

Virtual **wfsu**
PUBLIC MEDIA

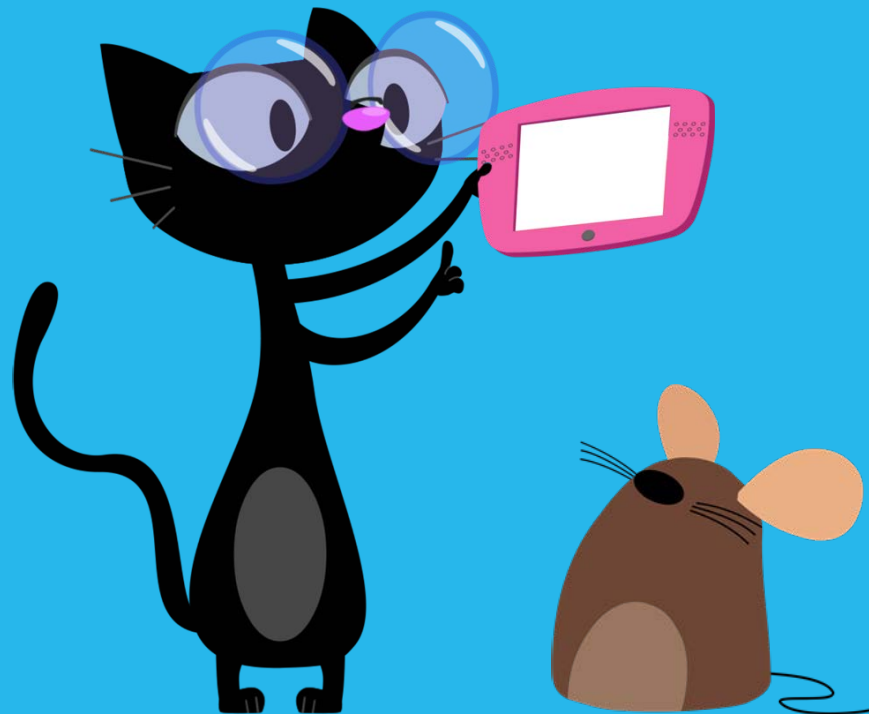
RTLCON

2020



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Ready To Learn Grant

Welcome to Day 2!



The
Ready To Learn
Initiative



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Thoughts about yesterday sessions?

Communication Resources &

Telling Our Stories

A Story That Works

There's a lot of buzz around the words "narrative" and "story" in the messaging landscape these days, and, more likely than not, you're already working with stories at your station. This guide is here to give you a quick reference to make certain your station story is as evocative, repeatable by others and does an effective job in sharing your station mission and message.

First, identify your "go-to" stories, the ones that showcase the unique position of your station as a learning resource. Do you have a memory of a parent, site leader, child, family, or teacher that demonstrates the power of your station as a leader in education within the community?

Second, look at your list of stories. Who are your **protagonists**? Jot them down. If a story does not have a protagonist, lose it. Work with the story that has the most compelling hero.

WHO IS A PROTAGONIST?

Reminder: It cannot be an organization, because an organization cannot *feel*. The protagonist is the *person* who must make a decision when the events of plot happen.

Reference: Aurora is not the protagonist of the film *Sleeping Beauty*, it is the three fairies who help her. The decision makers and realize something about their inherent powers along the journey. While you cannot be the protagonist, you are an integral part on the way to completing the journey. Show your audience that you are essential to the protagonist's success.

Third, structure your story. Identify the beginning, middle, and end. Remember that the middle is where the **conflict** arises. To have conflict, we have...you guessed it...an **ANTAGONIST**. Often, the antagonist is not a person, but a situation. It could be a lack of resources, a lack of understanding, or a lack of support. What are they trying to achieve? What or who is standing in their way? Is it general poverty? A sub-par transportation system? Budgetary constraints? An inner feeling or idea?

Fourth, bring it to life! Storytelling does not work unless your audience can picture the story in their mind. And for that, they need details that are essential to the plot (don't go adjective-crazy) that allow them to feel and care about your message.

"Make us feel, and believe me, we'll know who's right and who's probably not. Tell us what to do, and we'll follow, and what we'll feel is bullied."

Lisa Cron *Wired For Story*.

In order to care, the audience's brain needs to be activated by the journey. Include an element of **surprise**, tease out the suspense, make the reader or viewer stay until the very end to find out what happened. Then ask yourself, where is the **urgency**? If the protagonist can meander about, it's hard to compel others to join your cause. Why must the protagonist be doing these things now? And why is it important for the audience to be hearing these things now?

Lastly, challenge yourself. Think about statistics that need to be highlighted and work backward from the end to find a protagonist that showcases that issue. Focus in on an audience you want to engage and tell a story about someone you know that will either call them to action or make the audience see themselves in a whole new light. Utilize the Hero's Journey structure to tease out evocative new details and turn a "story" into a "message."

PBS KIDS

**Telling the Station Story:
Illuminating the Why, Uncovering the How**

Use this worksheet to build a narrative about your station's work in your community in support of helping young children reach their highest potential.

The Landscape

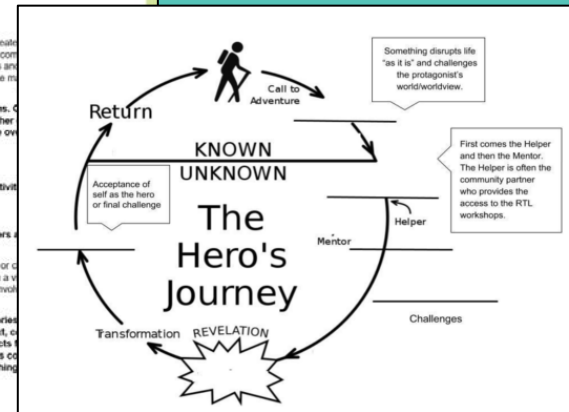
As you think about the work you are embarking on, think about the greater community that are barriers to helping young children learn. What do your potential collaborators, such as parents, teachers, community leaders and others, most care about? Try to list at least three issues or community challenges – these may be related to each other.

Community challenges have long been discussed in many forums. C. Wright Mills, in partnership with WFSU and many, many others, have come up with this list, it is comprehensive and encompasses the lives of all stakeholders.

1. Receive quality healthcare
2. Live in an economically stable family
3. Participate in quality early education and development activities
4. Live in a safe and nurturing environment
5. Develop positive social and emotional behavior
6. Have a sense of hope, wonder and connectedness to others that comes from a strong spiritual foundation

How has your station been involved in addressing educational needs of a community in the past? Think back 5-10 years. Your station has been a part of the community for a long time. Now, try to summarize all of that work or involvement in a couple of sentences (your "elevator speech").

WFSU's best role in the community is finding and sharing the stories of our area. Our role as educational innovator and convener comes next, of dedicated partners to create and implement programs and projects for families, teachers and learning communities. Using our PBS Kids on Learning Media to continuously support and influence best teaching practices.



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Hi friends!

As things come to mind during the next few days of our convention, share your thoughts, comments, observations, questions with us all here -

We'll organise them and address them during the week, or use them to populate our RTL Edcamp in July!

Click the link in chat to our Pinup board!

We'll be referring to your post-its throughout the week, and use them to populate our RTL Edcamp boards in July!



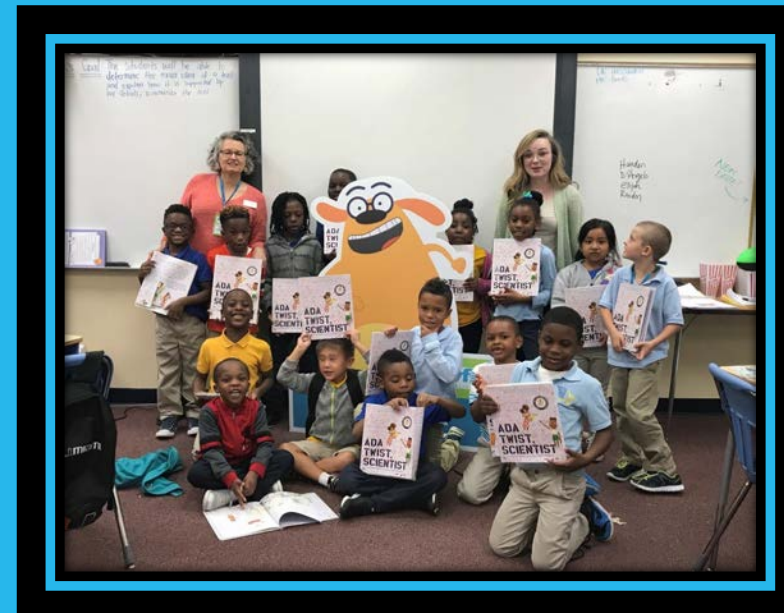
Ready To Learn Camps! Lightning Speed... Session 1

Odd Squad: Be the Agent,

PBS KIDS ScratchJr

Ready Jet Go Space Camp! &

Ruff Ruffman Sensational Science!



GOALS OF CAMPS

- Engage children in the Science Inquiry & Engineering Design Process
- Provide opportunities for kids to play, build, explore, and learn together



STRUCTURE OF CAMPS



- **Explores scientific themes**
- **Designed to fill approximately 4 hours – can be modified to meet needs**
- **Visual supports for discussions**
- **Curiosity Journals are tools for campers to record observations, predictions and data**

The Science Inquiry & Engineering Design Process



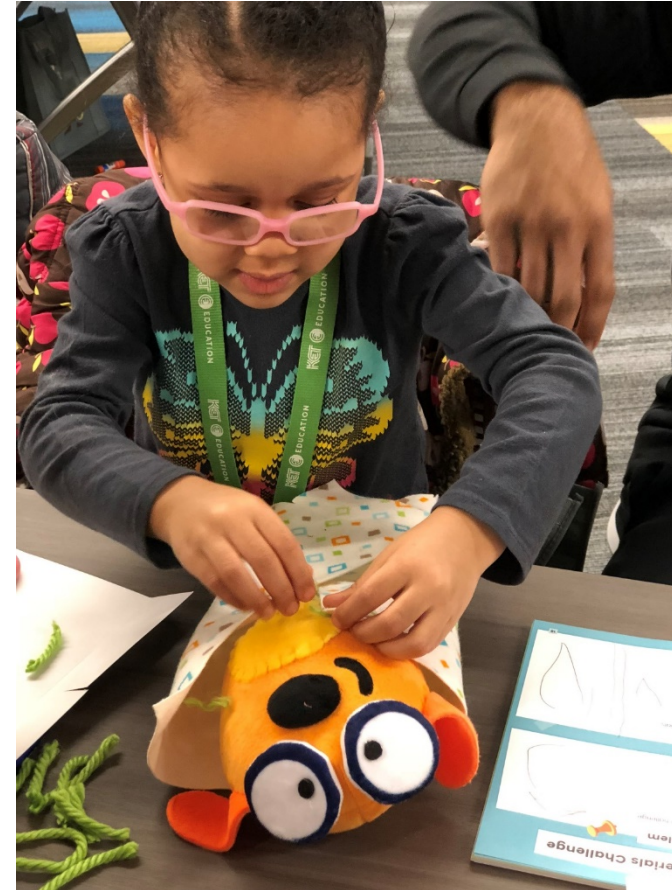
Facilitating Fundamentals

- Celebrate and support the process
- Ask questions rather than giving answers
- Use technical words sparingly
- Hands off the tools
- Build trust and relationships
- Embrace mistakes
- Authentic enthusiasm goes a long way
- Build upon pre-existing strength
- Stay nimble
- Keep track of True North



Facilitator Roles

- **Recruitment**
- **Lead-up/Follow-up**
- **Logistics**
- **Instruction/Modeling**
- **Support**
- **Documentation**
- **Time Management**
- **Creative Corner**
- **Other**



Odd Squad Camp!



FELISHA WILLIAMS
Special Agent in Charge, Odd Squad Camp



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ODD SQUAD BE THE AGENT CAMP

When?:

July 8th - 11th, from 9-1pm

Where?:

WFSU Public Media, 1600 Red Barber Pl

What?:

A free camp for rising first - third graders, based on the hit KIDS series, Odd Squad! Each day of camp, agents solve odd teries using team work and math-based problem solving skill Super sleuths will put their brains together to make Ms. O p just like in the show! For more info & to register, contact yo Gifted Teacher or email Hannah at hpower@fsu.edu!



The Ready To Learn Initiative



Student Name: _____
 Parent/Guardian Name: _____
 Parent/Guardian Phone: _____
 Parent/Guardian Email: _____
 Student Age: _____ Grade in School 2019-20: _____
 Current Elementary School: _____
 Briefly describe why you would like to attend Odd Squad Camp.

Pick a word to describe yourself and give us a few sentences about why you picked that word.

What is your favorite part of STEM / STEAM and why?

In addition to submitting this to your gifted teacher, please register by visiting wfsu.org/oddsquadcamp

BE THE AGENT

MATERIALS LIST

Art/Craft/Building Supplies

- Pencils
- Construction paper
- Markers
- Post-it notes
- Crayons or colored pencils
- Paper plates (36)
- Chalk
- A long narrow strip of paper or a file tape
- Scissors
- Glue
- Ruler
- Tape
- Paper clips
- Yarn
- Dixie cups
- Rubber bands

Additional Materials Needed

- A chalkboard, dry erase board, or internet surveys
- Access to at least one internet connection
- Odd Squad badges for students (supplied)
- Camp completion certificates
- Printouts of activities, handouts, and
- Ten odd items for trophy room (Day 3)
- Optional: Autographed Odd Squad cards
- Optional: Snacks, drinks, plates, napkins
- Optional: Tablets or phones with video
- Optional: Materials for outdoor/playtime

* This is the materials list for five full days of camp to determine which materials you will need.

Odd Squad Be The Agent Camp

DAY 1 AGENDA

9:00 – Welcome / Introductions

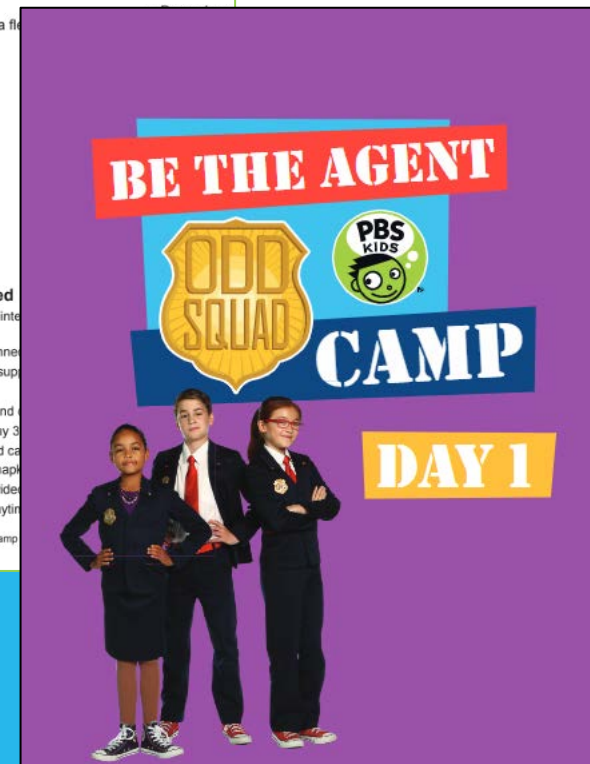
- Miss O Introduction

9:20 – Become an Agent

1. Find Your Badge Number
2. Create your badge / nametag
 - a. We will laminate these!
3. Odd Squad Agent Pledge

9:45 – The Case of Places Trading

1. View episode - Trading Places
2. Read letter from Miss O
3. Training
4. Casework
5. Case Closed





Find Your Badge Number

Figure Out Your Agent ID Number!

Odd Squad agents have a special number on their badges. The number comes from the letters in the agent's name. How does it work? Just follow these steps to find your own agent number.

Decode Your Name!

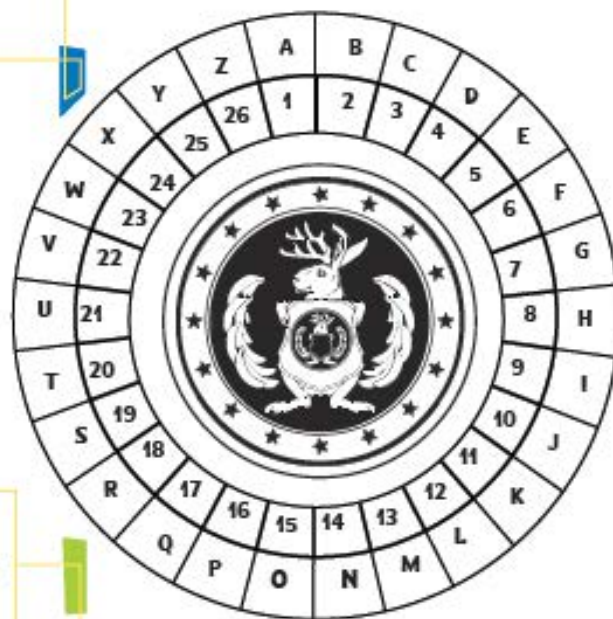
For example, if your name is Max, you would decode your name like this:

M = 13 A = 1 X = 24

Add Up the Numbers!

$$13 + 1 + 24 = 38$$

Max's badge number is 38. To make it official, each agent adds the letter "O" to the front of his or her name, like this: Agent O'Max, #38.



Now use the letters in your name and join Odd Squad!

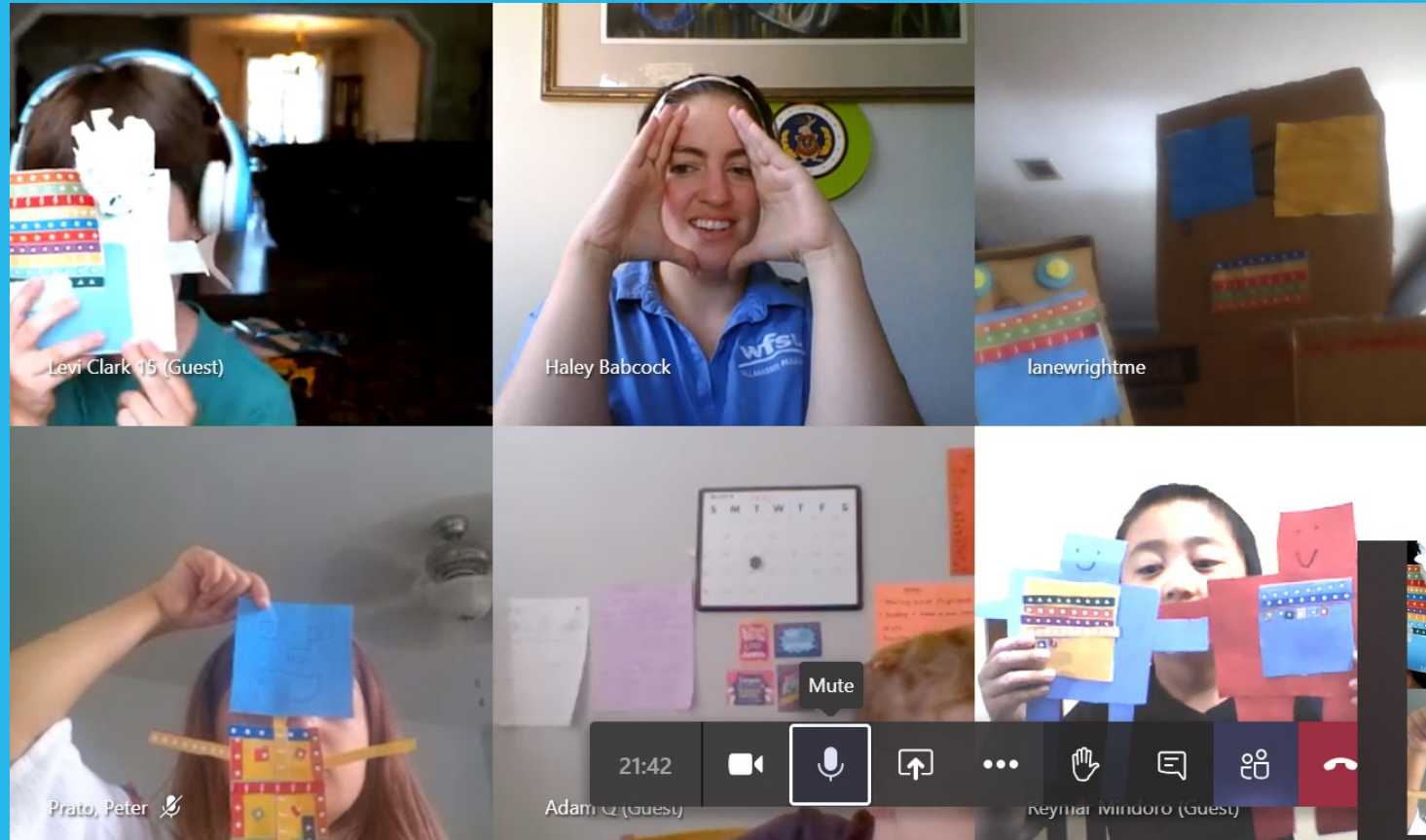
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Virtual Odd Camp Exploring



PBS KIDS ScratchJr. Camp





FACILITATOR GUIDE

A multi-generation engagement program designed to activate creative and collaborative learning using PBS KIDS media and resources



Code-to-Learn Camp

Stewart Street Elementary

Where?: Stewart Street Elementary Media Center

When?: July 10 - 13th from 8am to noon - snack included!

Why?: PBS KIDS ScratchJR app is designed to put kids in the driver's seat by allowing them to free play with their favorite PBS characters, engaging them in creating narratives and solving problems and all the while learning the basics of coding.



for more info, visit wfsu.org/education



With PBS KIDS ScratchJR, kids aren't just learning to code, they're coding to learn.



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Sensational Science Camp



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Sensational Science Camp



with **Ruff Ruffman**

JUNE 25 - 28th
at WFSU Public Media Station

Ruff Ruffman from the PBS KIDS series Fetch! is back at WFSU with more ways to pique kids' interest in science! With his crazy antics and playful approach to hardcore scientific principles, Ruff brings topics in force and motion, engineering, and chemistry to the classroom in his Sensational Science Camp. Across four days of camp, students will test and retest hypotheses, predict results, ask questions, and act like a scientist, all while having fun with PBS KIDS media and characters.

Apply today!



Ruff Ruffman Sensational Science Camp SESSION 1 – Build It Up – AGENDA

10:00 – Welcome

introductory
pass out n

10:20 – Video & Discuss

Eye of the

10:45 – Intro to Big Ide

introduce

discuss enj

10:50 – Begin Building

11:15 – Test & Share

encourage

11:30 – Continue Build

11:45 – Review & Wra

don't forg

give kids o



**SENSATIONAL
SCIENCE CAMP**
with
RUFF RUFFMAN

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Phone: _____

Parent/Guardian Email: _____

Student Age: _____

Grade in School 201

Current Elementary School: _____

Briefly describe why you would like to attend SENSAT





Session 1: Mixtures

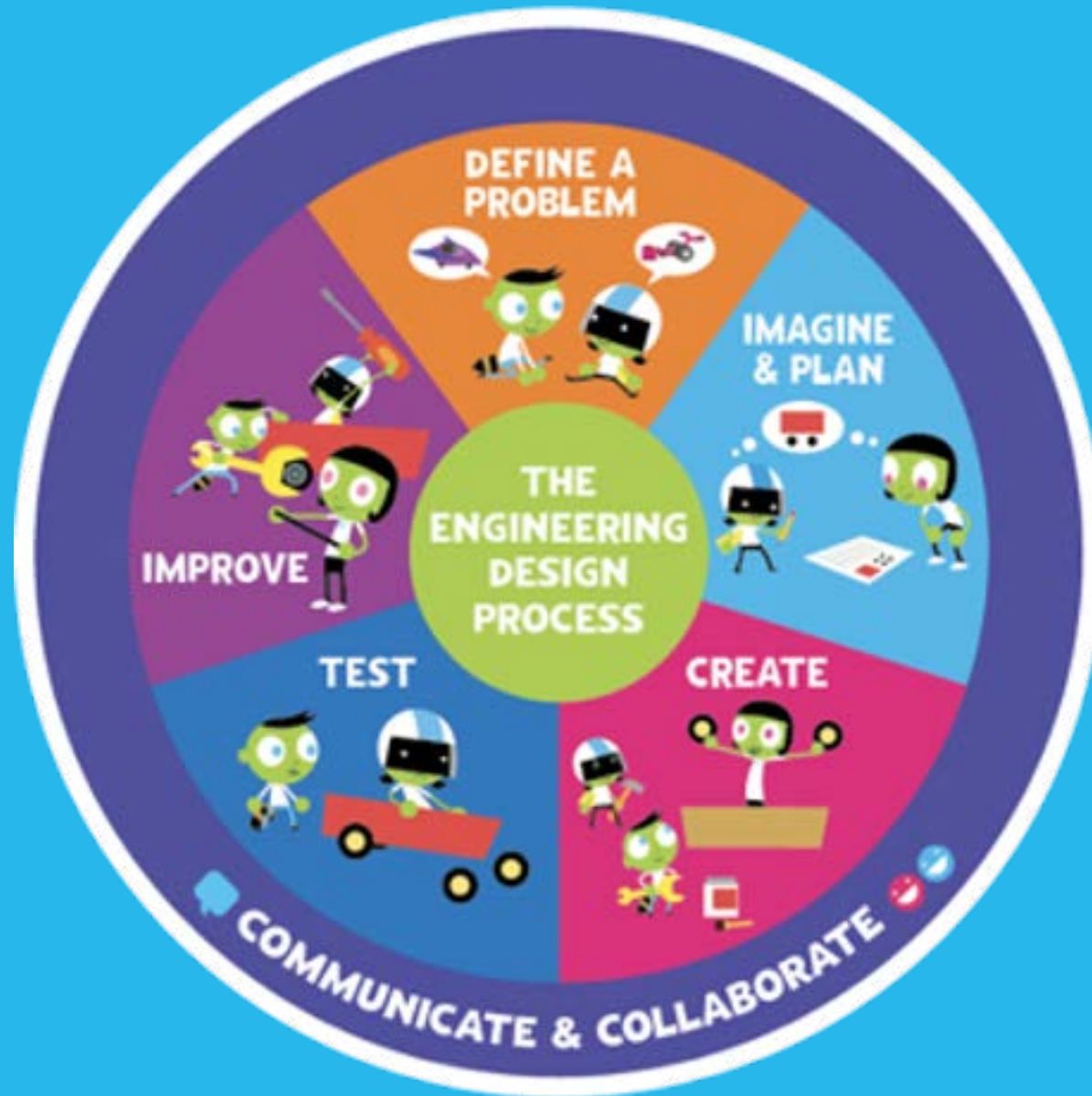
Session 2: Materials

Session 3: Friction

Session 4: Structures

Session 5: Finale!





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Session 2

Material World

Investigating Material Science

- **Welcome and Warm-Up** preview of the day's session
- **Watch** Ruff Ruffman video and discussions
- **Play** Ruff Ruffman game and discussions
- **Explore** use materials to solve problems
- **Share** share, compare and discuss materials

A Dry Pet is a Happy Pet!



Pet-Sitting Tip #4

puli
↓



Puli
↓





Dress That Rhino!



Property:
grows

Prediction:







Do leaves
grow?

Yes ✓

No X



| | grows |
|--|-------|
| plastic bags  | |
| steel  | |
| leaves  | ✓ |

OK →

Challenge 1

Design something you could wear to keep you dry from water.

Challenge 2

Design something that can give you some shade or sun protection on a hot, sunny day.

Challenge 3

Design something warm and cozy that you could wear in cold weather.

Challenge 4

Design something tough and protective that could deflect small objects.

Challenge 5

Design your own scenario!



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Ready Jet Go Space Camp!



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Ready To Learn

PBS KIDS

Space Exploration Camp

with READY JET GO!



Space Exploration Camp Journal

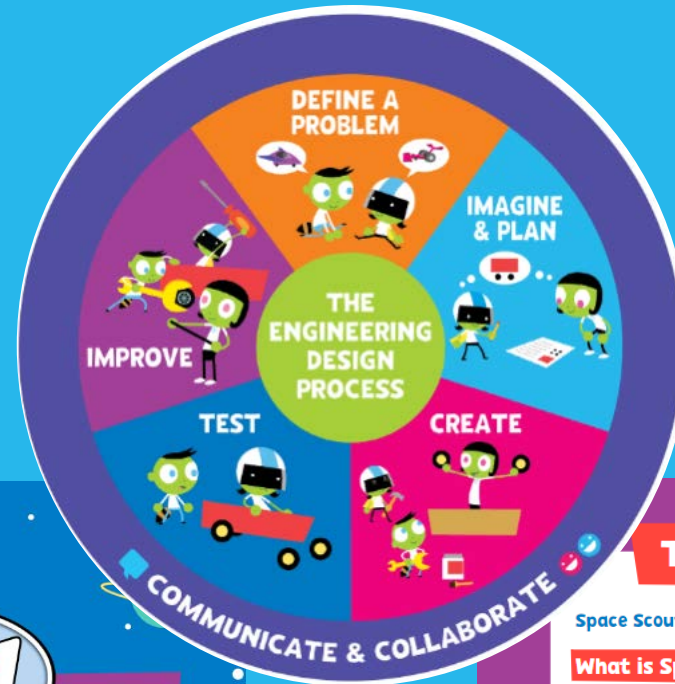
This journal belongs to _____



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Table

Space Scout Pledge..

What is Space Exploration?
Mission: Experienced Explorer
Mission: SpaceSuit Designer

Going to Space.....
Mission: Rocket Launcher
Mission: Control Panel

Planet Exploration
Mission: Cartographer
Mission: Rover Engineer

Life on the Moon
Mission: Lunar Landings
Mission: Base Builder

There's No Place Like Home
Mission: Watershed Specialist
Mission: Planet Earth Protector

Spaceflight Factory.....

More Space Fun.....
The Solar System.....
The Solar System Song.....
Fun Space Facts.....
Design Your Own Space Badge.....

Mission 3: Rocket Launcher



How do we use what we know about forces and motion to make a rocket travel further?

What to Watch



READY JET GO!
Episode:
"Lone Star 2: Rocket Kids!"
(11 minutes)

pbskids.org/readyjetgo

Vocabulary

- **Rocket** - A vehicle that launches into space
- **Prediction** - A statement about what you think might happen in the future based on what you already know
- **Force** - A push or a pull on an object



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SPACE SCOUT

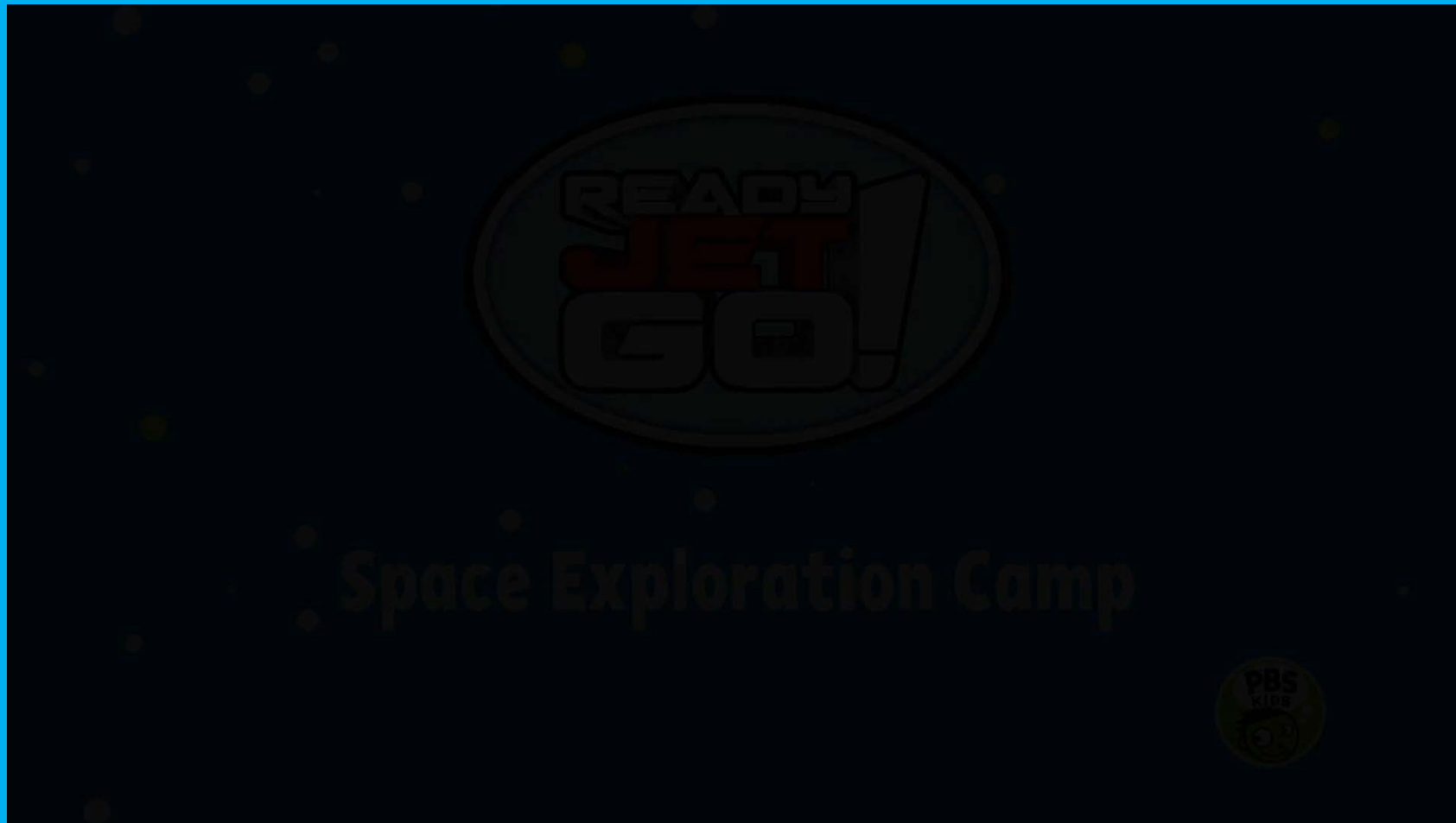
Summer Camp 2019
Coming to Leon County Schools
June 10-13th from 9-1pm
at WFSU Public Media Station
1600 Red Barber Plaza

Free!
For rising first - third graders.
For more info contact your Gifted Teacher,
or Hannah at hpower@fsu.edu. Also, follow
WFSU Education on Facebook!

 **LEON COUNTY SCHOOLS**
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SPACE SCOUTS
Ready to explore
The Sun's neighborhood
and even more
To work as a team
and try our best
Put science and engineering
skills to the test
SPACE SCOUTS!

Ready Jet Go! Space Camp Activities



Roshanna Beard

PBS KIDS Early Learning
Champion!

WFSU RTL Facilitator!

Media Specialist at
Apalachee Tapestry
Magnet School for the
Arts!

Mom of Three!

Doula!



Lunch & Learn Keynote: **Misty Penton**

Grab some lunch and come on
back at noon!



Misty Penton, MS

Tribal Bioarchaeologist Tradition Keeper & Storyteller
White Earth Tribal Town
Muscogee Nation of Florida



“A Good Heart Is All That’s Needed”

**– Dan Penton, Mekko
(and former Heles Hayv) Ekvnv Hutke Tvlwv
‘White Earth Tribal Town’**



**Traditional Alaskan
Introduction**

One of our Native Communities...

a people who are: Resilient, Practical, Matriarchal and Community-focused. Muscogee people can be found everywhere, but the largest concentrations are found in Oklahoma Indian Territory (OK IT) – To Learn More Research Trail of Tears



Some smaller groups avoided removal through various means in Alabama, North Florida and South Florida. We have Tribal Towns called Tvlwvs

Each town originally had its own Fire, Squaregrounds*, Ball Court* and Council House*.

Ekvnv Hvtke Tvlwv/ White Earth Tribal Town

Ekvnv Hvtke Tvlwv/White Earth Tribal Town* is a Ceremonial Town in North Florida where Muscogee people meet for Posketv or Busk ceremonies 4 times a year.



Shell Carving: A Sacred Muscogee Tradition

The art and iconography of Muscogee shell carving is a window into Native cultures, their beliefs, and connection to nature.

“These shell carvings go back to the Mississippian time period,” Chris says. “You can tell- from Choctaw, Cherokee, Alabama, Coushatta, Muscogee Creek- that, basically, at one point and time, we were all one people.”



Generations of Storytelling



Learning About Each Other

Muscogee Native Values: Your gifts are your responsibility

Don't expect a snake to be a Wolf, or a buzzard to be a bear

Who can you control? Only yourself. Then how do you lead? By example.

Margie Ward Gatti

Margie Ward Gatti (May 8, 1925 – May 15, 2019) was the Traditional Storyteller, Council Member and Matriarch for Muscogee Nation of Florida and Ekvnyv Hutke Tvlwv (White Earth Tribal Town). To our family, she is known lovingly as "Granny".



Margie Gatti grew up during The Great Depression (1929-1933) and many of her agricultural and hunting skills were necessary for her family's survival.

For decades, she shared her family stories and our Muscogee traditional stories



At ceremonies, she shared stories while she played in the sand pile along with the children.

One of our favorites, is the story of how the ants felt sorry for the Turtle when her shell was cracked.



Storyteller (Nene)

Artist Michael Kelly is an adopted Muscogee Creek. He is leader of the young men for White Earth Tribal Town and an artist! He created a series of paper dolls to celebrate our local Native History!

The paper doll on the right celebrates Margie Ward Gatti, the Muscogee Creek Storyteller you just learned about on the previous slide.

The paper doll on the left is Misty Penton, Muscogee Creek Storyteller that has those responsibilities now.



Granny Storyteller (Ancestor)

michaelkellytg@gmail.com

Molly of Denali
Family and
Community Learning
Workshop at Fred
George Museum and
Nature Center



Making New Traditions!



**Mahsi' choo! Ana' Basee! Quyana! Tsin'aen! Gunalchéesh!
Quyanaq! Chin'an! Thank You!**





FAMILY

& Community Learning

OVERVIEW GUIDE

A multi-generation engagement
designed to activate playful
and literacy learning using PBS KIDS



Photo courtesy KLRU-TV, Austin PBS 2018

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FAMILY

& Community Learning

GUÍA INTRODUCTORIA

Un programa de participación de múltiples generaciones para
las familias diseñado para fomentar el aprendizaje de las
ciencias y la alfabetización de modo divertido y colaborativo
usando recursos y medios de PBS KIDS



Photo courtesy KLRU-TV, Austin PBS 2018



**Cat in the Hat Knows a Lot
About That!**

PBS KIDS ScratchJr.

Play & Learn Science

Ready, Jet, Go!

Ruff Ruffman

Molly of Denali

What is PBS KIDS Family & Community Learning?

- ✓ A series of workshops that engage families in hands-on learning utilizing PBS KIDS media.
- ✓ Designed for families with children ages 3-8, the workshops use guided play to introduce exciting digital and tangible tools that support the development of science inquiry and engineering design practices.
- ✓ The workshops aim to foster collaboration, communication, and fun among family members while supporting grown-ups confidence and comfort to support their children's learning.



Why PBS KIDS Family & Community Learning?

Children are naturally curious and creative, constantly attempting to make sense of their world. Early STEM (Science, Technology, Engineering, Math) learning can be a direct extension of that curiosity, exploration, and creativity.

As families explore, ask questions, explore, investigate, express themselves, while sharing their ideas and play together, facilitators are there to support the experience; modeling, discussing, and pointing out STEM learning as it's happening.

**We like to think of it as reinventing
family game nights!**





FAMILY

& Community Learning



Step by Step



Eat



Welcome to PBS KIDS Family & Community Learning

- **Check-in**
- **Make a nametag**
- **Grab some food**
- **Eat!**



Explore

Watch



Technology



What are the benefits of kids using media and technology?

What are the drawbacks?

What roles can parents and caregivers to support their kids' use of media and technology?

Make

Play



Makers

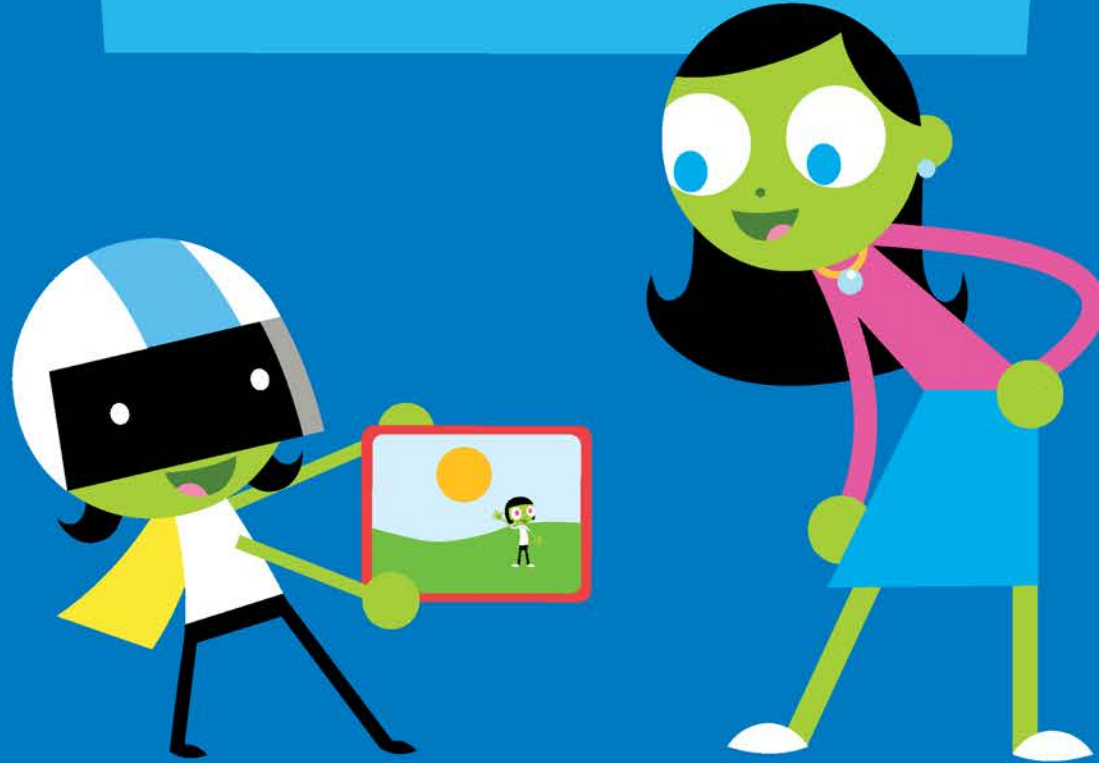
**Creative problem-solvers who like to design
and build their own projects**



What do Makers make?
What do kids like to make?
What do you like to make?



Share



Small Group or All Sharing

Connecting the Dots

Wrap-up and Review

Next session is: Date/Time/Place





All Sorts of Things Workshop: At-a-Glance

Eat

- ☐ Welcome families. Sign everyone in, pass out name tags and invite everyone to eat.
- ☐ Have everyone introduce themselves. Introduce the structure, goals and focus of the Family & Community Learning with All Sorts of Things workshop.
- ☐ Preview the workshop.

Explore

- ☐ Separate children and grown-ups in order to explore the theme in age-specific ways.
 - ☐ **Kids:** Read and discuss *Sort it Out* by Barbara Miraconda
 - ☐ **Grown-ups:** Hands-on exploration and preview



Courtesy of WHRO

Play

- ☐ Facilitate and support family learning and play at the three centers:
 - ☐ **Thing One's Fish-de-lish Center:** Families will use their senses to make observations about the different types of fish snacks and choose the best way to sort them for when the Cat gets hungry.
 - ☐ **Thing Two's Doo-dads and What's-it Center:** Families will create their own sorting book using items found in nature and around the house.
 - ☐ **Sally & Nick's Digital Media Center:** Families will play the Sorta-ma-gogo! game found inside *The Cat in the Hat Builds That!* app to help Nick and Sally collect and sort the items.

Share

- ☐ Bring families back together to share their experiences in small and/or large groups.
- ☐ Preview the next workshop.
- ☐ Provide families with At-home Connections handout.
- ☐ Goodbye until next time!



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The Structure

Each session is divided into four equally important parts that will occur at every gathering; **Eat, Explore, Make, and Share.**



© 2016 Mississippi Public Broadcasting

Eat

Sharing a communal meal provides families an opportunity to connect with one another. Building a community and creating a comfortable, safe, and warm atmosphere is a vital component of the sessions. This also addresses an important task for grown-ups- making it more feasible for families to attend together. When possible, seek input from families on their favorite local food options, and be sure to ask families about food allergies and other dietary restrictions during recruitment.

TIP Consider finding ways to get food donated by local food vendors and creating in-kind partnerships.



© 2017 WGBH Educational Foundation/photo by Anna Fort

Explore

Each session includes the opportunity to engage in hands-on explorations and discussions of the themes and goals of the experience. This is a time when we encourage grown-ups and kids to split into two separate groups to engage in age-appropriate discussions of various topics. This exercise further supports the development of inter-family connections.



Courtesy of KET



© 2016 PBS SoCal (KOCE) /photo by Heather Toner

Make

At the heart of each session, families will work together to create their own projects using PBS KIDS media and resources. Families will have time to familiarize themselves with the media and technology being used in the sessions, and will use the tools and resources available to support their collaborative projects. Facilitators will make themselves available to support families as they work together.

Share

Sharing is a key part of the experience. Families can learn a lot from one another and the facilitation team as they share their projects, ask questions, and provide feedback to one another. This sharing can further understanding and learning, inspire new ideas, and help build confidence among the participants.

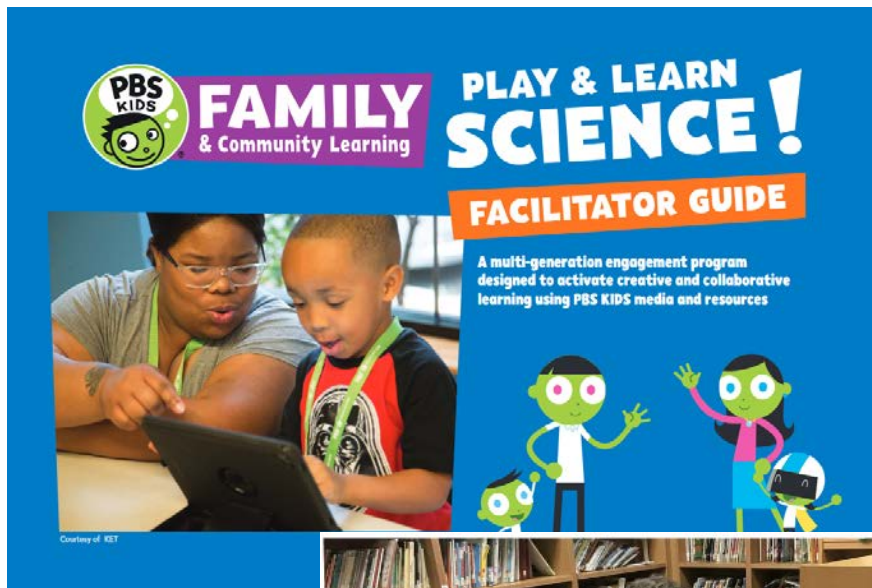


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Ramp and Roll Workshop: At-a-Glance

Eat

- ☐ Welcome families. Sign everyone in, pass out name tags and invite everyone to eat.
- ☐ Have everyone introduce themselves. Introduce the structure, goals and focus of the Family & Community Learning with Play and Learn Science! workshops.
- ☐ Preview the workshop.

Explore

- ☐ Read *Oscar and the Cricket: A Book About Moving and Rolling* to the whole group while modeling joint media engagement and science inquiry skills. Use the red ball to bring the book to life.
- ☐ Set-up the centers.



Play

- ☐ Facilitate and support family learning and play at the four centers:
 - ☐ **Make and Take Center:** Families make their own tube ramp structures using recyclable objects that they can use to observe the movement of rolling and sliding objects.
 - ☐ **Digital Play Center:** Families play the Ramp-and-Roll games in the *Play and Learn Science!* app.
 - ☐ **Investigation Center:** Families investigate the impact of placing different textured materials on premade ramps and see how the materials influence objects that roll down the ramps.
 - ☐ **Interactive Literacy Center:** Families revisit *Oscar and the Cricket* and other available texts.

Share

- ☐ Bring families back together to share their experiences in small and/or large groups.
- ☐ Preview the next workshop.
- ☐ Provide families with take-home materials.
- ☐ Goodbye until next time!



Glossary

Atmosphere: The air that surrounds a space object (like a planet)
Axle: A long narrow pin or rod on which wheels can turn
Engineer: A person who designs and creates things to solve a problem
Engineering Design Process: A series of steps that engineers follow to come up with a solution to a problem
Environment: All the living things (like plants and animals) and non-living things (like air) that surround you
Force: A push or pull on an object
Natural Resource: Something that is found in nature and can be used by other people
Orbit: A steady, repeating path that one object in space takes around another one
Planet: A large object that orbits the sun and is round or nearly round
Prediction: A statement about what you think might happen in the future based on what you already know
Reuse: To use things again that have already been used
Rocket: A vehicle that launches into space
Rover: A vehicle for exploring the surface of a space object (like a planet)
Science Inquiry: To use evidence from observations and investigations to create explanations and answer questions
Solar System: The eight planets that orbit the Sun as well as smaller space objects like moons, comets and asteroids
Spacesuit: A garment designed to help an astronaut survive in space



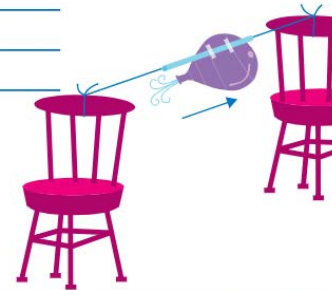
Our Investigation

My question:

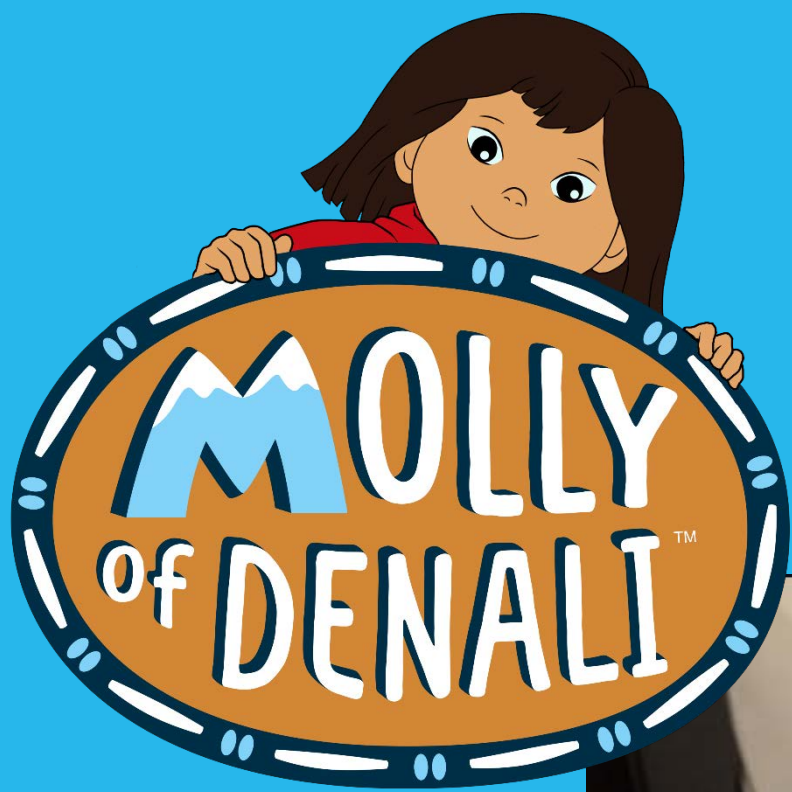
Does changing make the rocket travel farther?

fill in the blank

My investigation notes:







What Is Informational Text?

Four- to eight-year children are hardwired to explore our diverse and fascinating world, and informational text (IT) is key in helping them do that. IT can be defined as **text whose primary purpose is to convey information**. It exists in print, oral, audio, visual, and digital forms; it can be as short as a tweet or as lengthy as an encyclopedia. Note that IT is not synonymous with nonfiction. Nonfiction is any text that is true, such as a person's diary entry, whereas IT is true text whose primary purpose to convey information.



| Informational Text | Purpose | Examples |
|-------------------------|---|--|
| Informative/Explanatory | to convey information about the natural or social world | information books about science and social studies topics (e.g., frogs, Egypt); reference books such as atlases and field guides; some websites and apps; some magazine articles; some pamphlets; some posters |
| Procedural or How-To | to teach someone how to do something | text on how to carry out a science investigation; text on how to make something, such as an entree or craft; text on how to navigate to a particular place; text on how to administer first aid |
| Biographical | to interpret and share the experiences of a real person | profiles of individuals (e.g., on the web, on television); books that are biographies |
| Nonfiction Narrative | to interpret and share the story of a real event | the true story of a specific historical event; the history of a nation's development |
| Functional | to support the carrying out of everyday tasks | schedules, weather charts, lists, forms, basic labels, signs |



The picture can't be displayed.

Preparing for Virtual Molly of Denali Family & Community Learning Workshop

- Coordinating with Leon County Schools to receive funding and help with recruiting families
- We created flyers and sign-up forms
 - Collected addresses
- Created a private Facebook group for families to interact with each other on
- Packed and delivered materials to each home
- Lots of pre-workshop communication via email

Animal Investigations Agenda

Dinner... at home! What did you have?
Share in our Teams Chat!

- 6PM Introductions – Alaskan Native Style!
- 6:10 How Will This FCL Work?
- 6:15 Creating A Community Mini-Museum!
- 6:20 Alaskan Native Value: *Live Carefully – Your Actions Have Consequences*
- 6:30 **Explore**: Suki's Bone – highlights from the episode
Play: Research File Folder
Field Guide, Animal Sculpture, Spotting Scope
Digital Media Center
Share: On our WFSU Molly of Denali Facebook Group



Native Introductions

can include...

Name

Parents Names

Grandparents Names

Where are they from?



**Our
introductions**
can include...

Your Name

Who is with you
today?

Your Pets Names..

Your Best Friends
Name...

Have You Lived Other
Places?

Molly's Family



Alaska Native Values

These are values
that are important
to me and my
community.



1. SHOWING RESPECT TO OTHERS

Each Person Has a Special Gift

2. SHARING WHAT YOU HAVE

Giving Makes You Richer

3. KNOWING WHO YOU ARE

You Are an Extension of Your Family

4. ACCEPTING WHAT LIFE BRINGS

You Cannot Control Many Things

5. HAVING PATIENCE

Some Things Cannot Be Rushed

6. LIVING CAREFULLY

Your Actions Have Consequences

7. TAKING CARE OF OTHERS

You Cannot Live Without Them

8. HONORING YOUR ELDERS

They Show You the Way in Life

9. SEEING CONNECTIONS

All Things are Related





Suki's Bone

WRITTEN BY:
PETER FERLAND

DIRECTOR:
UWE RAFAEL BRAUN





Molly's Artifact: Boreal Owl Placard

When we visited the Echana Museum with Grandpa Nat, we saw an exhibit on the wolverine, an animal we find in Alaska. We read the museum placard to learn more about the exhibit. Here's a placard I made about a bird in our neighborhood.







Boreal Owl

The boreal owl is a cavity dweller. It nests in holes in trees (cavities). The hole is usually a natural hollow or an old woodpecker hole.



Explore... Virtually Investigating Animals!

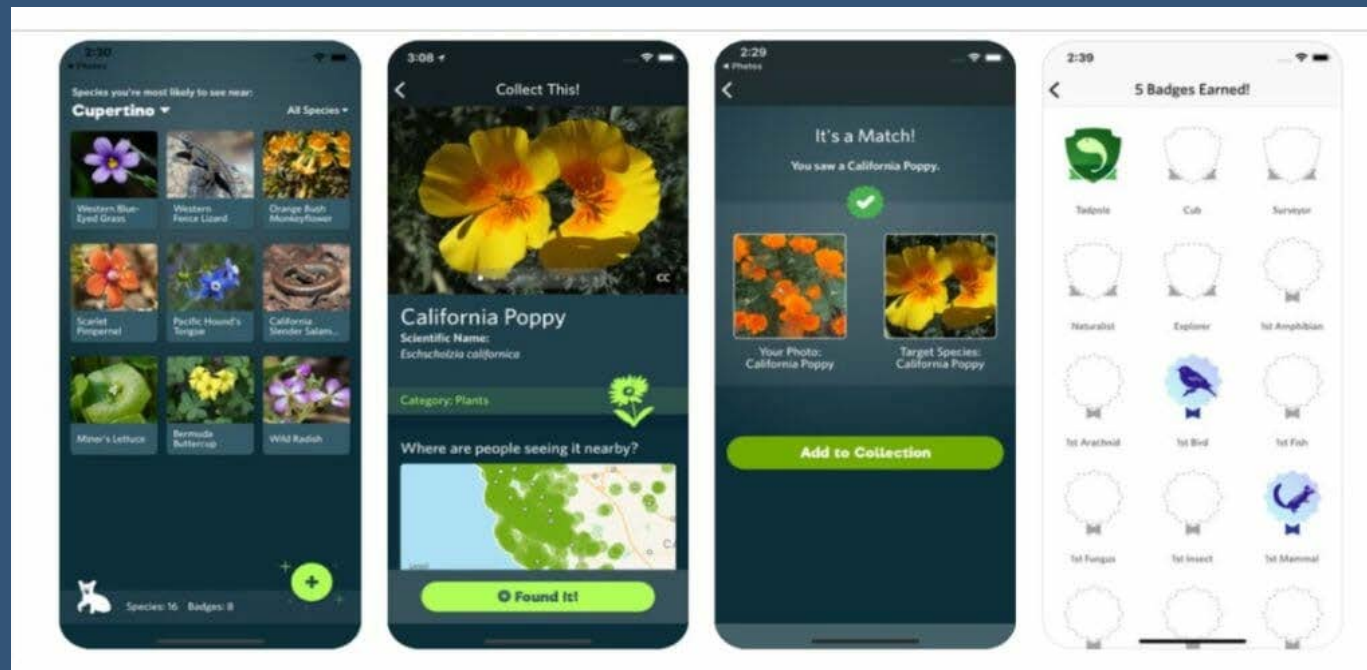


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|---|----------|---------------------|----------------------------|-----------------------------|
| Name | Type | Modified | | |
|  Take-Home Molly's Field Guide.pdf | PDF | 2 hours ago | ... | |
|  Molly&Me Museum Planner.pdf | PDF | 2 hours ago | ... | |
|  MoD_poster_AlaskanValues.pdf | PDF | 2 hours ago | ... | |
|  Investigating Animals.docx | Document | April 23 at 9:05 AM | ... | |

Our Own Facebook Group!
WFSU-FCLW Molly of Denali and it has files!

Find a Florida native animal in your home to share...

Explore... iNaturalist and Seek Apps!



sculpture, photograph, painting... magnet on the fridge?

Investigating Animals: Our Research Page



Let's research an animal that lives in our community:

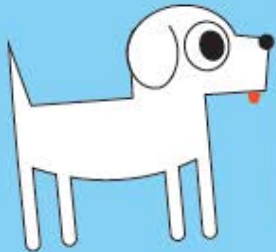


The animal I am researching is:

What does it eat?:

Where does it live?:

What are some interesting facts about this animal?:





A museum **placard** is a label used to share important information about an object or exhibit in a museum.

It usually includes the name of the object, what it is, and some interesting facts.



Spotting Scopes



Make a Spotting Scope to help you observe the natural world around you! Use this tool to spot animals, birds, insects, plants, and other living things in nature.

Materials

- Cardboard Tubes
- Construction Paper
- String or Yarn
- Tape or Glue
- Markers and Crayons
- Scissors
- Holepunch
- Decoration Supplies (stickers, pompoms, glitter)



Instructions

1. Tape two cardboard tubes together. (You can also make one large scope)
2. Wrap the tubes with construction paper and secure with tape, keeping the ends open for viewing.
3. Use holepunch to make a small hole on each side of your scope to attach the neck strap.
4. Cut a piece of string long enough to tie each side of the scope and hang around your neck. Send one end of the string through the hole on one side and tie a knot. Repeat.
5. Decorate with craft supplies and go outside to EXPLORE!



Fish Camp



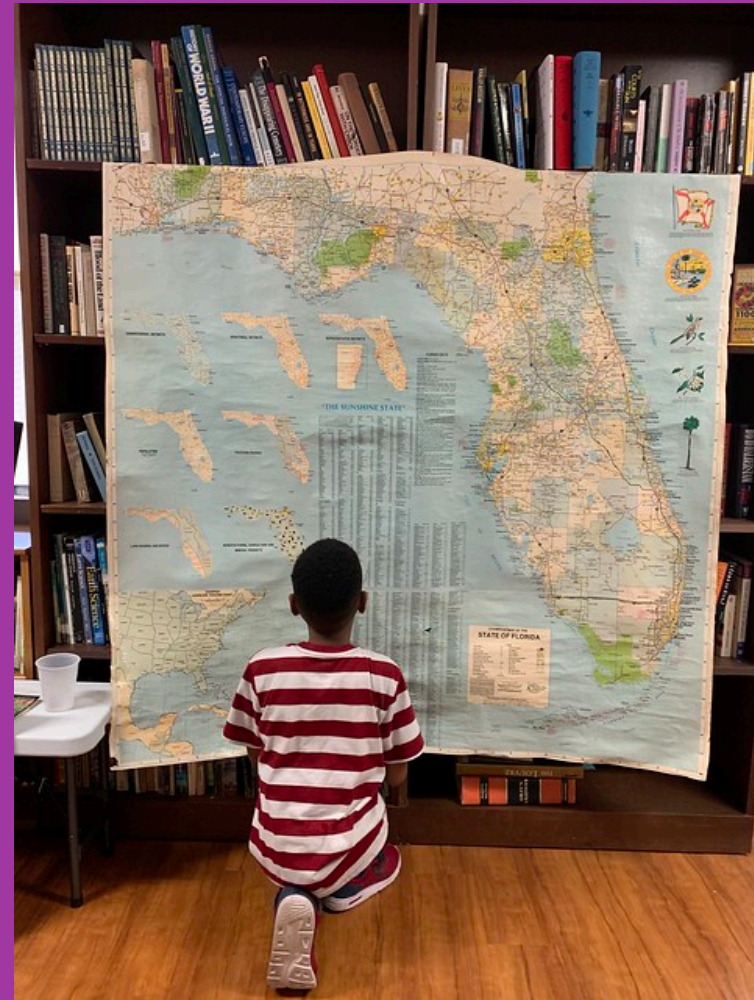
**Share Your Animal
Artifact and Placard
on our WFSU MoD
Facebook Group**



**Question?
Ideas?**

**We will see you next
Thursday for...**

**Exploring Our
Community!**



Alaska Public Media



Key Lessons Learned after MOD Family & Community Learning Workshop

- Families were still just as enthusiastic to share and discuss despite it being a virtual platform
 - The content easily translated into a virtual platform
- Families dwindled after the first session
 - 8 signed up, 4 remained by the end
- Not all families use Facebook, so we had to double-up communication and share files on both the private Facebook group and email
- Two people are needed to run the “front” and “back”
- We give this program a 5 out of 5-star Virtual Rating!



PBS KIDS Family & Community Learning is

**tinkering, collaborating, making, playing,
problem-solving, coding, learning, engaging
in the engineering design process**

Together as community of families.

Thank you!



**See you
tomorrow!**

**Ready To Learn
Partner Session
Station Sharing &
What comes next?**