

# 2019/2020 Caring for the Kenai Teacher In-Service

## Overview

We started the day with a brainwriting session. Where groups of two wrote down every potential or local environmental/ disaster readiness problem they would think of in 5 minutes. The idea was to purge every idea out of your mind onto the paper, to open up to other possibilities. Next, they chose one of those ideas and in three minutes came up with as many possible solutions to it as the could. No idea is bad, just write whatever comes to mind to help the ideas flow out. Then see what you have at the end and build on the best ideas. We had a large list and some great ideas in just a short amount of time, without any research yet! There are pictures of these ideas at the end of this document.

Our first speaker was Jade Gamble from OEM. Her presentation is attached to this email. She covered the recent history of local emergencies and disasters from the Kenai peninsula borough, dating back to January 2007. You can certainly see the pattern of fires. She shared some interesting information on the percentage of people who rely on other people in an emergency, instead of being prepared themselves. However, the average of people that you're relying toward to do it for you, that is actually prepared is about 30% of people. Jade also covered information on how to save food, water and supplies, and what do to for different disasters. All this information is broken down in her PowerPoint. She suggested some topic ideas for Caring for the Kenai:

### Mitigation activities –

- Prepare home for earthquake
- Home Insurance – what is and isn't covered
- Firewise your home

### Recovery activities –

- Repairing roads
- Rebuilding homes
- Securing funding for repairing
- Minimizing environmental effects of wildfires

### Preparedness activities –

- Practice evacuation plans
- Build emergency kits
- Development emergency Plan
- Prepare to shelter in place

### Response activities-

- Evacuating during wildfire
- Turning off utilities
- Deploying fire retardant
- Running sprinklers to prevent wildfires impacting home

OEM would be a great resource for your students to look over and contact so learn what practices and rules are already in place for different disasters. OEM supplies a lot of information, sets up the evacuation notices and asses the safety of the public and administers emergency actions, but they are not in charge of acquiring and supplying survival items to people.

Our second speaker was Branden Bornemann and Meg Pike from the Watershed forum. They spoke about their research in water quality and fisheries studies. From their findings, the top four issues they are worried about are: aquatic invasive species, warming climate change, incompatible development and oil spills. A result in a warming climate are the fires. They have studies that show the lands are trying to naturally change from forests to valleys. The growth of our city brings more pollution just from our normal human practices, such as agricultural chemicals, production of metal, and sewage treatment processes, contribute to the level of copper pollution in the water and the acceleration of runoff erosion. Branden mentioned oil spills are not common here, but if one would happen it would be a major disaster. At the moment, this is a bit of an unknown, which is a scary thought. They also don't have a lot of data on juvenile fish. They are harder to find and track their practices, making their wellbeing harder to take care of. Branden also has a background with the Caring for the Kenai program and has seen environmental education projects do very well. He mentioned people often address climate change as a scary, negative event coming, which has the tendency to give children the sense they can't do anything about it, and it's the dreaded reality of the future. He asks instead to talk about it in a positive way. That it is okay nature is changing, and that we have the ability to change with it and improve human practices to benefit this change. The Watershed Forum is happy to come into class rooms to talk more about environmental problems, or answer phone calls from students to assist in giving direction to an idea they may have. Branden Bornemann 907-260-5449 ext 1206 [Branden@kenaiwatershed.org](mailto:Branden@kenaiwatershed.org)

One of our new teachers participating this year, is Kara Abel at Nikiski High. She is in an interesting and exciting position because years ago, she was a former CFK student! When asked what she remembers being the most helpful as a student, she said her teacher broke the contest assignments into small chunks. They only received pieces at a time to focus on. Many teachers agreed with the method and shared one example document they had from a previous competition year. This document is included in the teacher resource packet attached to the email. Teachers also discussed the question "why do I get such resistance from my students to do CFK?" The consensus was that kids just don't want to write. There are many stories however from CFK students who are now adults that run into teachers or Merrill wearing the logo jacket. Their response is always, "Man I hated doing that as a kid, it was so much work. But it is the biggest thing that I remember from high school. Now I see how cool it was to have done it and I can't wait for my kids to do it."

We talked about the importance of getting the students to do research on their idea. Make sure it is an original idea or at least not already an established existing program. This contest is a great opportunity to have students practice calling local professionals and sharing their ideas and get insight. The biggest things for them to learn about the environment around them first, to be able to then see how they can influence it. Having guests come into the class room to share with them seems to work more than all the information just coming from their teacher. For whatever reason, youth like to listen to strangers more than the adults they are always surrounded by. Bio teachers also stress the importance of talking with and collaborating with your LA teachers. Have students edit each other's papers, bring the honors society into your class to provide support and tips, or skype with other schools!

The second half of the day we went over essay rubrics, judging and review. Kristen Davis is your teacher liaison and can answer any questions on how to integrate the rubrics into the classroom. The first step, is to have the students write the rough draft in the text box on their application in review. The full steps on how they sign up and do this is in a video on [caringforthekenai.com](http://caringforthekenai.com) Each step of the process is broken down for them under the Student Tab. Even though it is a rough draft they should make sure it is as complete as they can make it with concept development, research, facts, sourcing and correct format. After the portal closes on January 9<sup>th</sup>, the community commenters will get on and read the papers assigned to them. Each paper will get read and will have feedback. Commenters have two weeks to complete this. When the review portal opens back up students can get on and read their comments, under the Submission section, and comment tab. They need to click on the names that say "score:0 view" next to them. This does not mean they got a score of 0, it just means that that one read their paper and left a comment. There is a video of how to get to this section on [caringforthekenai.com](http://caringforthekenai.com). I have also included a printout visual in your attached packet.

After their final pdf and supporting documentation has been submitted, all 500+ papers get sorted into an A or B pile from a panel of judges, grading by the judging rubric. Before this happens, teachers can submit their 3 choices to be

automatically put into the A pile. Think of this as a chance for you to give a promising or worthy student, a chance to make the top 12 that you think the judges may overlook. Andrea Anderson then grades the A pile (100 papers) before they are sent to a new set of judges to narrow them down to the top 12. She emphasizes the mechanics part of the rubric. She is looking at the content of their idea a lot. She said, when they are writing their final, remind the students, their first draft is never the last draft. Take the suggestions, do more research and community involvement to add to your papers. No one writes alone, share your paper with others. We can not see our own mistakes. The APA formatting is also very important. The two things that must be in their papers are intext citations and a sighted page at the end. They will lose points without these.

Pegge and Dick Erkeneff, are experienced judges that gave their insights as well. In the top 12 judging, they see students lose points because lack of visual aids. Make sure they can earn extra points by attaching separate supportive links and/or pictures with their final. Examples of supporting documentation can be, letters to community asking for support or feedback, fliers/posters for community events they made showing they are working on implementing their project, websites they made for the project, 3d diorama or prototypes (handed in at the judging site, River Center), etc. Dick says he likes to see that student has contacted someone that knows the expert information on their topic. Who can back up what their writing about? It also shows great initiative and promise for the project and judges like that.

If you have a student who made it in the Top 12, they then have a month to prepare for their Oral Presentations. Dick says there should be a large difference in the development of the project from the final paper stage to the presentations. It is also helpful to really sell their idea. Have some sort of visual PowerPoint, diagram, demonstration, song...etc. Every experienced oral presentation judge also says the most important thing is to practice, practice, practice! Even students that have no problem talking, have gotten up there and froze. Skype with other schools or pair up with other classes and present for them. There is a video of last years oral presentation on the caring for the kenai website, they can watch to see what they like and don't like. Recording them selves doing their presentation helps as well and then watching it back to see what they look like and sounds like.

There were so many great tips! If I did not explain anything you were wondering about or need reiterated, please call or email me. [Colette.gilmour@akchallenger.org](mailto:Colette.gilmour@akchallenger.org) 907-283-1506

If you are interested in a class visit from Merrill, Marnie and I, let us know!

Emails will be sent from reviewr in the next couple days with an invite for you to get into the system. You won't see much until you have your kids make their accounts. You will be able to see their submissions and if they have submitted or not. If you were not at the meeting please watch the videos on [CaringfortheKenai.com](http://CaringfortheKenai.com) to understand the student's signup, save and submission process. If you need help with this, call me.

Thank you to everyone who participates in Caring for the Kenai! This contest means so much for our community and we couldn't do it without you teachers taking the time for all this.

<p>Lack of fresh water</p> <p>Air quality - Wood stoves</p> <p>River erosions</p> <p>Sea star wasting</p> <p>trash</p> <p>Local Foods</p>	<p>Reuse Items - Single use - Recycle</p> <p>Lack of Preparedness - earthquakes</p> <p>oil spills</p> <p>Road kills</p> <p>Fire Preparedness/Recovery</p> <p>Awareness of what's around you</p> <p>energy waste</p> <p>Bycatch</p> <p>Cruise ship waste</p> <p>Nano Plastics</p> <p>Hunting Regs Awareness</p> <p>Invasive species</p>
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<u>Problems / Issue</u>	<u>Reuse Stuff</u>
- too much stuff / reuse →	- Book
- lack of preparedness	- Packages
- oil spills - clean H <sub>2</sub> O issues	- Ball Box
- land pollution / air	- Fuel
- road kills /	- Compost Garden - Biofuel
- Fire = recovering	- Bike
- Fire = prepare	- Website - facebook
- awareness - Environment	- Education / Awareness
- energy cons. / alt	- Walking poles
-	- Road kills / Wanton Fish
	- Bag Laws
	- Crafts



## Problems/Issues

roadside trash

water quality pollution in rural

Earthquake awareness

access to healthy food

erosion

salmon habitat

pollinator populations

invasive species

road moose accidents

wildfire

compost

hunting mistakes

reducing plastic

growing own food

farmer's waste markets

## Accidental Moose Kills

- △ Change hunting regs.
- △ More education on regs.
  - required class
- △ Info on what to do if it does happen.
- △ Online reporting system
- △ Coloring Book "Legal Bulls" or picture book
- △ More education classes
- △ Hunter Checkpoints
  - holding people accountable

## Problems/Issues

- Conscious consumerism
- Fire prep/prevention
- Plastics (nanoplastics) in oceans
- ~~Beetle~~ Beetle kill
- Single-use plastics
- Electronic waste
- Disaster prep for tourists
- Activism

• School's recycle  
community  
recycle plant

• Ocean levels  
& communities

• Cruise ship  
waste

• Bycatch

• People are tired  
of hearing about  
it

• People don't  
believe that  
N.D. will happen  
to them.

## Climate change activism

- Use social media to highlight local issues
  - Form groups/organize events
- Highlight ~~own~~ own contributions