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19. Summary Of The Weeks Focus Of Resource Education In Yellowstone's Youth Conservation Corps

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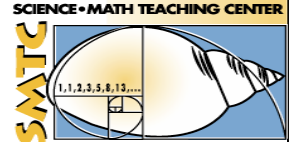


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Summary Of The Weeks Focus Of Resource Education In Yellowstone's Youth Conservation Corps

To be used for reports, staff meetings, enrollee community meeting, and in other ways as needed.

WEEK ONE

The weekly theme for Resource Education was "Connecting to Place". Guided by the following essential question, "how do we explore our connection to this place?" This theme and essential question guided three, one-hour lessons that focused on youth:

- (1) Understanding the interrelationship between abiotic and biotic factors and knowing the difference between looking and seeing (observation skills).
- (2) Understanding that past events are relevant and helpful in making present and future decisions. Understanding the mission of the National Park Service and being able to describe the resources that Yellowstone National Park protects.
- (3) Understanding that different leadership styles are valid and that each has strengths and weaknesses and being able to increase youth's self-awareness of their leadership styles.

WEEK TWO

The weekly theme for Resource Education was "The Only Constant in this Place is Change". Guided by the following essential question, "What are the driving forces in this place" This theme and essential question guided four, one-hour lessons that focused on youth:

- (1) Understanding the fundamental geological concepts and processes of Yellowstone.
- (2) Sharing their connection to nature through their special places and understanding how to transfer stewardship project knowledge and skills from one setting to another.
- (3) Knowing basic historical concepts, events, and people of Yellowstone and understanding the historical significance of Yellowstone National Park.
- (4) Understanding how they communicate within a group and knowing how to use I-language, paraphrasing and conflict resolution models.

WEEK THREE

The weekly theme for Resource Education was “Exploring Perspective”. Guided by the following essential question, “What factors influence perspective?” This theme and essential question guided four, one-hour lessons that focused on youth:

- (1) Completing a species account that identifies the important aspect through a scientific drawing and understanding “mutualism” in an ecological context of Yellowstone (whitebark pine and clarks nutcracker).
- (2) Examining their own decision making style and understanding the impact of the decision making style on the quality of the decision made.
- (3) Focusing on their auditory awareness and understanding the need to respect the natural balance of nature through the genre and theme of Leopold’s “Thinking like a Mountain.”
- (4) Understanding that sustainability is a concept with multiple meanings and definitions.

WEEK FOUR

The weekly theme for Resource Education was “Building Relationships”. Guided by the following essential question, “How do we function symbiotically in this place” This theme and essential question guided four, one-hour lessons that focused on youth:

- (1) Understanding basic fire ecology conifer adaptations to fire and the steps involved in the succession of a field of grass to a forest.
- (2) Understanding the complex concepts of sustainability by exploring the Big Ideas (i.e. communities, cycles, and diversity).
- (3) Understanding the pros and cons associated with the management of Yellowstone’s cultural and natural resources.
- (4) Knowing how peer coaching can be used as a tool to explore challenges in one’s life.

WEEK FIVE

The weekly theme for Resource Education was “Transferring the Learning”. Guided by the following essential question, “How have I been empowered by these experiences” This theme and essential question guided four, one-hour lessons that focused on youth:

- (1) Knowing their perspective on wolves in Yellowstone National Park and articulating their thoughts on a specific topic: the presence of wolves in Yellowstone National Park.
- (2) Evaluating their YCC experience in regards to personal success achieved and understanding on how to transfer stewardship principles and skills from one setting to another.

