

Friday, March 16, 2018

1-hour discussion –via GoToMeeting

Meeting began – 10:00 am Pacific/AZ

Discussion Topic: *What is the best way to talk about phenology using simple terms?*

Present on the call: LoriAnne Barnett (NCO); Blake Steiner (Intern, Adkins Arboretum, MD); Suzanne Mrozak (Volunteer, Volunteer Coordinator, Arnold Arboretum, Boston); Jean Linsner (Education Coordinator, Chicago 606 Project); Stella Kovacs (Volunteer, Santa Barbara Botanical Garden); Caryn Beiter (Wells NERR, ME); Christa Wood (Lord Stirling Park, NJ); Janet Barton (California Phenology Project); Jeremy Hoffman (Science Museum of Virginia); Jana Newman (Branch Chief, USFWS, Inventory and Monitoring Program); Julianne Bradbury (Resource Ecologist at Modini Mayacamas Preserves); Ken Lavish (volunteer, Patuxent Research Refuge in Maryland); Rebecca Dalton (Grad Student, Duke University Forest); Sarah Anglo – (Coordinator, California Naturalist); Shannon Judd (Outreach Coordinator, Fond du Lac Chippewa Band); Thom Pennington (Volunteer, Daniel Stowe BG in South Carolina); Steve Rogerman (Master Naturalist, Quarry Hill Nature Center, in MN); Sally Weir (Volunteer and Partnership Coordinator, Rio Grande National Forest in Southern Colorado); Jacqui Roytman (Director, SNAP to grow urban farm in Brooklyn Ed Program)

TAKE AWAYS: *How to Simply define phenology for your program participants*

- The key to introducing the topic of phenology is to make it relatable to your audience, so they will remember the concept. Don't include too many facts and too much scientific jargon, they won't remember any of it!
- Elicit information from your group about what they know and build on those concepts. Then introduce the science of phenology
- Storytelling, links to local famous naturalists, and anecdotes are also helpful to engaging your audience no matter how old or young they are.
- Check out the Nature's Notebook Activity Page for ideas! www.usanpn.org/nn/educate/activities

Intros and Celebrate a Success

- Suzanne – (Arnold Arboretum) – Lost over thirty trees in the last few storms; but 55 trees are being monitored. Celebrate starting the 4th season. Planning to add 5 or 6 more species (sugar maples and black cherries) for next year and are working with the arboretum scientists to meet their needs. These species have been chosen because they are smaller and easier for people to see. Will do a “user experience” test before people are sent out to observe to see if they are feasible. Vet the trees first this year to add them in 2019.
- Jean – (606 Chicago Project) – Trained 29 new volunteers over the last few weekends. 23 are starting to observe and are on the list. Working on new photographic evidence for photo guides.
- Stella (Santa Barbara BG) – Spring is springing in SB! A 5-hour workshop is scheduled for April 29. Susan (California Phenology Project Research Scientist) will be helping.
- Blake (Adkins Arboretum) – Busy consolidate the goals for their program plan. Everyone is board and ready to put it in an official form. Scheduled two workshops for May!
- Caryn (Wells NERR) – Doing first workshop with Signs of Seasons and SoS directors (Beth and Esperanza) will come and help. Taking data on skunk cabbage until the storms come through. Tried to take her first photo of red maple!
- Christa Wood (Lord Stirling Park, Somerset County Parks) – Red maples are in bloom, they went out with home schoolers after the storm and lots of broken branches on the ground. Good news because they were able to take pictures. Working for photos for the photo guides.
- Janet Barton (California Phenology Project)- Just found out about this group this week. Took a class for CNPS in 2015. She volunteers at a local park that was a nursery since 1800s. Has an orchard there. Went to EcoFarm conference at Asilomar. Realized that phenology fits all of the things together that she is working on. Her park has a great education program and NN should fit.

- Jeremy Hoffman (Science Museum of Virginia) writing the phenology program into a large grant. Finalized a position to have someone be a lead with that. Being in the local phenology leader class helped with writing the grant!
- Jana (USFWS - Branch Chief, Inventory and Monitoring) – She works at a higher level – is an admin for FWS I&M program. Gearing up for spring on the ground. Working on continuing to provide communication and support to staff in the field – about the importance of phenology monitoring with NN. She’d like for staff to use NN to collect their phenology observations, so it is standardized and accessible for years to come. Writing a new plan for the next 7 years and getting phenology into.
- Julianne Bradbury (Resource Ecologist at Modini Mayacamas Preserves) – successful meeting with preserve biologist related to programming. IDing ways to get the education programs involved in the program. Cross pollinating with education and science staff! Building species list – yellow star thistle – can add that one to their list and can management
- Ken Lavish (Patuxent Research Refuge, FWS) – Kick off meeting this Sunday - first year getting going. Starting with 4 plants, one is invasive. Need to add the spring beauty bee to our list of observations.
- Rebecca Dalton (Duke University Forest) – studying the spring beauties and the spring beauty bees! Met with Duke forest staff and starting to come up with a plan.
- Sarah Anglo – (California Naturalist) – taking the LPL course to help support local programs in the Cal Nat system. Can provide some guidance for groups that are getting going. Want sites that have citizen science program to benefit the organization. Learning how to best sell phenology to the orgs.
- Shannon Judd (Outreach Coordinator, Fond du Lac Chippewa Band) – Recruited one teacher yesterday to help pilot a phenology program in the spring!
- Thom Pennington (Volunteer, Daniel Stowe BG in South Carolina) – Volunteer running monitoring program. Long range planning to further develop the program but it needs a boost. First Tuesday he will host a get-together for lunch to enter garden for free, is going to use that for phenology intro, talk about phenology in a lay person’s way, with basic concepts. Hopes to turn this into a monthly program.
- Steve Rogerman (Master Naturalist, Quarry Hill Nature Center, in MN) – took the LPL course last year. Started out with high hopes and had to pare down what they wanted to do. Going to do some training for this nature trail, trying to recruit 25 people. Created a Rochester Phenology Group Facebook page. Has had 3 people join the group. Using MNs to get going. Trying to get a summer program going. Advice – if you don’t have an institution to fall back on, how do you get started. Shannon went to Quarry Hill growing up!
- Sally Weir (Rio Grande NF in So Colorado) – New to this, but NN resources are great. Exciting to begin the program. They’d like to collect data on plant species in the forest to help get site specific impacts on the forest – has a forest plan with monitoring section and includes cit sci. Gets agency valuable data. Also interested in outreach and engagement and is working with local school that has access to the trail. Will host a Cit sci day in early April
- Jacqui Roytman (SNAP to grow urban farm in Brooklyn Ed Program) – Jamaica Bay NWR meeting soon – going to plan a phenology walk at the refuge. Girl Scout leaders who want to come to the farm, doing some community service – talk to them about a phenology walk for September. You can share the link for the Nature’s Notebook program via SciStarter on the Girl Scouts citizen science portal (<https://sandbox.scistarter.com/project/7-Natures-Notebook>). Planning first phenology walk at the farm.

Discussion Topic: What is the best way to simply communicate the topic of phenology?

- Stella suggested the topic, when she first started it people thought she was talking about phrenology
- LA shared resources and talked about the value of making the experience meaningful to participants no matter their age. Check out the activities we have on our NN activity page (<https://www.usanpn.org/nn/educate/activites>) Intro to Journaling activity is a great place to start. Can also use the Introductory Slide Decks we’ve got available: <https://www.usanpn.org/nn/intro-slide-decks> (can be found on that same activities link)
- Make sure the presentation you provide is not too scientific or esoteric. Using methods of presenting info gathered from groups like the [National Association for Interpretation \(NAI\)](#) or [North American Association for Environmental Education Guidelines for Excellence](#) (NAAEE) are recommended.
- Jacqui talked about journaling with the seniors. She found that they really were able to engage with that activity and had a great time making connections between what they saw seasonally and what they are seeing now.
- Jeremy talked about creating anecdotes that the audience can easily relate to.. For example, for a group of teens, you could compare phenology to them waking up at a different time each day
- Jean – Storytelling and recounting experiences is also a good idea. She shows a picture of the magnolia in front of her house. Tells a story about how she and her husband argue about the best year for the blooms. Neither of them can remember exactly

when it was b/c they didn't write it down. Stories like that relates the concept of phenology to people.. observing recording and reporting is what makes it most important.

- Do your best to make connections – giving them a hook, to realize they are already doing this! This is not a new concept, just a new word. Don't even use the word to define it right away.
- Julianne – elicit them to share public experiences to share, seasonal changes that we look forward to them each season, apple blossom. This is most definitely an engagement tactic promoted by NAI and NAAEE
- Suzanne – connect it to a famous naturalist that is local - that's a good hook too. She uses Thoreau and “Walden Warming”, Richard Primack's book to draw people in because they are close to Walden Pond. Primack has studied Thoreau's journals and compared contemporary phenological events to those documented by Thoreau.
- The key is to make it relatable to your audience, so they will remember the concept. Don't include too many facts.
- Sarah – discussion-based method – EE folks played a modified version of [Jays and Juncos Game](#) with students – juncos have to get food from food source, creates a competition. Can then talk about mismatch, bring in the phenology element – what happens if they jays come out earlier? What happens to the food source?
- Thom – is going to be getting students involved, homeschool students – would like to start a discussion about how to get them involving them on projects

Next time

Next Call April 20th at 10 am Pacific time. Topic: *Using the NN mobile app vs using paper datasheets. Ideas for training volunteers.*

Ideas for upcoming calls

- Suzanne & Esperanza – mobile app vs paper. Refresher training. Ideas for how to train vols. What's the best process. Tips for talking to people about that experience, there might be difference in how people participate and experience
- Thom – how to get students involved?
- Esperanza – Need more support for vis tool, can we do a refresher?

Thanks everyone!

Meeting Adjourned – 11:00 am Pacific/AZ time