

**FACILITATOR TRAINING TOOLKIT**

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# INTRODUCTION

This document includes a sample detailed Train the Trainer Facilitator Agenda for a **4-hour** **PLT Facilitators’ Training** about how to use features of PLT’s *Explore Your Environment:* *K-8 Activity Guide* and **how to roll out the Guide to Educators**. The sample agenda offers suggestions, guidance and key talking points. It is not intended to be prescriptive or limit the content of the training. The agenda and handouts should be modified as needed to meet the needs and characteristics of your intended audience and your event outcomes.

We suggest reviewing the [sample Explore Your Environment: 6-hour Educator PD Event Agenda](https://coordinators.plt.org/wp-content/uploads/sites/5/2021/03/K8-EDUCATOR_PD_TOOLKIT.docx)first. This is available on Coordinators’ Corner under Professional Development > Agendas, Flyers, and Resources > PreK-8. Several comments to this document reference this agenda and might make more sense if you have the other in mind as prior knowledge.

Handouts are included at the end of this document in the order in which they are used in this training.

****Please note: Resources designed for **training leaders** have the PLT logo on the left and the heading in orange. Resources designed for the **training participants** have the PLT logo on the right and the heading in purple.

*Figure 1. Sample heading of a resource for training leaders Figure 2. Sample heading of a resource for training participants.*

# FACILITATOR TRAINING: SAMPLE TRAIN THE TRAINER FACILITATOR AGENDA

***Explore Your Environment: K-8 Activity Guide***

**4-Hour *Facilitator Training* Workshop**

Notes to Training Leader:

* This agenda should be modified as needed to meet the needs and characteristics of your audience and desired outcomes.
* Share suggestions for improvements to this agenda by e-mailing ana.leirner@forests.org.

Desired Outcomes: Within the next year, PLT Facilitators will:

* Use features and tools in the *Explore Your Environment: K-8 Activity Guide* and accompanying plt.org/myk8guide [website](http://plt.org/myk8guide) in their own educational practice.
* Use an outcome-based agenda and handouts to roll out the *Guide* during Educator PD events.
* Communicate effectively with Educators about the *Guide,* its features and tools.

|  |
| --- |
| Room Set-Up |
| **Materials:** * Projector
* Computer
* Internet
* Post-it notes and other supplies for each table
* Presenters’ materials
 | For example:1. Set up sign-in table (see Registration Table below).
2. Set up projector and computer with internet connection and check to see that everything is working.
3. Set up tables and chairs to facilitate both whole group and small group work. There should be plenty of space to get up and move.
4. Group workshop materials in an organized way.
5. Place supplies on each table.
6. Post Goals, Outcomes, and Objectives and Agenda.
 |
| **Registration Table** |
| **Who:****Materials:** * Registration list
* Nametags and Markers
* Pens, Highlighters
* Copies of the [“FACILITATOR TRAINING: Participant Agenda”](#_FACILITATOR_TRAINING:_Sample)
* *Explore Your Environment: K-8 Activity Guide*
* Registration forms (if using)
 | Set up the registration table in a place that can greet and provide direction to participants as they enter the workshop space and see a poster or welcome slide projected at the front of the room.* Check people in
* Provide Name tags, Agendas, *K-8* *Guides*
 |
| **Time:** 10 minutes | **Welcome and Introductions** |
| **Who:****Objective:** Participants will have an overall picture of what they will gain through the session.**Materials needed:*** Copies of the[FACILITATOR TRAINING: Participant Agenda](#_FACILITATOR_TRAINING:_Sample)

**PPT Slides Numbers:** | **Setting the stage*** Welcome participants and briefly introduce presenter(s).
* Overview statement:

This Facilitator training begins with an immersion experience into the *Explore Your Environment: K-8 Activity* *Guide* so you can become familiar with its features and activities for use in your own practice. Many of the same handouts we use for your orientation to the new book will also be used in the Educator PD events you’ll facilitate. We’ll dig into the detailed Educator PD agenda later today. * Agenda walk-through
* Discuss logistical details
	+ Rest rooms, Exits, Breaks, Food, Water, etc.
 |
| **Time:**  20 minutes | ***Explore Your Environment: K-8 Activity* *Guide* Overview** |
| **Who:****Objective:** Participants will learn how and why the *Explore Your Environment: K-8 Activity Guide* was created and will describe activity changes. **Strategy:** **Materials needed:*** Slide presentation
* A/V equipment
* Internet access
* Copies of the “[Comparing Activities” handout](#_COMPARING_ACTIVITIES)
 | **Strategy:** Presenting background information about the *Explore Your Environment: K-8 Activity Guide* and reviewing a handout to explore activity changes.**Preparing for the Activity:*** Familiarize yourself with the handouts and the changes in the Guide.
* Consider using or creating simplified slides for the talking points under step 2.
* Consider brainstorming any specific points that might be useful to share with your specific audience during the debrief about activities in the new *Guide*.
	+ For example: Facilitators in some states might overlook an activity if its new title doesn’t seem to apply to their setting, but a glance at the combined former titles might help to see otherwise (i.e. In some New England states and other areas with limited National Forests, the new activity called “Our Federal Forests” might not seem applicable, but a glance at the combined activities shows that “Forest of Many Uses” is part of that activity, a very useful experience for a lesson about forestry or for a forestry field tour in any type of forest land ownership.)

**Doing the Activity:**1. Briefly introduce the new *Explore Your Environment: K-8 Activity Guide* how and why it was created.* Why this new product was developed to serve as PLT’s flagship EE guide.
* A reminder that PLT uses a rigorous process to ensure the high quality of its instructional materials, including development by expert design teams and pilot testing by educators in the field.
* That the [plt.org/myk8guide](http://plt.org/myk8guide) website accompanying the *Guide* provides a wealth of supplemental resources. (We’ll take a look at the website later in this training.)
* A reminder that PLT’s policy allows reproducing Student Handouts but that permission must be granted for reproducing and distributing any other *Guide* materials.

***Exclamation mark with solid fillSpecial Notes to State Coordinators / Facilitator Training Leaders:*** As we dive into the new *Guide*, a first question that seasoned Facilitators may have is how it differs from the previous one, particularly with regard to activities that may have changed. Before examining features of the guide, we start with a quick look at the new activity collection. ***Exclamation mark with solid fill***The Educators’ PD agenda does not include this activity comparison because if you think about it, the entire new *Guide* is their first introduction to PLT! ***Exclamation mark with solid fill***If using slides, pull them up for presenting these talking points.2. Explore how the activities have changed: * The new PLT *Explore Your Environment: K-8 Activity* *Guide*includes 50 activities compared to 96 in the previous *PreK-8 Environmental Education Activity Guide*.
* Comparing the two guide titles:
	+ You’ll notice that the new *Guide* references Kindergarten rather than starting with Pre-K.
	+ Pre-K learners are well-supported by activities in PLT’s *Environmental Experiences for* *Early Childhood*, which has different features that are more age-appropriate.

In terms of quantitydifferences: * + Some activities in the previous guide have been *combined* for a more focused learning experience. (For example: a new activity called “Tree ID” combines the former “Looking at Leaves” and “Name That Tree”.)
	+ Other, less-frequently used activities have *not been included*. It’s important to emphasize that these activities are not going “away” or being “deleted”. They are still instructionally-sound educational materials for our program and will appear in other PLT resources.
	+ *Four brand new activities* have been added, reflecting topics that are of interest today.

3. Provide the handout “Comparing Activities” and explain the handout arrangement:* This table of new activities is arranged in *color-coded grade bands,* the same arrangement that is used in the new *Guide.*
* *Name changes* are indicated in parentheses under a new title.
* *Combined activities* are yellow with the names of old activities in parentheses underneath.
* *Brand new activities* are orange.

4. Prompt participants to use the handout:* To help us process what’s on this document, let’s take a moment to think of one or two activities that you typically use in your workshops and try to find them here.

5. Debrief: * Ask participants: what comments or questions do you have about activities in the new *Guide*?
* Tell participants that a little later in the agenda, we’ll dig more deeply into those four brand new activities.
* Bring any specific points that might be useful to share with your specific audience during the debrief about activities in the new *Guide*.

6. Transition to the next activity. Point out the agenda and mention:* In our next activity, we’ll dig in and begin exploring some two important *Guide* tools that you’ll appreciate using time and time again*.*
 |
| **Time:** 45 minutes | **General Layout and Two Key Tools** |
| **Who:****Objectives:** Participants will use two *Guide* tools (“Table of Contents” and “At-a-Glance Index”)to select activities for their own setting and to explain the book’s layout. They will also use a handout that can be used in an Educator PD event. **Materials needed:** * *K-8 Guide*
* Post-It Notes
* Slide or flipboard with table under step 4.
* Copies of the [“Finding and Selecting Activities”handout](#_FINDING_and_SELECTING)
* Copies of the [“Activities Not Included in PLT’s *Explore Your Environment: K-8 Activity Guide*” handout](#_ACTIVITIES_NOT_INCLUDED)
* Copies of the [“Educators’ Agenda with Handout Listings for Facilitators” handout](#_EDUCATORS’_AGENDA_WITH)
 | **Strategy**: Using a worksheet to create fluency using two tools in the *Guide.***Preparing for the Activity:** * Use a Post-It Note to flag the “Table of Contents” and “At-a-Glance Index**”** in your *Guide.*

**Doing the activity:**1. Provide participants with: * the *Guide* (hard copy or PDF link)
* the “Finding and Selecting Activities” handout

2. Present the activity purpose: * We’re going to use this handout together with the Table of Contents and the At-a-Glance Index in the *Guide* for the same purposes that your Educator participants will:
	+ to get a quick glimpse of the *Guide* layout
	+ to see the types of activities offered by PLT in this *Guide*
	+ to develop fluency using these two important tools

3. Ask participants to choose an activity to study.* During an Educators’ PD, you as the PD Facilitator will write the title of the first PLT activity of the Educator workshop at the top of this worksheet.
* Because you’re familiar with PLT, please think of a PLT activity you typically use, and use it to complete the handout. You will search for that title in the Table of Contents.
	+ If you can’t find the title of the activity you chose, choose another to search for or consider using “Tree ID” as the focus for this worksheetbecause it’s a familiar but newly-combined activity.
* Important note to mention to facilitators-in-training:
	+ In an Educator PD event, this worksheet can be an in-the-door activity, a vehicle for having a quick overview of PLT and the *Guide* as a whole. When we finish this activity ourselves, we’ll check out the sample one-page Educators’ agenda so you can exactly where it fits into their training.

4. Facilitators complete the worksheet for their selected activity. Offer post-it notes for participants to flag the “Table of Contents” and “At-a-Glance Index**”** in their *Guide.*5. Embedded assessment activity: * Project a slide of the table below. Alternatively, you may draw the table into a flipboard.
* Ask participants to use the At-a- Glance Index (the “Icon” section) to find one activity that meets the criteria in each row.

Find one PLT activity you might use for each audience below:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Setting** | **Activity Name** |
| K-2 | Urban Outdoors |  |
| 3-5 | Nonformal |  |
| 6-8 | Long-term STEM |  |

***Exclamation mark with solid fill Special Notes to State Coordinators / Facilitator Training Leaders:*** If this is a virtual workshop, they could type activity names into the chat box as you read each row’s criteria.6. Debrief the activity. * In what ways did the two tools (Table of Contents and At-A-Glance Index) give you a quick snapshot of all of the activities offered by PLT in this *Guide*?
* “Table of Contents” shows the arrangement of the activities in the *Guide*, gave us a sense of the topics that PLT addresses, and offers a quick way of finding specific Indices in the back of the book.
* “At-a-Glance Index”is invaluable for selecting PLT activities to fit specific educational needs. (We’ll use another helpful Index later in the training.)
* Color Coding carries throughout the *Guide*, including in the Table of Contents in the coloring of activity pages within each Grade Band, and in the Indices.

7. Connect this activity to the educators’ PD. * Suggest that they use the “At-a-Glance” Index (the Icons section near the top) to select their own workshop activities to fit the settings mentioned.
* Distribute the “Activities Not Included in PLT’s *Explore Your Environment: K-8 Activity Guide* handout. This list is not to be shared with Educators. It is an FYI for facilitators, so they don’t recommend activities that have been removed. Again, it’s important to emphasize that these activities are not going “away” or being “deleted”. They are still instructionally-sound educational materials for our program and will appear in other PLT resources.

8. Share the handout “**Educators’ Agenda with Handout Listings for Facilitators”.** * This sample agenda for a 6-hour Educators’ PD shows how the handouts we’re using during our new *Guide* orientation would fit into the Educators’ PD.
* The worksheet we just completed, “Finding and Selecting Activities”, is the in-the-door activity that Educators will use first thing while waiting for others to arrive. By starting their training this way, they’ll have a quick overview of PLT activities plus they’ll begin to build fluency in using the book, thus increasing the likelihood that it will be used back home in their own setting.

9. Transition to the next activity. * We’ve seen the layout of the new *Guide* and learned how the activities have changed. Now let’s take a quick look at one more set of helpful resources before we take a break.
 |
| **Time:** 30 minutes | **Using PLT in Specific Contexts** |
| **Who:****Objectives:** Participants will use the *Guide* for background research about teaching outdoors and in other specific contexts. **Materials needed:** * Copies of the “[Using PLT in Specific Contexts](#_USING_PLT_IN)” handout
* Copies of the “[Educators’ Agenda with Handout Listings for Facilitators](#_EDUCATORS’_AGENDA_WITH)” handout
* Post-It Notes
 | **Strategy:** Using a handout to guide a walk-through of *Guide* resources **Preparing for the Activity:** * Copy the “Using PLT in Specific Contexts” handout
* Use the second section of the At-a-Glance Index (Icon section) to select a PLT activity for an Outdoors setting that you will share as an example during step 4.
* Use Post-It Notes to flag in your *Guide:*
	+ Icon image descriptions p. 7
	+ The PLT activity you selected above
	+ Appendices B. (Outdoors), C. (Urban) and D. (Nonformal)

**Doing the Activity:** 1. Provide participants with the “Using PLT in Specific Contexts” handout. 2. Explain that the handout describes resources inthe *Guide* about teaching PLT in different contexts, including outdoors as well as in urban, nonformal, STEM, and extended learning settings. 3.Walk through the handout, discussing and posing questions.* How to Find Activities in the At-a-Glance Index:
	+ Find the second segment of your At-a-Glance Index, the one called “Icons”, and notice that the second row shows “Nonformal” learning activities. Here’s a question:
	+ Prompt:

For grades K-2, how many Nonformal activities are there? (9 listed for the Grade K-2 Grade Band, but 10 activities total if you include the one in the Grade 3-5 Grade Band that indicates a K-2 variation, the activity called “Discover Diversity)* + Consider explaining if helpful how to use the “Variation” feature in the index.)
* Resources listed on the handout related to Teaching Outdoors:
* Icon Images:

Please skim through all the icon descriptors on your handout and pay particular attention to the Icon image for “Outdoors” activities. *Helpful Hint:* Consider flagging p.7 in your *Guide* to use later as a reference since the icon images in each activity do not include written descriptors. * Activity Insert:

Notice further down your handout the image called “Take It Outside!”. This special insert can be found in any *Guide* activity that works well outdoors. 4. Prompt participants to find these two features in the activity you’ve selected in the “Preparing for the Activity” section above.* Find the Outdoors Icon (right under the title) and the “Take it Outside!” insert somewhere in the activity. These will be helpful tools to recognize and use while planning.

5. Continuing the handout walk-through: * Teaching Outdoors:Appendix B: During the Educators’ workshop, participants will skim the hints that are listed here and share their own strategies for teaching outdoors.
* Additional Indices: take a moment to find and glance at Appendices C (Urban) and D (Nonformal)

7. Connect this activity to the educators’ PD by referring back to the handout **Educators’ Agenda with Handout Listings for Facilitators.*** You’ll notice that the worksheet we just reviewed, “Using PLT in Specific Contexts”, is used during Activity 2 when participants are discussing strategies and safety procedures for managing a group outdoors.

9. Transition to the break. * We’ll take a 15-minute break, then let’s have some fun with the four brand new activities!
 |
| **Time:** 15 minutes | **Break** |
| **Time:** 75 minutes | **Four New Activities** |
| **Who:****Objectives:** Participants will explain the features that are common to every activity in the Guide and they will describe the contents of the four new activities and consider how they might use or adapt one of them. **Materials needed:*** Copies of the [“Exploring the Newest K-8 Guide Activities” handout](#_EXPLORING_THE_NEWEST)
* Copies of the [“Features of a Typical PLT Lesson”](#_FEATURES_OF_A) handout
* “Student Pages” for the four new activities (copies or link)

**Materials to facilitate the four new activities:** * Get Outside!
* Stopwatch or app
* Calculator
* Materials for tasks (see Doing the Activity p.123)
* Environmental Justice for All
* Chart paper
* Devices
* Internet
* Forest in the City
	+ Student pages
* What’s in a Label?
	+ 2 spiral bound notebooks
	+ Post Its
	+ Scissors
	+ Tape/glue
	+ Drawing paper
 | **Strategy**: Using a jigsaw to learn the content and *Guide* features of four activities, then modeling and debriefing one of them.  **Preparing for the Activity:** * Use Post-It Notes to flag the four new activities in your *Guide.*
* Copy the “Exploring the Newest K-8 Guide Activities” and “Features of a Typical PLT Lesson” handouts

***Exclamation mark with solid fill Special Notes to State Coordinators / Facilitator Training Leaders:*** During the second half of this jigsaw, the four groups each present a one minute “pitch” and then vote on the one activity that they’d like to experience. Since you will lead an abbreviated version of the “winning” activity, you will need to prepare for all four. * Review the four new activities for preparation needs. (Materials from the activity listings in the *Guide* are listed in the left-hand column here.)
* Set up activity materials for easy distribution to each group.

**Doing the activity:*** Introduce the activity.
* The new *Explore Your Environment K-8 Guide* has 4 brand new activities that reflect new topics of interest:
	+ Benefits of getting outdoors
	+ Environmental justice
	+ Urban forests
	+ Forest products certification - process and benefits
* We’ll use a jigsaw strategy to learn about the content of each new activity and as we each study our assigned activity; we’ll also be learning the general layout and features of every activity in the new *Guide.*
* Provide the “Exploring the Newest K-8 Guide Activities” and “Features of a Typical PLT Lesson” handouts and explore it:
* “Exploring the Newest K-8 Guide Activities” handout: These descriptions are copied straight from each activity’s overview paragraph in the *Guide.*
* “Features of a Typical PLT Lesson” handout:
	+ When this handout is used in the Educator workshop, each participant follows Steps 1 & 2 to choose their own activity, one that suits their content and setting needs.
	+ Because we’re using the handout for a jigsaw, you’ll start with Step 3 of this worksheet to study the activity you were assigned.
* Ask participants to count off by 4s. (They may sit with their groups now or after the individual study segment.) Assign each group one of the new activities to study.
* Have participants work individually and use the “Features of a Typical PLT Lesson” worksheet to study the assigned activity.
* Split participants into their groups and have them discuss their activity: “What is this activity about? What’s great about this activity? How can Educators use it?” The groups should then plan a two-minute pitch to present to the whole group.
* Back in the whole group:
	+ Presentations: Each jigsaw group presents their pitch.
	+ You can add any important information about the activity the groups might have left out.
	+ Have the whole group vote which new PLT activity they would like to experience as part of their training.
* Model and Debrief the Selected Activity:

Facilitate an abbreviated version of the activity that is selected, modeling and debriefing it. 7. Connect this activity to the educators’ PD. Refer to the handout **Educators’ Agenda with Handout Listings for Facilitators**:* Although the Educators’ PD agenda does not include any focus on the four new activities (because the entire book is new to them!), the second handout we used, the “Features of a Typical PLT Lesson” worksheet, is provided near the end of the Educators’ PD during their Planning Session.
* One last step before we leave this worksheet: Let’s take a quick look at the **Topic Index** that’s referenced at the top of the page (Hint: You may wish to flag the Topic Index on p.422 with a Post-It.)
* Explore the Topic Index:
	+ This Index is organized in over 100 Topics.
	+ Each color-coded Grade Band lists activity titles for every topic
	+ Notice that the types of topics include:
		- Conceptual / scientific ideas (ex: Habitats, Decomposition, Food chains)
		- Human connections with the forest (ex: Native cultures, Sense of place, Government)
		- Uses of the forest (ex: Forest products, Recreation, Careers)
		- Instructional practices (ex: Service Learning, Investigations, Community Science)

9. Transition to the next activity. Now we’ll take a look at the detailed Facilitator’s agenda for the Educators’ PD event. Along the way, we’ll also learn about a few more features in the *Guide.* |
| **Time:**  45 minutes | **Rolling Out the *Guide*** |
| **Who:****Materials needed:*** A/V equipment with internet connection
* Copies of the [“Using PLT to Design Units or Activity Sequences” handout](#_USING_PLT_TO)
* Copies of the [“Facilitator Agenda- Explore Your Environment: K-8 Activity Guide Educator PD”](#_DETAILED_FACILITATION_AGENDA) handout.
 | **Strategy:** Discussing training materials and rollout strategies for Educator workshops.**Preparing for the Activity:** * Copy the “Using PLT to Design Units or Activity Sequences” and the “Facilitator Agenda- Explore Your Environment: K-8 Activity Guide” for an Educators’ PD” handouts
* Use a Post-It Note to flag in your *Guide* Appendix A (p. 394) as well as the page showing the “Academic Standards” inset box for the new activity you led with the group.
* Find and prepare to project the NGSS activity listings on the [website](http://plt.org/myk8guide) ([www.plt.org/myk8guide](http://www.plt.org/myk8guide)) for the activity you led with the group.

**Doing the Activity:** 1. Point out the handout **Educators’ Participant Agenda with Handout Listings** that you’ve been using* You’ll see that so far; we’ve used all but one of the handouts that are used in the Educators’ PD.
* The “Planning Session” toward the end of the Educator PD agenda focuses on that final handout. It describes *Guide* tools that support creating a unit or an activity sequence.

2. Provide the “Using PLT to Design Units or Activity Sequences” handout.* This is a great reference explaining many more *Guide* resources for implementing PLT.
* Let’s walk through some of the tools on this handout so you’ll be familiar with them for your own practice, and so you can share them during Educator PD events.
* Notice first that PLT’s Academic Standards resources are provided at the top of this handout. (There is actually a 15-minute verbal walk-through of these Academic Standards resources right before lunch on the Educators’ PD event agenda, then this handout is where they receive a written listing of these resources to have as a reference.)

3. Walk through and point out resources in the *Guide*: ***Exclamation mark with solid fillSpecial Notes to State Coordinators / Facilitator Training Leaders:*** Hint for Training Facilitator: Talking points for this discussion are provided on the Facilitators’ Agenda for the Educators’ PD.* + Academic Standards
	+ Appendix H. Units of Instruction

4. Encourage Facilitators to review the remaining resources on their own during the next segment.5. Distribute the “Facilitator Agenda- Explore Your Environment: K-8 Activity Guide” handout. * Provide time for Facilitators to review the detailed Facilitators’ agenda and the remainder of the “Designing Units” handout on their own.
* Consider creating and providing prompting questions about any segments of the Educator PD Facilitators’ agenda that seem important for your group to address. Participants have already experienced the handouts earlier today and discussed some of the ways that those handouts will be used by Educators, so perhaps consider focusing on any facilitation strategies or resources that might need extra support.

6. Debrief the activity. Consider incorporating the following sorts of questions into a reflection survey that Facilitators can complete and then discuss during a debrief: Today’s training introduced us to features in the new *K-8* *Guide* and on the website, plus a sample agenda that you could use for an Educators’ PD.* What are your own next steps for using the *Guide* in your own practice*?*
* What further experiences will you need in order to feel confident introducing the *Guide* to educators?
* What questions do you have?
* How can we support you in preparing for your work as a PLT Facilitator?

Transition to the event closure.* While you’re completing your evaluation form, please be thinking about any last questions we might answer today.
 |
| **Time:** 5 minutes | **PD Event Closure** |
| **Who:****Objectives:** Participants evaluate the workshop.**Materials needed:*** Copies of a Professional Development Evaluation Form
* Copies of the Training Certificate of Completion
 | 1. Ask participants to complete a Professional Development Evaluation Form and welcome their feedback. 2. Once they complete the evaluation form, you can provide the Training Certificate of Completion. |

#

# FACILITATOR TRAINING PARTICIPANT HANDOUTS

## PARTICIPANT AGENDA

***Explore Your Environment: K-8 Activity Guide*** ***Facilitator Training***

**8:00 am to 12:00 pm**

**PD Event Outcomes:** Within the next year, PLT Facilitators will:

* Use features and tools in the new *Explore Your Environment: K-8 Activity Guide* and [website](http://plt.org/myk8guide) in their own educational practice.
* Use an outcome-based agenda and handouts to roll out the *Guide* during Educator PD events.
* Communicate effectively with Educators about the new *Guide,* its features and tools.

**Objectives:** Participants will:

1. Explain why and how a new Guide product was developed and describe how specific activities are related to and/or different from the previous Guide.
2. Use the Guide and accompanying website for background research and to select activities.
3. Plan for rolling out the *Guide* during Educator PD Events.

|  |  |  |
| --- | --- | --- |
| **Time** | **Activity** | **Participant Notes** |
| 7:45 – 8:00 | **Registration** Please allow time to check in before the start of the workshop. We will begin promptly at 8:30.  |  |
| 8:00 – 8:10  | **Welcome and Introductions**Introductions, Agenda, Logistics |  |
| 8:10 - 8:30 | ***Explore Your Environment* *Guide* Overview**Learn why and how the new *Guide* was createdExplore activity changes |  |
| 8:30 – 9:15 | **General Layout and Two Key Tools**Review the Table of Contents and At-a-Glance Index for a helicopter view of the *Guide* and to select activities for different purposes.  |  |
| 9:15 – 9:45 | **Using PLT in Specific Contexts**Review *Guide* features about teaching in specific contexts (ex: outdoors, urban, nonformal, etc.) |  |
| 9:45 – 10:00  | **Break**  |  |
| 10:00 – 11:15 | **Four New Activities** Use a jigsaw study to review the features of a new *Guide* activity and to create and hear “pitch” presentations. Vote on one activity to experience.  |  |
| 11:15 – 11:55 | **Rolling Out the *Guide***Review the facilitators’ agenda to see additional *Guide* features and discuss roll-out strategies.  |  |
| 11:55 – 12:00 | **PD Event Closure**Debrief and discuss next stepsComplete the end-of-day reflectionReceive a certificate |  |

## COMPARING ACTIVITIES

All activities in the new *Guide* are listed alphabetically within each Grade Band (**K-2, 3-5, 6-8**). The table below lists all activities in the *Explore Your Environment: K-8 Activity Guide*, and indicates any changes compared to the former PreK-8 Environmental Education Activity Guide.

* Activity Name Changes: See parentheses under a title in this table (“*formerly …”)*
* Combined Activities (in yellow): See names of combined activities in parentheses.
* New Activities (in orange): New activities will be described and explored in a later handout.

|  |
| --- |
| ***Explore Your Environment: K-8 Activity Guide*** |
| **GRADES K-2 ACTIVITIES (13)** |  | **GRADES 3-5 ACTIVITIES (18)** |  | **GRADES 6-8 ACTIVITIES (19)** |
| **OLD Activity #** | **NEWActivity Name** |   | **OLD Activity #** | **NEWActivity Name** |   | **OLD Activity #** | **NEWActivity Name** |
| 79 | **A Tree's Life**(formerly Tree Lifecycle) |   | 10 | **Charting Biodiversity** (formerly Charting Diversity) |   | Combo (33+56) | **Decisions, Decisions** (formerly Forest Consequences & We Can Work It Out) |
| 21 | **Adopt a Tree** |   | Combo (9+47) | **Discover Diversity** (formerly Planet Diversity & Are Vacant Lots Vacant?)  |   | New  | **Environmental Justice for All** |
| 46 | **Backyard Safari**(formerly Schoolyard Safari) |   | 38 | **Every Drop Counts** |   | Combo (39+73) | **Exploration Energy!** (formerly Energy Sleuths & Waste Watchers) |
| 25 | **Birds and Bugs** (formerly Birds and Worms) |   | 27 | **Every Tree for Itself** |   | 48 | **Field, Forest, and Stream** |
| 65 | **Bursting Buds** |   | 23 | **Fallen Log** |   | New  | **Forest in the City** |
| 95 | **Did You Notice?** |   | New  | **Get Outside!** |   | Combo (15+82) | **Global Goods** (formerly A Few of My Favorite Things & Resource-Go-Round) |
| 43 | **Have Seeds, Will Travel** |   | 34 | **My Green Future** (formerly Who Works in This Forest?) |   | 50 | **If You Were the Boss** (formerly 400 Arce Wood)  |
| Combo (41+42)  | **Here We Grow Again** (formerly How Plants Grow & Sunlight and Shades of Green) |   | 83 | **Peek at Packaging** |   | 96 | **Improve Your Place** |
| 51 | **Make Your Own Paper** |   | 5 | **Poet Tree** |   | 12 | **Invasive Species** |
| 3 | **Peppermint Beetle** |   | 78 | **Signs of Fall** |   | 88 | **Life on the Edge** |
| 61 | **The Closer You Look** |   | Combo (24+70) | **Soil Builders** (formerly Nature’s Recyclers & Soil Stories) |   | 81 | **Living with Fire** |
| 22 | **Trees as Habitats** |   | 76 | **Tree Cookies** |   | Combo (66+67) | **Nature's Skyscrapers** (formerly Germinating Giants & How Big is Your Tree?) |
| 13 | **We All Need Trees** |   | 63 | **Tree Factory** |   | 80 | **Nothing Succeeds Like Succession** |
|  |  |  | Combo (64+68) | **Tree ID** (formerly Looking at Leaves & Name That Tree) |   | Combo (32+35) | **Our Federal Forests** (formerly Forest of Many Uses & Loving It Too Much) |
|  |  |  | 89 | **Trees for Many Reasons** |   | 31 | **Plant a Tree** |
|  |  |  | 77 | **Trees in Trouble** |   | 37 | **Reduce, Reuse, Recycle** |
|  |  |  | 44 | **Water Wonders** |   | 14 | **Renewable or Not** |
|  |  |  | 45 | **Web of Life** |   | 84 | **The Global Climate** |
|  |  |  |  |  |   | New  | **What's in a Label?** |

## FINDING AND SELECTING ACTIVITIES

### DIRECTIONS:

Whether seeking new activities to fit a need in your program or just looking for the page number of an old favorite, you’ll find the Table of Contents and At-a-Glance Index invaluable time and time again. Dive in and use them now to see how much you can quickly learn about any PLT activity!

*Our first PLT activity today will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Find this activity’s listing in each of these two Guide sections and answer the questions below.

### 1. Table of Contents

Question: What two things do you know about our activity by reading its listing in the *Contents*?

### 2. At-a-Glance Index

To find this Index, see Table of Contents, list of Indices at the bottom. *Helpful Hint: Because the At-A-Glance Index is so useful, consider highlighting it in the Table of Contents and/or attaching a Post-It-Note on the Index page for easy access later.*

Reading our activity’s listing in the *At-a-Glance Index*, what can you say about its…

Grade Span?

Grade Level Variation (if any)?

Subjects?

Icons (Special Contexts)?

STEM Skills?

Differentiated Instruction Techniques?

What does the color coding used throughout this PLT *Guide* tell us?

Red =

Green =

Blue =

## ACTIVITIES NOT INCLUDED IN PLT’S *EXPLORE YOUR ENVIRONMENT: K-8 ACTIVITY GUIDE*

*Note: Some activities previously found on PLT’s PreK-8 Environmental Education Activity Guide are not found in the Explore Your Environment: K-8 Activity Guide. It’s important to emphasize that these activities are not going “away” or being “deleted”. They are still instructionally-sound educational materials for our program and will appear in other PLT resources. This list is not to be shared with Educators. It is a reference for Facilitators, so they don’t recommend to their participants activities that are not found in the new guide.*

**Activity Number & Title**

1 -The Shape of Things

2 - Get in Touch with Trees

4 - Sounds Around

6 - Picture This!

7 - Habitat Pen Pals

8 -The Forest of S.T. Shrew

11 - Can It Be Real?

16 - Pass the Plants, Please

17 - People of the Forest

18 -Tale of the Sun

19 -Viewpoints on the Line.

20 - Environmental Exchange Box

26 - Dynamic Duos

28 - Air Plants

29 - Rain Reasons

30 - Three Cheers for Trees

36 - Pollution Search

40 - Then and Now

49 - Tropical Treehouse

52 - Look at Aluminum

53 - On the Move

**Activity Number & Title**

54 - I’d Like to Visit a Place Where

55 - Planning the Ideal Community

57 - Democracy in Action

58 - There Ought to Be a Law

59 - Power of Print

60 - Publicize It!

62 - To Be a Tree

69 - Forest for the Trees

71 - Watch on Wetlands

72 - Air We Breathe

74 - People, Places, Things

75 - Tipi Talk

85 - In the Driver’s Seat

86 - Our Changing World

87 - Earth Manners

90 - Native Ways

91 - In the Good Old Days

92 - Look at Lifestyles

93 - Paper Civilizations

94 - By the Rivers of Babylon

##

## EDUCATORS’ AGENDA WITH HANDOUT LISTINGS FOR FACILITATORS

*Note: This is the same as the basic Educators’ PD agenda but with the added third column that shows where each handout is used. It’s very helpful when trying to explain to PLT Facilitators where a handout used during Facilitator Training will fit in the Educators’ PD agenda.*

***Explore Your Environment: K-8 Activity Guide***

**Professional Development Workshop**

**8:30 am to 3:15 pm**

**PD Event Outcome**: *Within three months, participants engage their learners in indoor and outdoor lessons using at least two PLT activities from the* ***Explore Your Environment: K-8 Activity Guide****.*

**PD Event Objectives:** Participants will:

* Investigate the value of PLT for their instructional program and for their own personal growth within the PLT network.
* Describe activity instructional strategies that they can implement in their own setting, including strategies and safety procedures for managing and teaching a group outdoors.
* Use the Guide and accompanying website for background research and to select and teach activities in their educational setting.
* Plan for implementing PLT activities within the next three months.

|  |  |  |
| --- | --- | --- |
| **Time** | **Activity** | **Handout(s)** |
| 8:00 – 8:30 | **Registration and In-the-Door Activity**Please allow time to register and check out your new book before the start of the workshop. We will begin promptly at 8:30.  | “Finding and Selecting Activities” (List title of Activity 1 at the top)  |
| 8:30 – 8:45  | **Welcome and Introductions**IntroductionsAgenda OverviewAdministrivia | “Agenda”  |
| 8:45 – 9:15  | **PLT Overview and Introduction to the *Guide***Discover what makes PLT a valuable resource for your classroom and for your own growth as an educator. |  |
| 9:15 – 10:00 | **Activity 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Experience this indoor activity as a learner.Observe with the lens of an educator.Debrief the book features reviewed earlier. | “Finding and Selecting Activities” “Student Pages” for Activity 1 |
| 10:00 – 10:15  | **Break** Prepare to head outdoors. |  |
| 10:15 – 11:30 | **Activity 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Review *Guide* features about teaching outdoors and in other specific contexts. Discuss outdoor management strategies. Experience a PLT activity outdoors. | “Using PLT in Specific Contexts” “Student Pages” for Activity 2 |
| 11:30 – 11:45  | **What about Standards?**Examine tools within the *Guide* and on the website ([plt.org/myk8guide](http://plt.org/myk8guide)) |  |
| 11:45 - 12:30  | **Lunch** Prepare to head outdoors. |  |
| 12:30- 1:30 | **Community and State Resources**Activity or presentation by natural resource professionals or other local resources. |  |
| 1:30 - 1:45 | **Break** |  |
| 1:45 – 2:45 | **Planning Session**Select and review in detail one activity for your instructional practice. Consider how you might use additional *Guide* features for designing an activity sequence or unit. | “Features of a Typical PLT Lesson” “Using PLT to Design Units or Activity Sequences” |
| 2:45 – 3:15 | **PD Event Closure**Debrief your planning and discuss PLT next stepsComplete the end-of-day reflectionReceive a certificate | Consider creating a “Reflection” handout based on ideas in the Facilitators’ agenda. |

## USING PLT IN SPECIFIC CONTEXTS

### AT-A-GLANCE INDEX (P. 420)

The **second segment** of this index has separate rows indicating activities for: Long-Term; Nonformal; Outdoors; STEM; and Urban settings.

### ICONS WITHIN EVERY PLT ACTIVITY:

Just below the title of every activity are icons signifying one or more specific contexts for which the activity would be well-suited. This icon “Legend” is on p. 7 in the *Guide.*

**

****Outdoors** - Indicates that the activity requires an outdoor setting to meet learning outcomes. For more information about outdoor learning, see Appendix B.

**Urban** - Indicates that the activity is an excellent way to explore urban environments. For more information about using PLT in urban settings, see Appendix C.

****Nonformal** - Indicates that the activity works well in nonformal education settings, such as in nature centers or with afterschool groups, although these activities are also suitable for formal classroom settings. For more information about using PLT in nonformal education, see Appendix D.

******STEM** - Indicates that the activity is a STEM exemplar, combining the four elements of STEM—Science, Technology, Engineering, and Math—while engaging students in problem-solving. Note that every activity in this guide incorporates at least some elements of STEM and lists relevant STEM skills. For more information about PLT and STEM, see Appendix E.

**Long-term** - Indicates that the activity requires more than two 50-minute periods of instruction.

### Teaching OUTDOORS

**General Tips:** Appendix B. *Tips for Teaching Outdoors* (p. 395), includes answers to: Why Teach Outdoors? What to Teach Outdoors? How to Begin? What is Outdoor Learning? Planning for Longer Excursions; About Collecting

**Specific Activity Tips: Take it Outside** section in every activity of the guide describes how to extend student learning into the outdoors.

### PLT in an URBAN Setting

Appendix C. *Urban Outlook* (p. 395), described the Urban setting and how PLT can help (list of Guide features and tips)

### PLT in a NON-FORMAL Setting

Appendix D. *Nonformal is Essential* (p. 399), offers a description of Nonformal, how PLT can help (list of Guide features) and correlations to non-formal benchmarks (4-H, Boy Scouts, Girl Scouts and more).

## EXPLORING THE NEWEST *K-8* *GUIDE* ACTIVITIES

### Directions:

* Please read your activity’s description below, then find it in the *Guide.*
* Record details about your activity on the worksheet “FEATURES OF A TYPICAL PLT LESSON”. Hint: *For this PLT Facilitator Training you will begin with* ***Step 3.***
* Your jigsaw group will meet to develop a two-minute pitch using the information you’ve gathered about your activity, including ideas like “What’s great about this activity?” and “How would you use it?”

### ACTIVITIES

#### Grades 3-5

**GET OUTSIDE!  *pp. 121-130***

Regular and frequent time outdoors Is beneficial for emotional, mental, and physical health as well as for creativity, learning and child development. In this activity, students will examine the physical and emotional effects of a task done outdoors vs. indoors. They design, plan, and carry out an investigation comparing the two settings, and analyze their results.

#### Grades 6-8

**ENVIRONMENTAL JUSTICE FOR ALL *pp. 233-246***

Everyone has a right to a healthy environment, but does everyone *have* a healthy environment? In this activity, students propose actions to resolve various scenarios and then research issues related to environmental justice in their own state.

**FOREST IN THE CITY *pp. 265-271***

The trees in our communities provide many benefits: they improve air quality, store carbon, and conserve energy. Trees also enhance human health by reducing blood pressure, decreasing stress and elevating attentiveness. Students conduct a survey to investigate the social and psychological effects of the urban forest.

**WHAT’S IN A LABEL?  *pp. 382-393***

Students explore the environmental, social and economic criteria of forest certification and consider possible benefits and limitations of certification for both forests and people. They then examine the steps involved in making a certified forest product and the importance of certifying each step of the process.

## FEATURES OF A TYPICAL PLT LESSON

### directions

Use two Topic Index and At-a-Glance Index to select a lesson you’ll try out back home, then review that lesson in order to understand the value of key features provided in all PLT activities in this *Guide*.

1. Use the **Topic Index** to identify one or more potential activities for your program.
* Find the Topic Index in the Table of Contents.
* Because the Topic Index is so useful, consider marking it in the Table of Contents and/or attach a Post-It-Note on that Index page for easy access later.
1. Next, use the **At-a-Glance Index** you used earlier to compare the potential activities you found for your topic. Select one of those activities to review now.
2. Quickly skim the generic **Activity Components Diagram** (pp. 8-9) to clarify all of the supports that are included in every PLT activity.
3. Use the review form below to record information in activity features that will be useful to you.

**Activity title and page:**

**General Description** (Summarize briefly what students will do- *see the paragraph above the title)*:

**Icons:** (List any special instructional contexts indicated by the icons (see p. 7 for Icon Legend))

**Academic Standards:**

**Objectives**:

**Time Considerations:** Preparation \_\_\_\_\_\_\_\_\_\_\_\_ Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Materials** (List a couple here)**:**

**Getting Ready** (List a few steps here including at least one “Safety!” item)**:**

**Student Pages**

(Describe here briefly what students will do and list the related “Career”):

**Assessment** (List one Assessment you might use):

**Enrichment** (List one Enrichment you might find helpful):

**Other Features** (List any Grade Variations, Take It Outside, or other features you might use):

**Online** (Find your activity at [plt.org/myk8guide](http://plt.org/myk8guide) and review the Glossary, Reading Connections, Resources, Standards Alignment, and downloadable Student Pages, noting any you might use):

## USING PLT TO DESIGN UNITS OR ACTIVITY SEQUENCES

### Academic Standards

**General Overview:** Appendix A: Teaching to Standards (p. 394)

**Specific Standards:** For Each PLT Activity

* See the “At-A-Glance” Index to choose activities by Subject (p. 420)
* See the “Academic Standards” Inset Box within the individual activity

Standards for Subjects including Science, ELA, Mathematics, Social Studies

* NGSS: See [website](http://plt.org/myk8guide) for table of PLT activity titles with NGSS standards code listings

### Topic Index (p. 422)

**Over 100 Topics:** For each Grade Band, a list of PLT activity titles for every Topic

### Appendix H: Units of Instruction (p. 406)

* Organized by Grade Band: 5-10 sample unit outlines per grade band
* A “Storyline” for each unit links 3-8 PLT activities together.
* “Forest Literacy Framework” connections for some units are online at [plt.org/forestliteracy](http://plt.org/forestliteracy)
* A sample unit in detail: Cycles of Matter and Energy (p. 407)
* Detailed descriptions of every Storyline unit are on the webpage plt.org/myk8guide

### Appendix G: Conceptual Framework (p. 403)

* List of “Themes” that underlie all PLT activities
* Note: The themes are very similar to NGSS “Cross-Cutting Concepts” and this Appendix could be a great tool for designing an NGSS-based unit.

### Instructional Practices:

* **Vocabulary Instruction**: Appendix I: Using the Glossary (p. 411)
* **Claims/Evidence/Reasoning:** Appendix K: Making a Scientific Argument (p. 413)
* **Planning an Investigation:** Appendix L (p. 414) Student Graphic Organizer
* **Assessment Rubric:** Appendix M (p. 417), includes 4-point generic descriptors for: Work Product; Content; Collaboration; Presentation; Critical Thinking. Editable version downloadable from the [website](http://plt.org/myk8guide).

## DETAILED FACILITATION AGENDA FOR 6-HOUR EDUCATOR PD EVENT

[Download the Detailed Facilitation Agenda](https://coordinators.plt.org/wp-content/uploads/sites/5/2021/03/K8-EDUCATOR_PD_TOOLKIT.docx) for the 6-Hour Educator’s PD event*.*