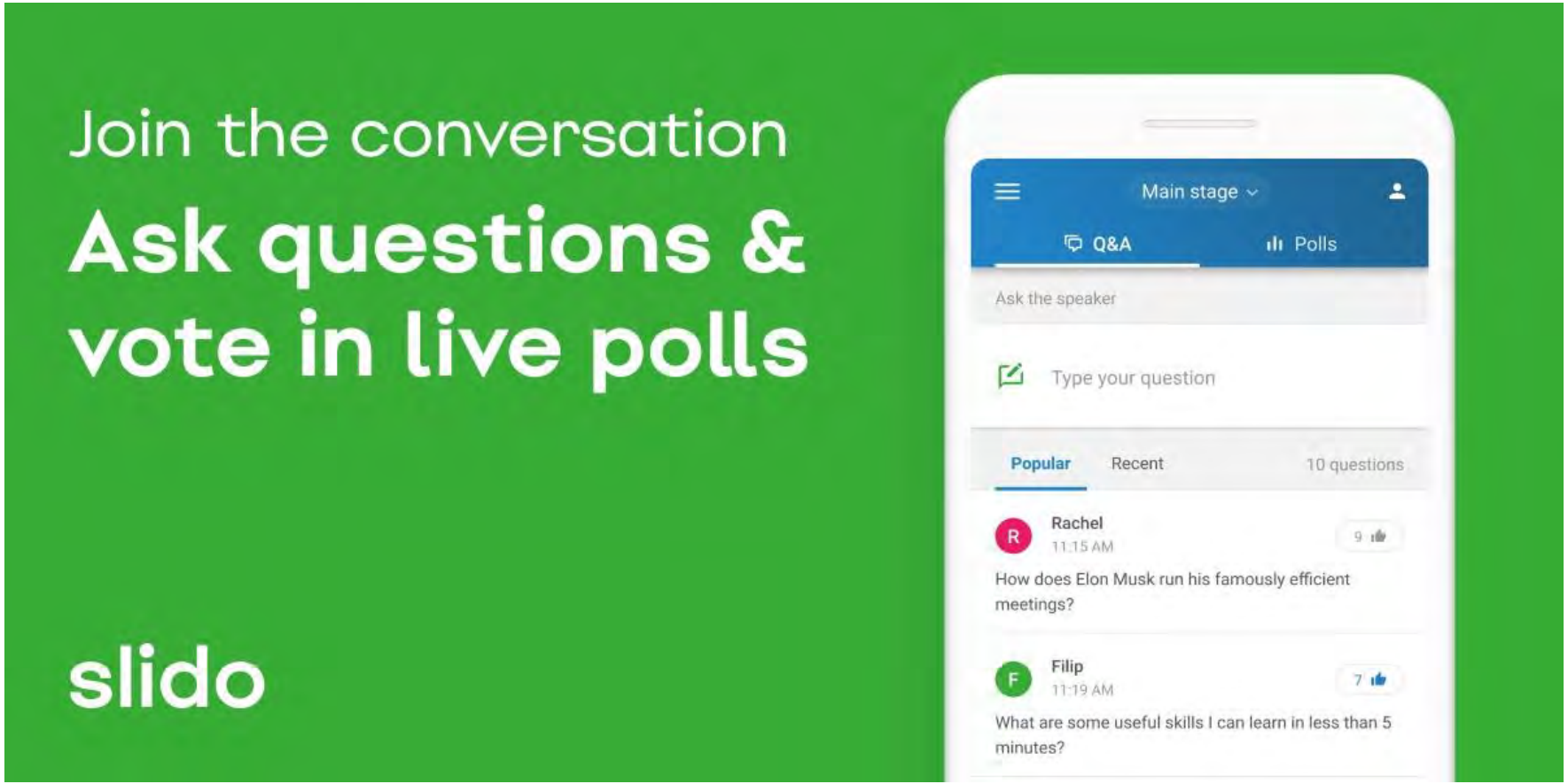
Cool Tools

Jamboard



Cool Tools

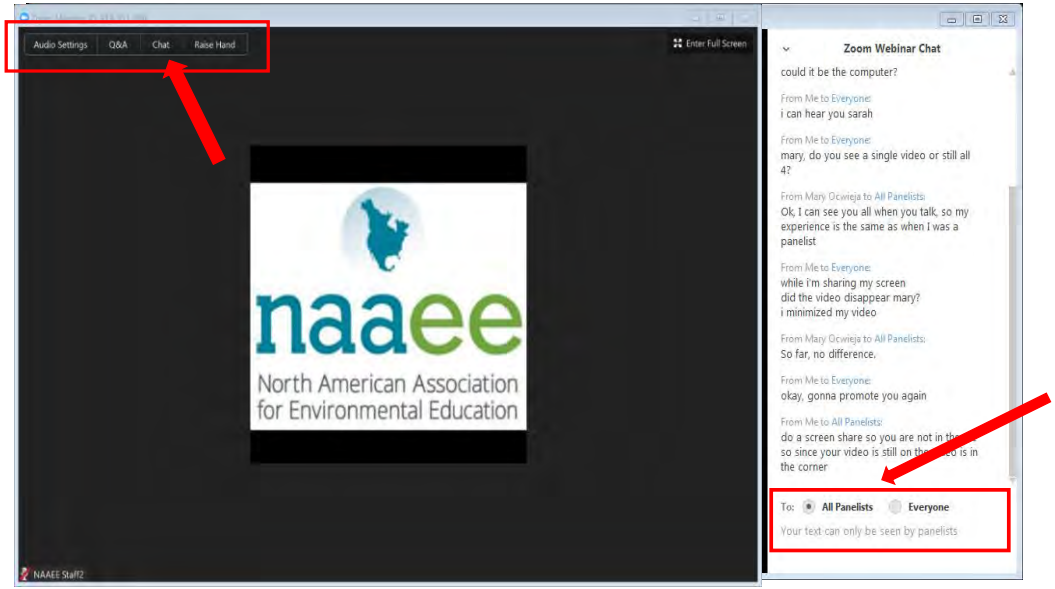
Padlet and Mentimeter



How is a federal agency adapting? How are NAAEE Affiliates adapting?

How to Interact With Us on ZOOM

All audio lines are muted. Click “chat” on the black toolbar.



Send a message to the whole group, or just to panelists using the dropdown menu at the bottom of the chat box. You can email the panelists or everyone!

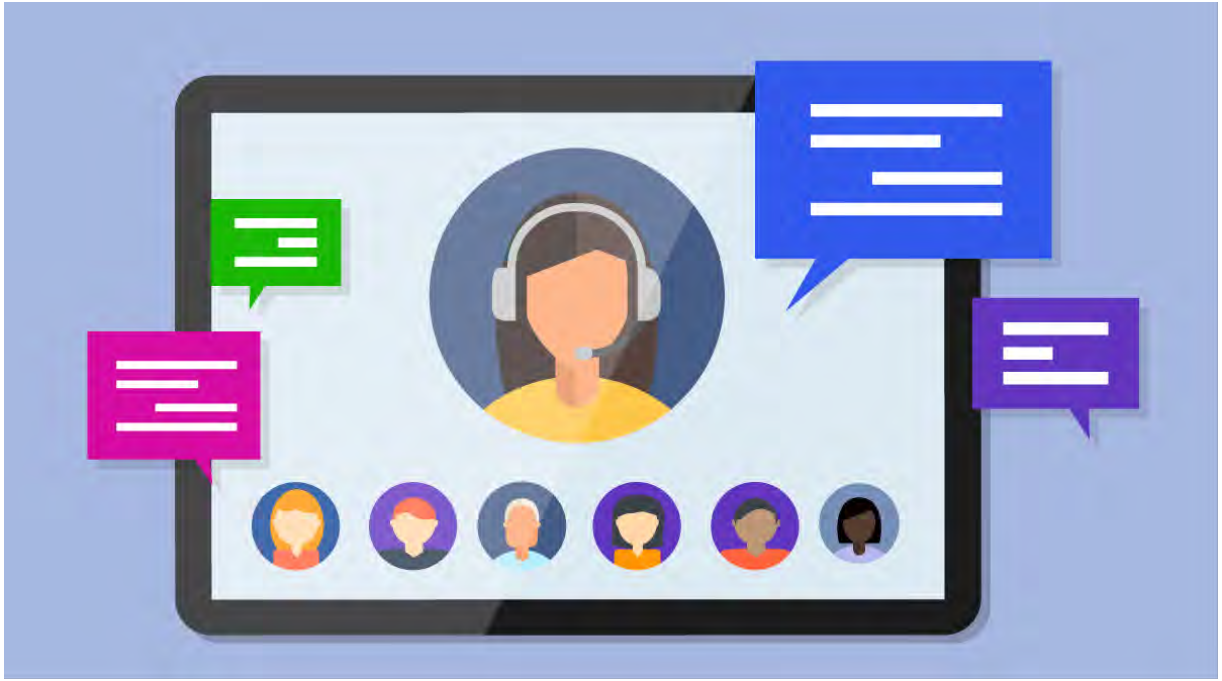
Please type your questions and any resources into the chat box.

We'll also be recording this, and you'll get a copy of the recording, a PDF of the PowerPoint, and comments in the chat.

We'll take as many questions we can during this time and then answer others on eePRO after this session for more discussion.

(This webinar is 1 hour!)

We have live captioning today for anyone needing help with the audio.



Thanks to our captioner, Katie Johnson!

Thanks to Anne for her help. Please message us directly using the Zoom chat box if you need help.

Anne Umali
Director of Professional Development
and Manager of ee360

Introducing Our Speakers Today

THE TECHNOLOGY REVOLUTION

Our Panelists for Today's Webinar

Laura Downey

Luise Woelflein

Rachel Sowards Thompson

Derrick Baldwin

Nancy Patterson

Laura Downey

Executive Director for the Kansas Association for Conservation and Environmental Education (KACEE)

Rachel Sowards Thompson

Education Program Lead
Division of Education, Cultural, and Paleontological Resources
Bureau of Land Management

Luise Woelflein

Public Programs & Statewide Support Coordinator
BLM Campbell Creek Science Center
Anchorage, Alaska

Nancy Patterson

Manager
BLM Campbell Creek Science Center

Derrick Baldwin

Bureau of Land Management
Program Specialist
Division of Education, Cultural, and Paleontological Resources

Turning it over to Laura!

Adapting EE for Virtual Settings

One Approach

Key Questions in Designing Virtual Learning

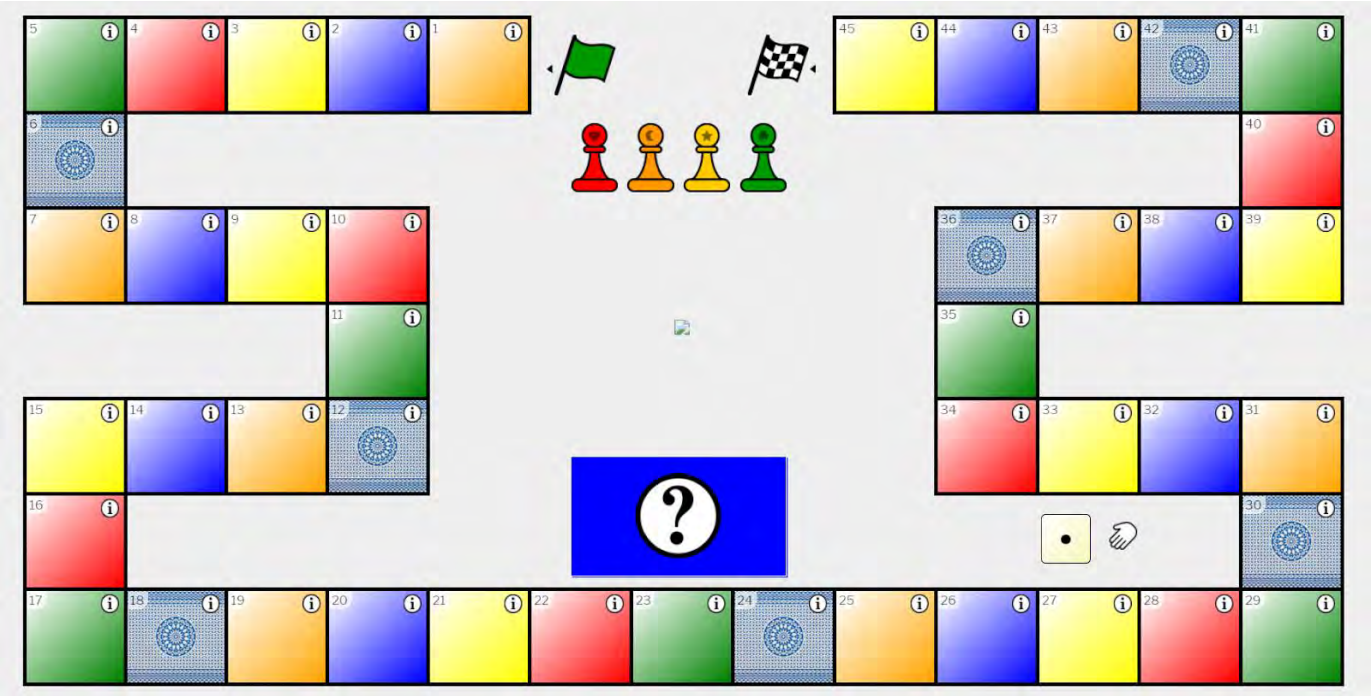
- What are the key concepts to be taught?
- What were the original learning procedures?
- What experience(s) would the learner need to explore and understand the key concepts?
- What are some effective ways to take advantage of technology to provide those learning experiences?
- How is the learning experience designed for equity?
- What are tools and logistics of delivery of the learning experience?

Project WILD: Limiting Factors: How Many Bears?

- Key Concepts: Limiting factors, habitat, impact on wildlife populations
- Original Procedures:
  - Students become bears and forage for “tokens” of different types of foods
  - Some students represent bears with additional needs or challenges, like a mother with cubs, a bear who has been blinded or injured
  - Data collection and analysis
- Experience a model where data may be generated, collected and analyzed
- Taking advantage of technology
  - Smaller Groups, better discussions
  - Simulation Games
  - Shared data collection and analysis tools (like spreadsheets/graphs)

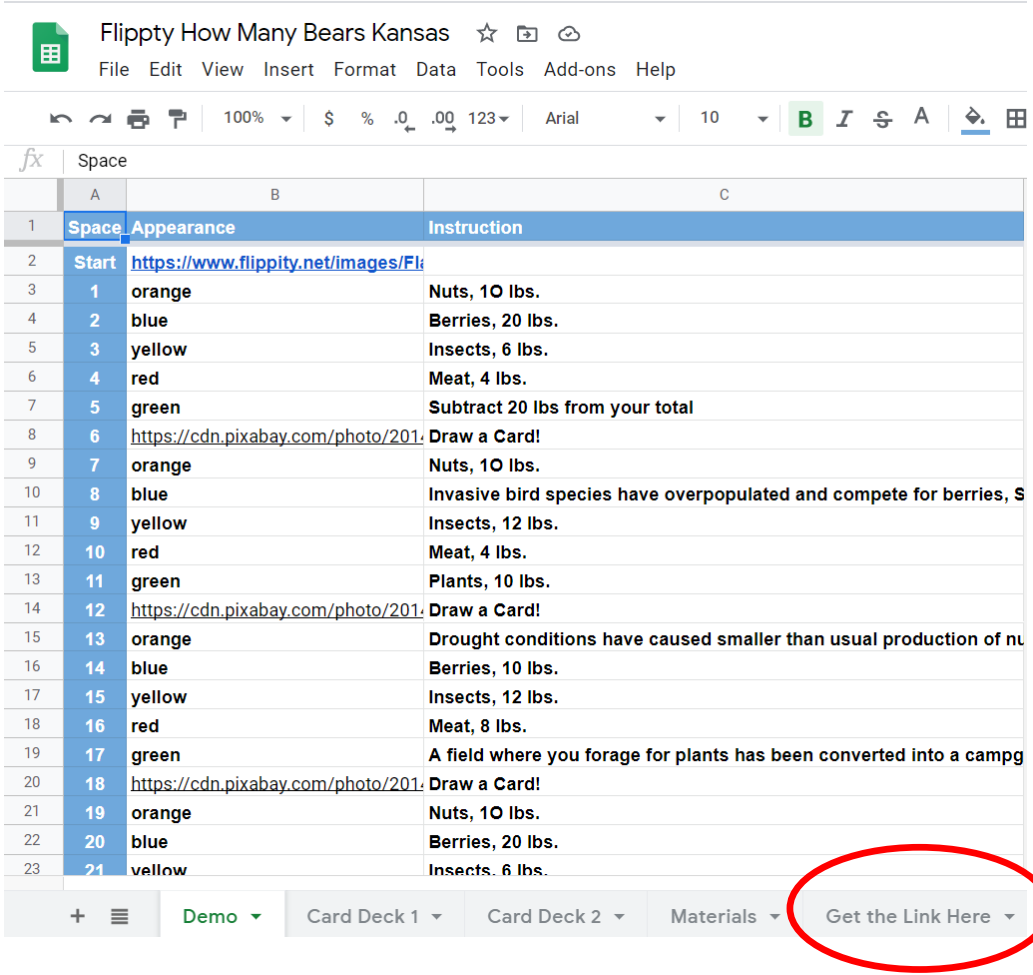
Finding the Technology Resources

- Online Simulation: We found Flippity



Internal testing for alignment with activity concepts

Flippity



Flippy How Many Bears Kansas

File Edit View Insert Format Data Tools Add-ons Help

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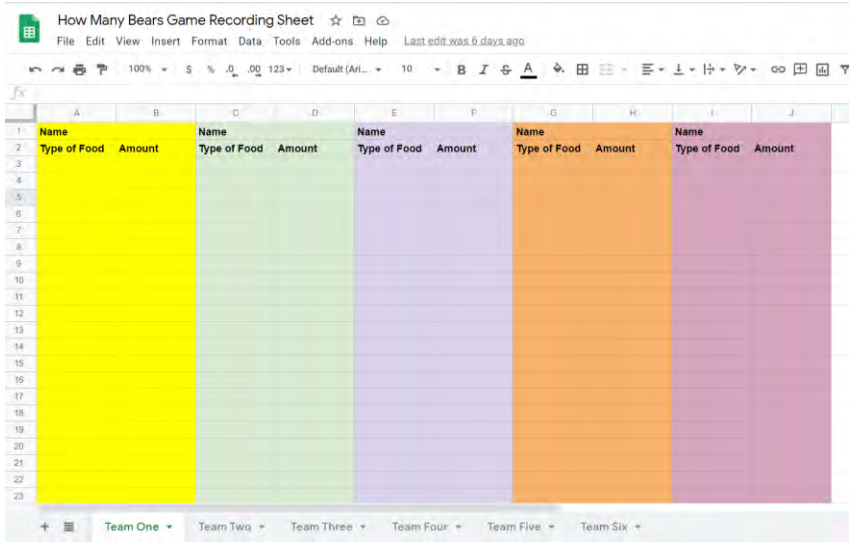
fx Space

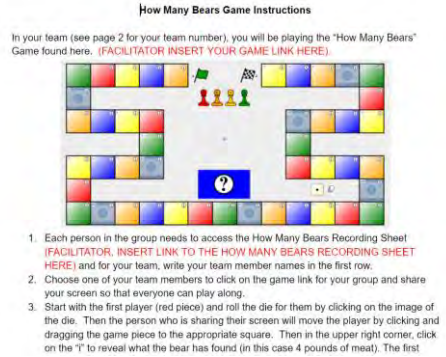
	A	B	C
1	Space	Appearance	Instruction
2	Start	https://www.flippity.net/images/Fl	
3	1	orange	Nuts, 10 lbs.
4	2	blue	Berries, 20 lbs.
5	3	yellow	Insects, 6 lbs.
6	4	red	Meat, 4 lbs.
7	5	green	Subtract 20 lbs from your total
8	6	https://cdn.pixabay.com/photo/201	Draw a Card!
9	7	orange	Nuts, 10 lbs.
10	8	blue	Invasive bird species have overpopulated and compete for berries, S
11	9	yellow	Insects, 12 lbs.
12	10	red	Meat, 4 lbs.
13	11	green	Plants, 10 lbs.
14	12	https://cdn.pixabay.com/photo/201	Draw a Card!
15	13	orange	Drought conditions have caused smaller than usual production of nu
16	14	blue	Berries, 10 lbs.
17	15	yellow	Insects, 12 lbs.
18	16	red	Meat, 8 lbs.
19	17	green	A field where you forage for plants has been converted into a campg
20	18	https://cdn.pixabay.com/photo/201	Draw a Card!
21	19	orange	Nuts, 10 lbs.
22	20	blue	Berries, 20 lbs.
23	21	yellow	Insects, 6 lbs.

Demo | Card Deck 1 | Card Deck 2 | Materials | Get the Link Here

Activity Development

- Delivery platform
  - Synchronous: Zoom, GotoMeeting, etc.
  - Asynchronous: Learning Management System like Google Classrooms, Moodle
- Develop the necessary resources and tools
- Trial run
- Refine procedures
- Write it up




How Many Bears Game Instructions

In your team (see page 2 for your team number), you will be playing the "How Many Bears" Game found here. (FACILITATOR INSERT YOUR GAME LINK HERE).

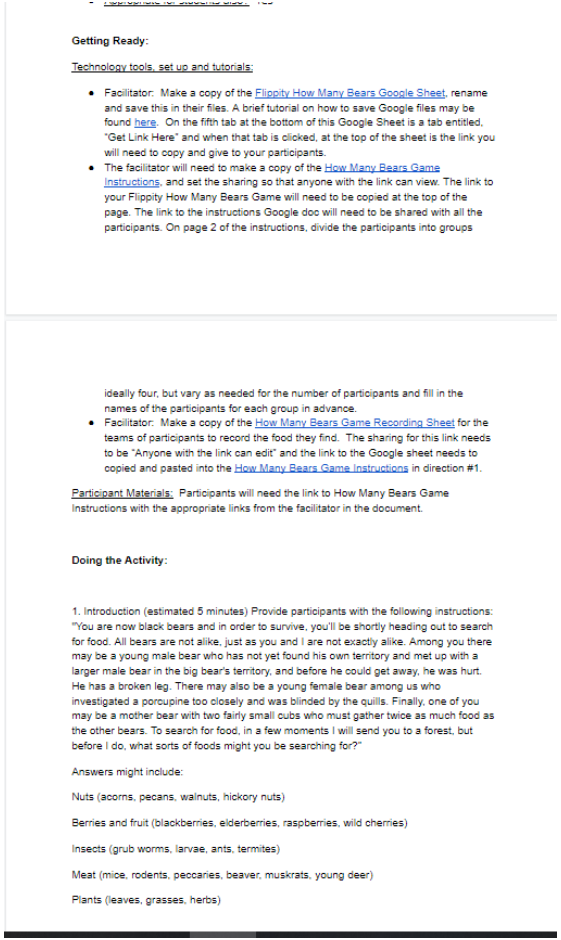
1. Each person in the group needs to access the How Many Bears Recording Sheet (FACILITATOR, INSERT LINK TO THE HOW MANY BEARS RECORDING SHEET HERE) and for your team, write your team member names in the first row.
2. Choose one of your team members to click on the game link for your group and share your screen so that everyone can play along.
3. Start with the first player (red piece) and roll the die for them by clicking on the image of the die. Then the person who is sharing their screen will move the player by clicking and dragging the game piece to the appropriate square. Then in the upper right corner, click on the "i" to reveal what the bear has found (in this case 4 pounds of meat). The first

Outline for Activities

- **Getting Ready:**
  - Technology tools, set up and tutorials:
  - Participant Materials:
- **Doing the Activity:**

1. XXX (estimated XX minutes)
2. XXX (estimated XX minutes)
3. XXX (estimated XX minutes)
4. Wrapping Up:

- **Assessment**
- **Extensions:**
- **Getting Outdoors:**
- **Virtual Field Trip:**



Getting Ready:

Technology tools, set up and tutorials:

- Facilitator: Make a copy of the Flippity How Many Bears Google Sheet, rename and save this in their files. A brief tutorial on how to save Google files may be found here. On the fifth tab at the bottom of this Google Sheet is a tab entitled, "Get Link Here" and when that tab is clicked, at the top of the sheet is the link you will need to copy and give to your participants.
- The facilitator will need to make a copy of the How Many Bears Game Instructions, and set the sharing so that anyone with the link can view. The link to your Flippity How Many Bears Game will need to be copied at the top of the page. The link to the instructions Google doc will need to be shared with all the participants. On page 2 of the instructions, divide the participants into groups ideally four, but vary as needed for the number of participants and fill in the names of the participants for each group in advance.
- Facilitator: Make a copy of the How Many Bears Game Recording Sheet for the teams of participants to record the food they find. The sharing for this link needs to be "Anyone with the link can edit" and the link to the Google sheet needs to copied and pasted into the How Many Bears Game Instructions in direction #1.

Participant Materials: Participants will need the link to How Many Bears Game Instructions with the appropriate links from the facilitator in the document.

Doing the Activity:

1. Introduction (estimated 5 minutes) Provide participants with the following instructions: "You are now black bears and in order to survive, you'll be shortly heading out to search for food. All bears are not alike, just as you and I are not exactly alike. Among you there may be a young male bear who has not yet found his own territory and met up with a larger male bear in the big bear's territory, and before he could get away, he was hurt. He has a broken leg. There may also be a young female bear among us who investigated a porcupine too closely and was blinded by the quills. Finally, one of you may be a mother bear with two fairly small cubs who must gather twice as much food as the other bears. To search for food, in a few moments I will send you to a forest, but before I do, what sorts of foods might you be searching for?"

Answers might include:

Nuts (acorns, pecans, walnuts, hickory nuts)

Berries and fruit (blackberries, elderberries, raspberries, wild cherries)

Insects (grub worms, larvae, ants, termites)

Meat (mice, rodents, peccaries, beaver, muskrats, young deer)

Plants (leaves, grasses, herbs)

Some Free Tools for Engaging Participants

- Google Slides, Docs and Sheets--allow both sharing across your team of lessons that can be copied and modified for each person and participant collaboration through sharing editable links
- Virtual Boards (Jamboard, Miro, Padlet, etc) which allow groups to work in the same space and share pictures, notations, ideas and arrange and rearrange
- Simulation Games--(Flippity, Classcraft, etc) to translate activities into games that multiple people can participate in simultaneously
- Live polling, questions, word clouds with larger groups (like Slido)
- Learning Management Systems: (Moodle/Google Classrooms, etc) when you want to have ongoing learning with the same people over time.

U.S. Department of the Interior
Bureau of Land Management

Distance Learning

U.S. Department of the Interior
Bureau of Land Management

Campbell Creek Science Center

Moving Place-Based Learning Online

The BLM Campbell Creek Science Center's Ongoing Evolution

Anchorage Youth Dev't Coalition
Alaska Geographic
Student Conservation Association
Ellen/Brenda- ADF&G
Anchorage Museum
Alaska Botanical Garden
Catholic Social Services
core

Campbell Creek Science Center

Nature Bingo

Explore the outdoors using your senses! See, hear, smell, and touch nature in your own backyard using this bingo sheet as your guide.

Directions

Search for items in the squares below. Cross them off once you find them. To get a bingo make a horizontal, vertical, or diagonal line!

Completed a bingo? We challenge you to complete all of the squares.

Hear a Squirrel	See a Bird Nest	Hear a Woodpecker	See Rings on Tree Stump	Hear Leaves Crinkle
Find a Seed	See an Animal Track	Feel Snow	See a Bird Feather	See Ice
See Animal Scratches on Tree	Smell a Spruce Tree	Find a Sprouting Plant	Pick Up Litter	See an Insect Home
Hear a Chickadee	Feel Something Smooth	See a Spider Web	Feel the Wind	Smell Something
Feel Tree Bark	Hear a Raven	See a Berry	See Moose Scat	Feel Lichen

sciencecenter@blm.gov
blm.gov/CCSC | @BLMCCSC
5600 Science Center Drive
Anchorage, AK 99507

BLM/AK/GI-20/016+8500+A005

U.S. Department of the Interior
Bureau of Land Management

Campbell Creek Science Ce

Build-a-Boat Challenge

Construct boats using only natural items and test them out

Directions

1. Go outside and fill your large container with water for a boat testing lab.
2. Look around and collect natural items to build different boats. Think about what boats look like and what different boats do. How will you design your boats? Things to consider:
   - What makes a boat float?
   - What keeps boats stable so they do not tip over?
   - How do boats move straight in the water?
3. As you construct your boats test them out in the water. Make adjustments to your designs to improve your boats. Try to make boats that:
   - Go really fast
   - Always go straight
   - Move by wind
   - Carry heavy items
   - Are really big
   - Are really small
4. Host a boat race, sometimes called a **regatta**. Choose diffe or boat that can carry the most weight. **If possible, head t of water to host your regatta.** Invite friends and family m Remember to Leave No Trace: Use natural materials an

Mate

U.S. Department of the Interior
Bureau of Land Management

Campbell Creek Science Cen

Insect Safari

Grab your safari hat and head outside to discover what the insects in your neighborhood are doing!

Directions

1. Look around for likely places to find insects, then get busy finding them. Here are some places to search for insects:
   - In soil and sidewalk cracks
   - Around the edges of buildings
   - Near water features
   - Under leaves, rocks, or planters
   - On tree trunks or flowers
   - On, under, and in rotting logs

When you find an insect, notice where you found it, what it is doing, and if there are other similar insects nearby.

For a closer look at what you found, carefully place the insect in an open hand. Remember that insects are living creatures. Be gentle and respectful with them. When you are finished, carefully return the insect to its home. Then go in search of other insects.

Questions

- How many differer of insects did you f
- What was the larges you found? The sma The most interesting
- What surprised you ab what you found or whe you found it?

ls for the safari:

Jars with Lids

Uncap the lid and gently brush the insect inside. Replace the cap. Add holes to the lid to help the insect breathe. Let the insect go after a short period of time.

Magnifying Glass

Look through the glass for a closer view. What new details do you notice?

Nets

Catch flying insects in the air, then flick your wrist to close the net. Swish the net through grass or other plants; after a few passes, close the top of the net like you would a balloo full of air. Be careful with the insect's wings.

White Sheet

Lay the sheet under a tree or bush. Hit and shake the branches several times so that insects fall onto the sheet.

Some insects can bite or sting Remember to touch only those insects that you know are safe.

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Iditarod: A Race, a Place, and a Trail That Connects Us as Alaskans

Getting Started with Mushrooms

7:00 P.M. Friday , September 4, 2020

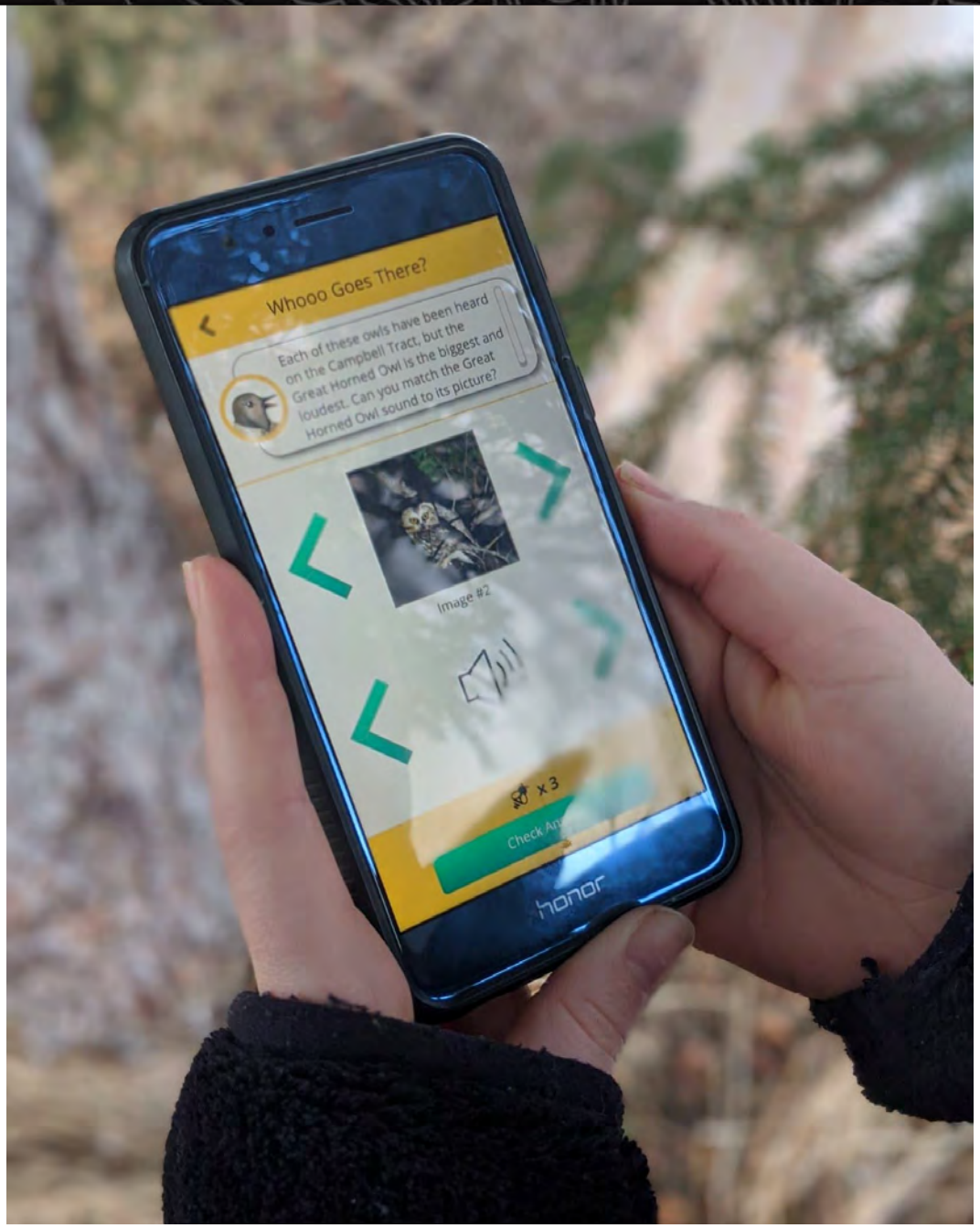
Free Virtual Program

Want to learn to identify common mushrooms of Southcentral Alaska? Expert mycologists **Kate Mohatt, US Forest Service,** and **Kitty LaBounty, University of Alaska Fairbanks,** will get you started in this virtual program. The talk is the keynote address for *Virtual Fungus Fest,* a four day festival presented by a host of partners and supporters from Girdwood, Cordova, and Anchorage.

Register and get a link to *Getting Started with Mushrooms* at:
https://www.blm.gov/ccsc/activity-calendar

Find out more about the festival at: www.cordovafungusfest.com/virtual-festival.

AGENTS OF
DISCOVERY


Whooo Goes There?
Each of these owls have been heard on the Campbell Tract, but the Great Horned Owl is the biggest and loudest. Can you match the Great Horned Owl sound to its picture?
Image #2
x 3
honor

Nature Yoga

Try some gentle yoga poses inspired by Alaska's natural splendor on a **self-guided walk**.

The **0.25-mile loop** begins at the Spur Road gate in the Science Center parking lot.

As you walk, practice bear safety: *pay attention to your surroundings, make noise, carry bear spray, and travel in groups.*

Campbell Creek

The Salmon Forest
Scientists call this place, and others like it, a salmon forest. As salmon return to spawn, they feed animals and fertilize plants that live around the creek.
In the ocean, salmon grow larger on a nutritious diet of small fish and tiny animals called zooplankton. When they return to spawn, they bring ocean nutrients inland.
Bears and other animals pull salmon out of the creek, eat their fill, and leave the rest to decompose.
The salmon carcasses on land fertilize plants that grow nearby. Trees near the creek grow three times faster than trees farther from the water.
Large trees shade the creek and keep the water cold. Fallen trees create deep pools where young salmon find food and hide from predators.

Columbia

Thank you!

Any final thoughts?

To see the notes, slides, recording

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LEARNING

Webinar: New Ideas for Moving Place-Based Learning Online

10 likes

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⊕ CREDIT

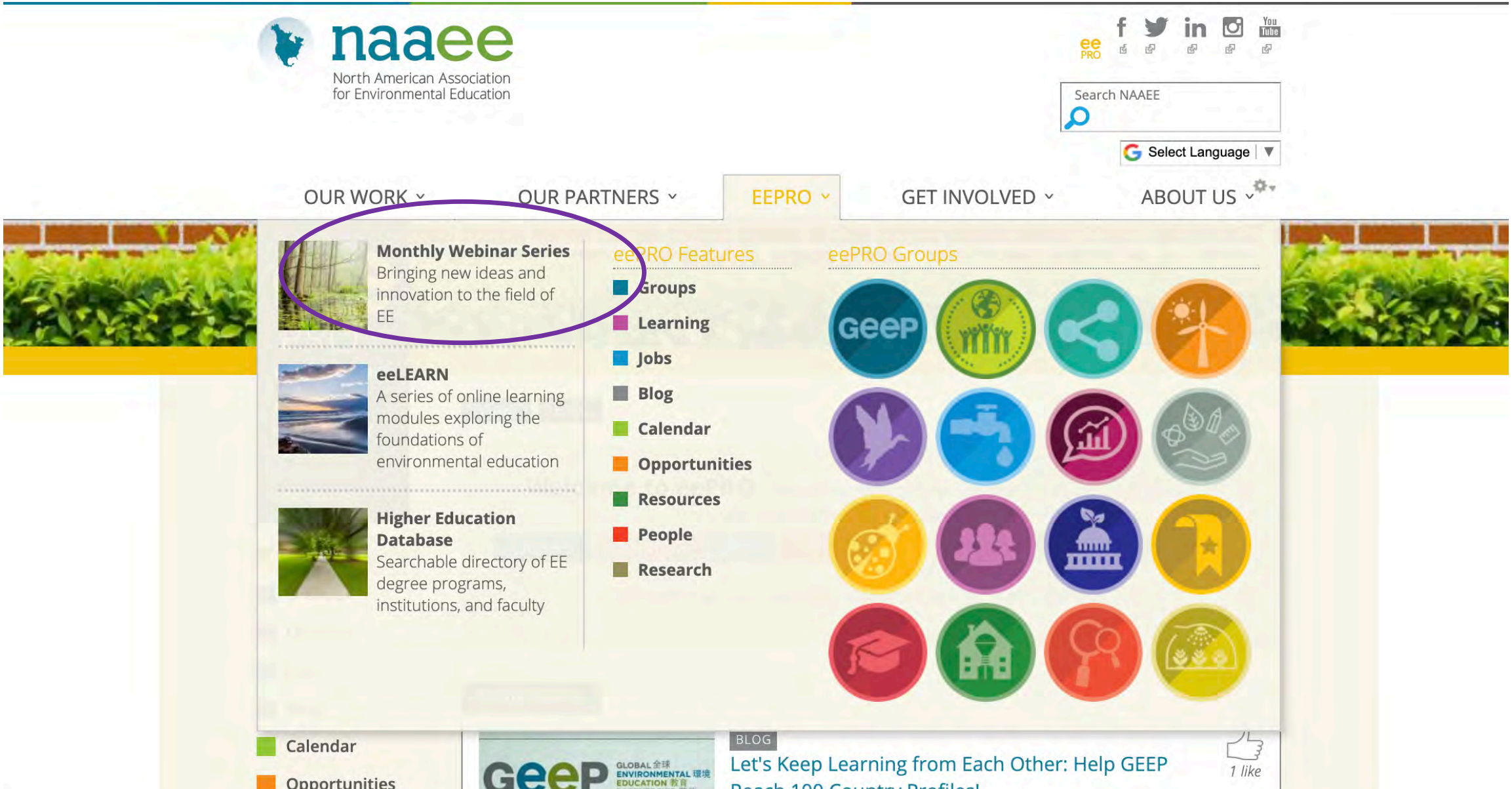
Hours for Learning Activity: 1 learning hour

Date and Time:
Tuesday, September 29, 2020, 1:00pm

Registration Deadline:
Tuesday, September 29, 2020, 2:15pm

Organization: Bureau of Land Management, Kansas Association for Conservation and Environmental Education

naaee.org/eePRO



NAAEE International Conference

NAAEE Is Going Virtual This Year!

Hope Many of You Can Join Us in October

We'll have almost 400 sessions available on demand for a year!

conference.naaee.org

Great Line-Up of Speakers and Presenters

conference.naaee.org

eeWEBINARS

Building an Active and Engaged Public: Discourse, Media Literacy, and Civic Education

Jimmeka Anderson
The Urban Education Collaborative at UNC Charlotte

Mary Ellen Daneels
Illinois Civic Mission Coalition

John Silva
News Literacy Project

Dr. Kei Kawashima-Ginsberg
Center for Information and Research on Civic Learning and Engagement

OCTOBER 6, 3:00 - 4:15 PM ET

https://naaee.org/eepro/learning/monthly-webinar-series

How do we help to protect our democracy?

Watch this discussion by our panel experts on why media literacy is important.

****Special****
Pre-Conference Plenary

Thanks so much!