

Survey Methodology: This 42 question survey was sent out to all current Youth programs leaders to gain better insight into how they used some of SCA’s programmatic materials. There were also some questions based around efficacy of training and future recruitment for leaders by the leader department.

Response Rate Demographics:

67 Complete Responses over a 3 week period

36-National Leader Responses

29- Community Leader Responses

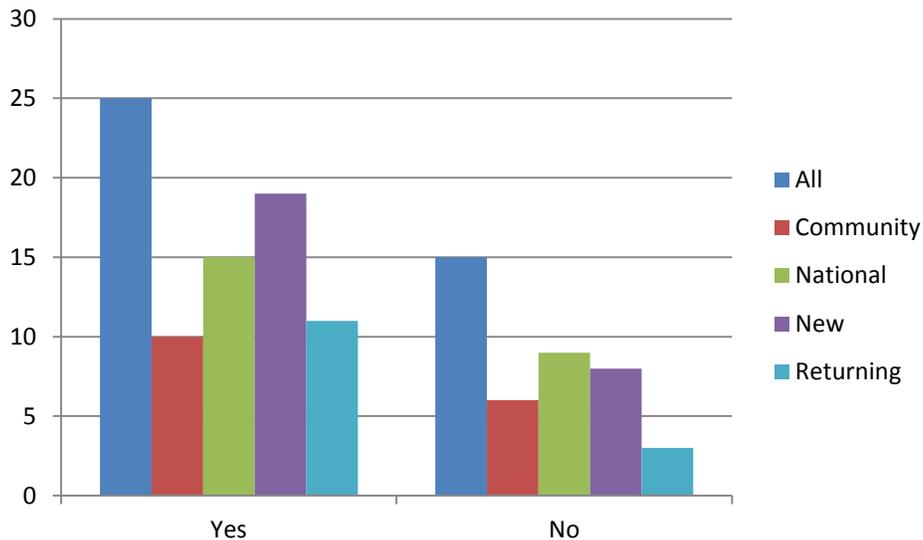
2- Leaders worked for both National and Community Programs this year.

Of these leaders 44 of the leaders are classified as first time leaders (leading only one or 2 programs for SCA). 23 of the total responses were from what I classified as returning leaders (people who have led more than 3 programs of SCA). It is also worth noting that of the 23 returning leader responses 16 of them most recently worked for the National Crew program, which makes that category heavily weighted towards that program roughly 70% of the responses.

The following results are broken down by type of program, and duration of the leader’s service. Because of this there are 5 distinct data sets.

**Question 3**

**Did the training about how to use the Conservation Curriculum Reader prepare you to teach in the field?**



Below are some selected comments about the Conservation Curriculum Reader training

**Why**

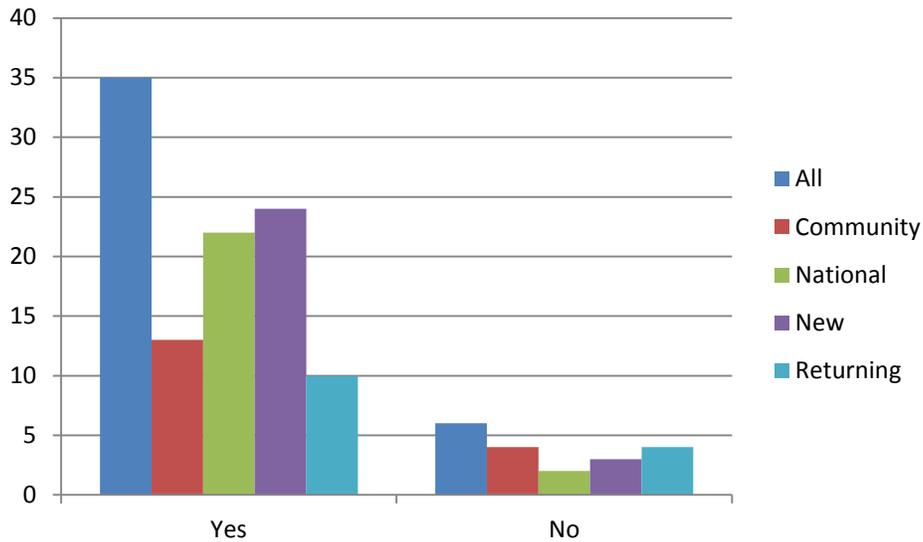
- It thoroughly equipped me with SCA purpose/vision and how to relate them to my team.
- Learned about it, but maybe doing sine if the more elaborate trainings from the book during training could have helped
- There are a lot of great activities in there for how to get various points across, and even what points to cover
- It gave me a good idea of what knowledge we were aiming to get across to the students. While most of the topics were covered, they were covered in our own way, rather than through the structure of the curriculum reader.

**Why Not**

- MORE training on teaching in the field would have been useful.
- I don't mean "no" unkindly here. I think my own experience in education prepared me to teach in the field, and the curriculum reader was a nice tool to have in addition, but I didn't necessarily feel that training added significantly to that tool.
- There was way too much conflicting information regarding the use of the curriculum read, as in saying that it was a guide and elsewhere having it be stated as mandatory.

**Question 4**

**Do you feel the depth of the content in the Conservation Curriculum Reader is appropriate for the audience (15-19 yo)?**



Below are some selected comments about the Conservation Curriculum Reader training

**Why**

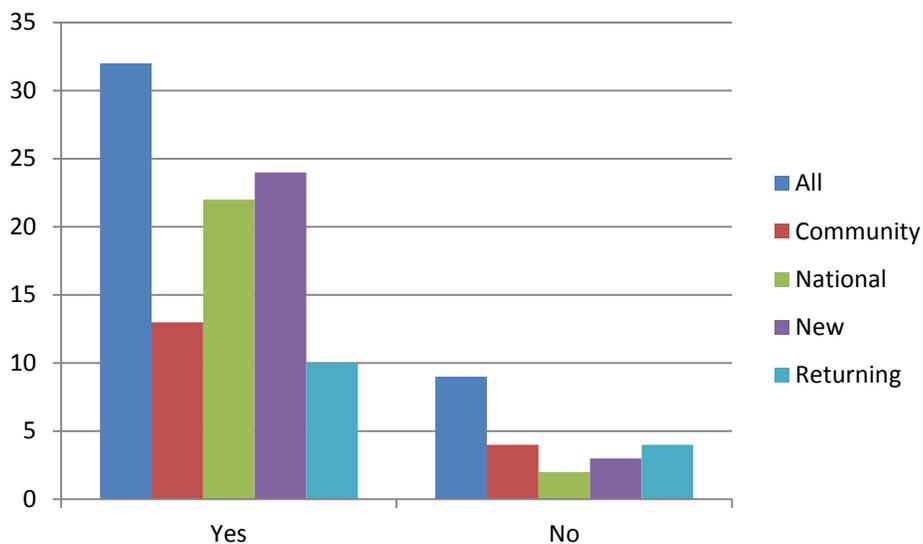
- They loved every exercise that we pulled from the curriculum reader.
- Good variation in types of activities, but it definitely helped to have background knowledge to supplement what was in the book.
- Its engaging but does not require too much time to cover.
- It covers a broad range of topics that are typically taught on SCA crews anyway.
- There is a huge variation on maturity levels and background knowledge for 15-19 year olds, for my group some of the lessons were rudimentary and required a lot of supplemental effort

**Why Not**

- Truthfully... because it was not user friendly... I did not refer to it as often as I would have liked to. From recollection, there are some things that were too simplified... and others too complex... but it is all dependent upon the unique audience.
- For community crews, I found the reader practically useless. I felt some of the content didn't relate to what we did there, plus, we had another resource that was a lot better than the reader.
- The modules get very detailed at times, too deep to communicate the message to teens in the midst of a working day.
- Again, hit or miss. Some was good, some not. It was not a cohesive document that was consistently edited. It had the feel of something cobbled together by many authors.

**Question 5**

**Is the structure of the Conservation Curriculum Reader intuitive?**

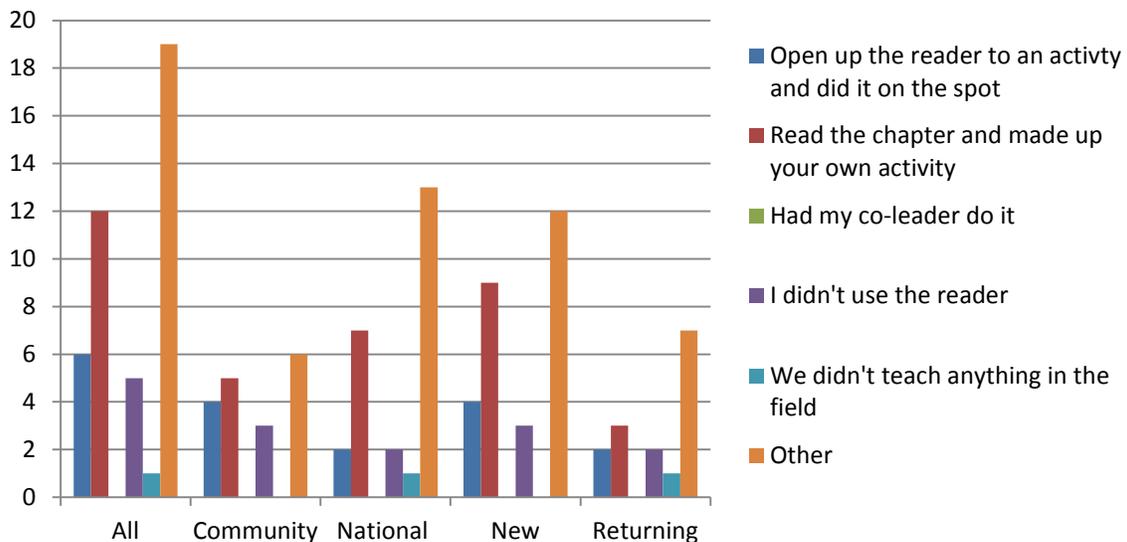


**Why Not:**

- The individual lessons are intuitive but the layout of the curriculum areas are difficult to navigate.
- Too much information was provided. It was not easy to quickly browse the lesson and have a good idea of what it was about with out reading through nearly the whole thing.
- I just didn't find it that accessible. The ordering, the divided boxes . . . I think the formatting could be more user-friendly.
- It would be better organized with tabs marking certain areas and sections for quick reference.

**Question 7:**

**When you were preparing to teach a lesson in the field, how did you use the Conservation Curriculum reader, did you...**



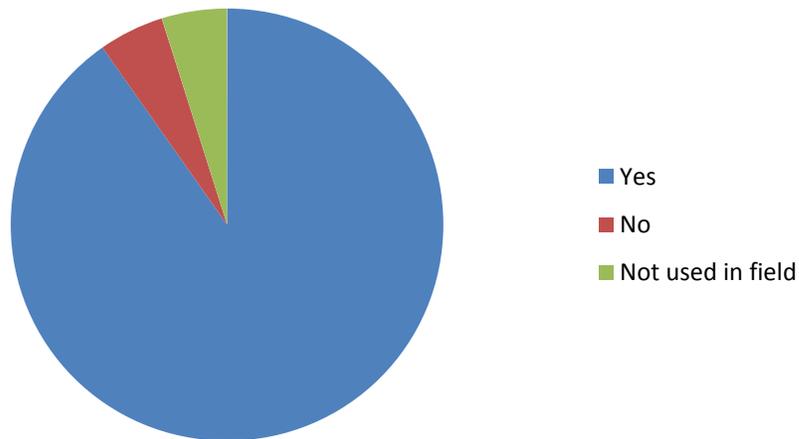
**Other Comments:**

- We would use the curriculum reader as a base and often add on to the activities in it to create activities ideal for our students.
- Made up activities based on the activities in the reader
- I would read the activity ahead of time and amend anything I felt necessary and then do it either that week or later on that day depending. Most of the time we did the activities along the guidelines of the book with little alteration.
- Sometimes on-the-spot from the reader; sometimes came up with something after reading the chapter, or took parts from an activity in the book and adapted the lesson to our group.
- A combination- read through the chapter, then adapted the activity if necessary.
- I looked through the Reader beforehand and made notes of lessons I found particularly interesting/relevant, then returned to those when planning the particular activity.

- Read over the CCR module, adapted and adjusted as necessary but usually used suggested activities and outline.
- Sometimes used it, sometimes made up own.

**Question 15:**

**Was the shape and size of the Conservation Curriculum Reader appropriate for use in the field?**

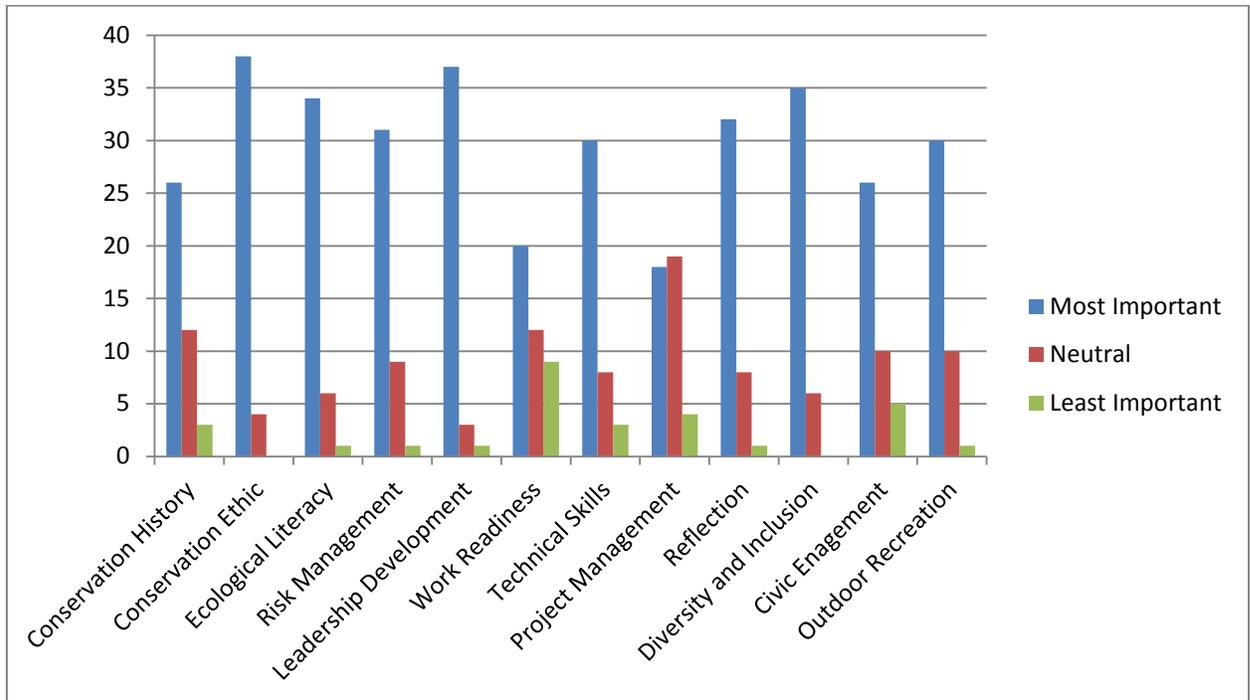


**Why Not?**

- Refer back to "Presentation Secrets of Steve Jobs"... EX: when you wish to know how to spell a word... you ask for help... and someone spells it for you... they don't hand you a complete unabridged copy of the oxford english dictionary.
- It is a bit too long -- i think it can be abbreviated in its language

**Question 12**

Of the 12 themes in the Conservation Curriculum Reader, which ones do you feel are the most relevant to your crew(s)?



**Conservation Curriculum Reader Leader Feedback : ETE and RM Material Leader Feedback**

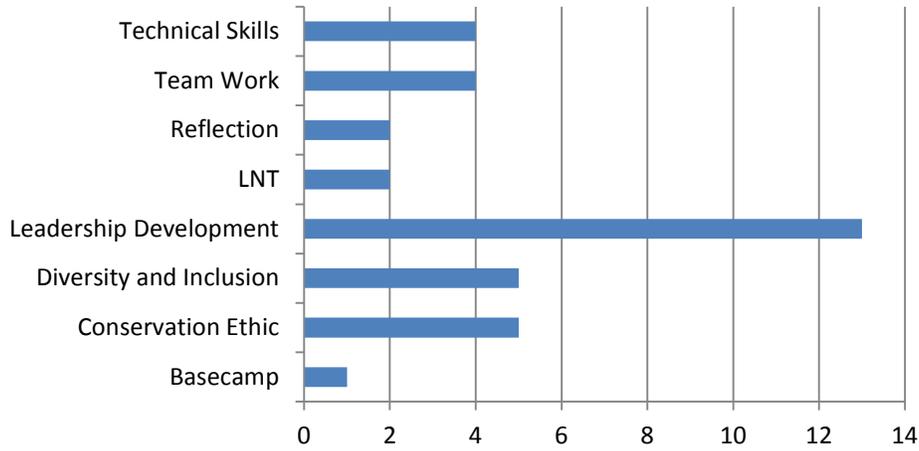
- ↓ 1. How many crews have you led for SCA?
- 6. Do you feel the depth of the content in the Conservation Curriculum Reader is appropriate for the audience (15-19yo)?

|                                   | Yes         | No         | Total |
|-----------------------------------|-------------|------------|-------|
| 1                                 | 93.33% (14) | 6.67% (1)  | 15    |
| 2                                 | 83.33% (10) | 16.67% (2) | 12    |
| 3                                 | 60% (3)     | 40% (2)    | 5     |
| 4                                 | 100% (5)    | 0% (0)     | 5     |
| 5                                 | 100% (1)    | 0% (0)     | 1     |
| Too many for one hand. (6 and up) | 66.67% (2)  | 33.33% (1) | 3     |
| Total                             | 35          | 6          | 41    |

Correlation coefficient 0.12955578

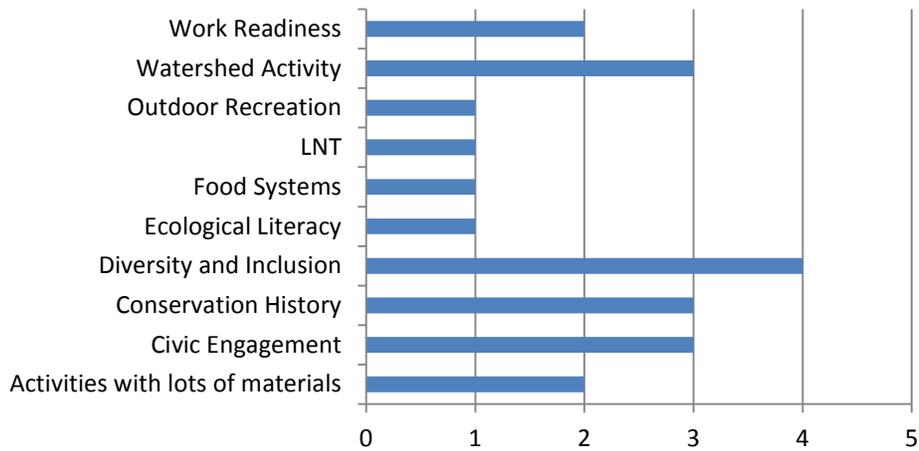
**Question 13**

**Favorite Activity to Teach**



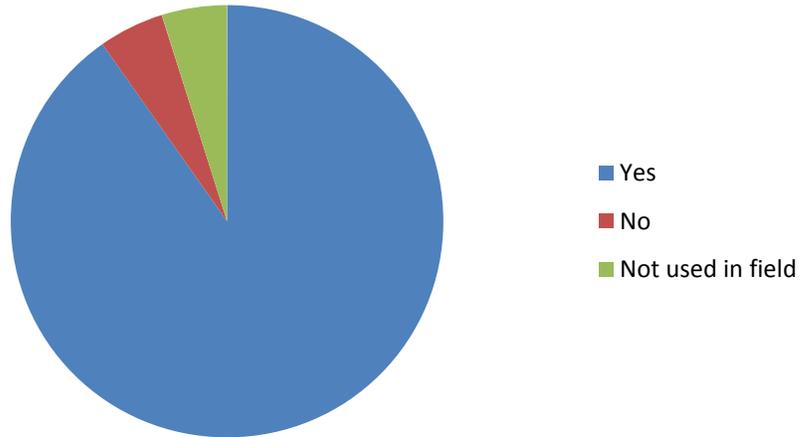
**Question 14:**

**Hardest Activity to teach**



**Question 15:**

**Was the shape and size of the Conservation Curriculum Reader appropriate for use in the field?**



**Why Not?**

- Refer back to "Presentation Secrets of Steve Jobs"... EX: when you wish to know how to spell a word... you ask for help... and someone spells it for you... they don't hand you a complete unabridged copy of the oxford English dictionary.
- It is a bit too long -- I think it can be abbreviated in its language
- Bulky, awkward. I hated that both crew-leaders had one, and that we had to transport them from training. I'd love one single Reader shipped in the cache.

**Question 17:**

**What would be the best way for leaders to trade tips and tricks from the field about using the Conservation Curriculum Reader?**

| Topic  | Number of responses |
|--|---------------------|
| Additional time at Training-                       | 15                  |
| Write ups or Notes about each Lesson-              | 3                   |
| Online Version of CCR with Notes/Comments section- | 14                  |
| Verbal Communication-                              | 2                   |

**Question 18:**

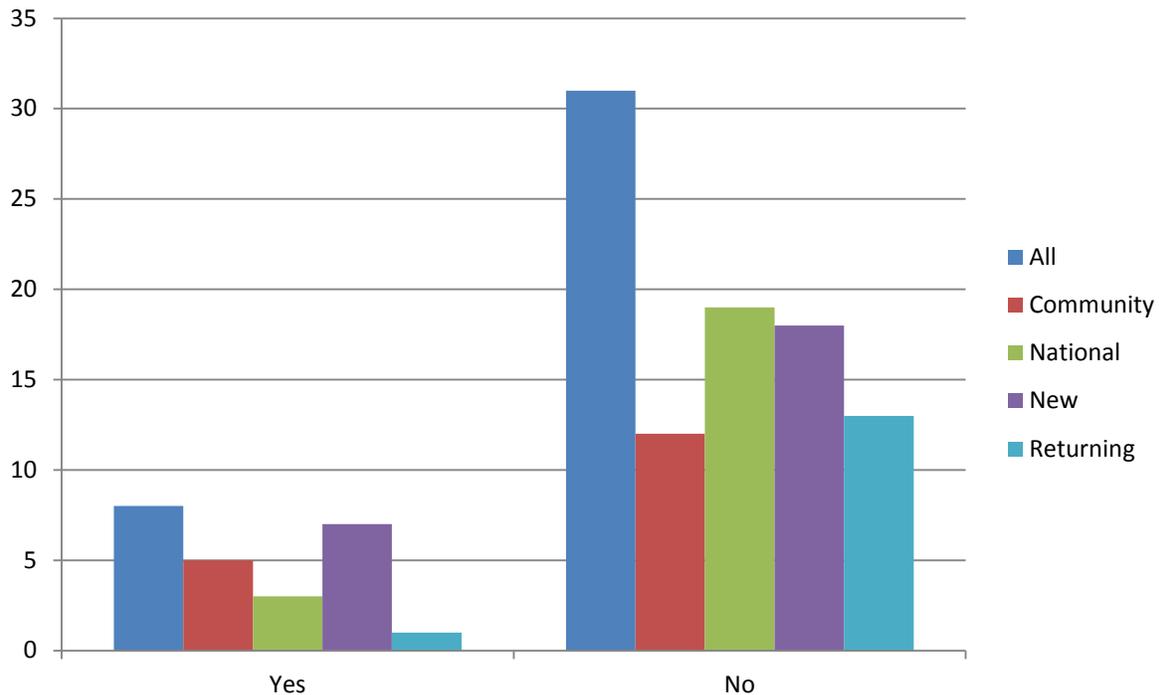
**Please provide us with any feedback about the Conservation Curriculum Reader this survey has not yet captured.**

- We did a lot of local and environmental justice activities and would like to see more of this in the reader. Also, more challenging and age-appropriate team-building exercises.
- While the lessons were helpful to look at, we really used our own resources to teach many of the topics in our own ways, whether through discussions that came up or structured lessons. We did not follow it to a T, but it was helpful for the ideas that were given, and the general idea of topics we should cover.
- The material should be water resistant paper as the current version is not field sustainable.
  
- We tried to give a serious effort towards completing the curriculum activities - but it was really hard to fit in all the lessons (and many took longer than the time suggested) - the only way we were able to complete most was because we were at a remote site that didn't have many other recreation opportunities for much of the time.
- The games were most helpful for spur of the moment. Everything else required a bit of preparation.
- I think more concrete expectations of us, the leaders, as far as what exactly we should be doing with the CCR
- The curriculum reader seems like it was made for national crews, because it never made sense to me why it was given to me for a community crew. So go ahead, keep the reader for the national crews, but at least for the Pittsburgh community crews, we had a curriculum that was perfect for our program.
- Thought it was a better size, more cohesive unit, layout was more consistent from previous years. Size much better for field!
- Way better than the EE binder in the past. I didn't use it a lot this summer, but it was a much more accessible resource, thank you for working on it!!
- I would like to see more conservation history included- there was a lot on the SCA history and history of diversity inclusion, but no time line laying out the development of conservation itself (i.e. Teddy Roosevelt & first national parks, development of National Forest, Gifford Pinchot, etc.). There were quotes from the conservation movement, but a timeline putting them in context would be nice. The SCA mission is not listed in the Reader, at least we couldn't find it. It would be helpful to have it in there and accessible.
- Again, far more than I can think of. It would be more useful for you (SCA planners) to send out a few specific curricula to leaders and ask if they used them and how they worked.

## Field Leader Journal Questions

### Question 19

I found the FLJ to be a useful planning tool to help implement the use of the Conservation Curriculum Reader.



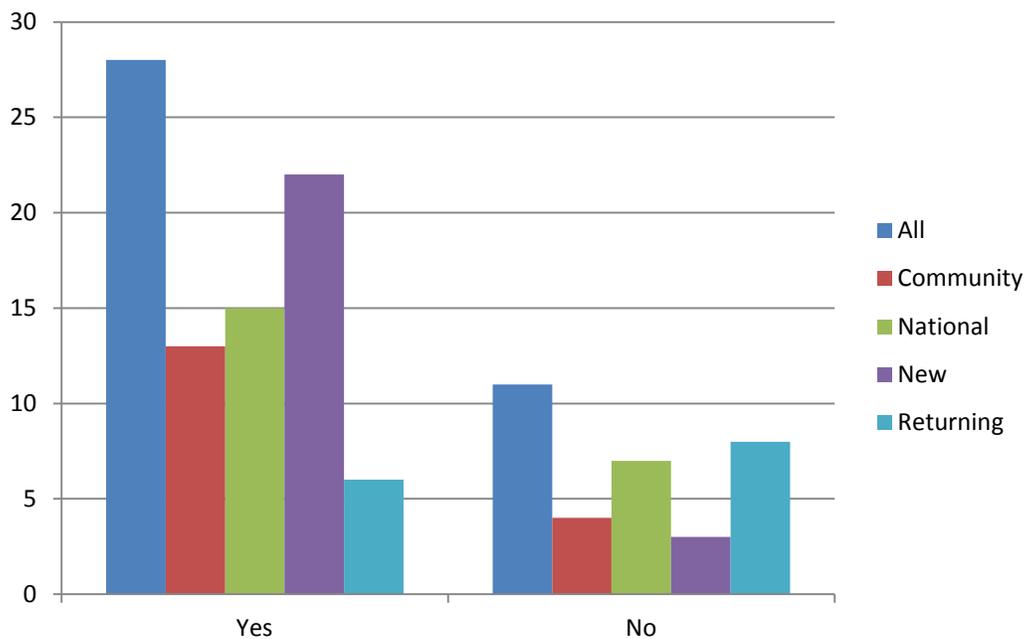
### Why Not?

- I used it during training but didn't use it during the summer.
- It didn't feel necessary. It just addressed things my co-lead and I were already thinking about and planning.
- I didn't really understand the point of the Journal and it felt a little like formal assessment in an intimidating way.
- I didn't really use the journal in the field.
- Not intuitive, poor explanation and not enough time to figure it out at training.
- I was already familiar with outdoor/environmental ed and it seemed too basic
- The two just didn't correlate for me.
- I think it covered things that I usually reflect upon and prep for naturally as a leader
- I like setting personal goals, but I would rather have written a paragraph and submitted it to my Regional Coordinator and then discussed it post-crew. The Journal seemed unnecessarily complicated and asked formulaic questions.
- Not enough time was blocked during training to utilize the journal, and once we were out in the field, there were way many things going on

- was not completely integrated into training, was too black and white. if purpose of FLJ is to get leaders to start thinking about their crew and potential challenges/goals then create hypothetical situations that leaders have to think through->more engaging.
- I didn't use it very much at all... there was much confusion from the beginning of training on how to use all the materials we were given. You need to have an easily reproducible curriculum so that using the tools is an easy choice... not a struggle.

**Question 21**

**I think having a tool to help plan when to teach from the Conservation Curriculum Reader would be valuable on future crews.**



**Why Not?**

- Being forced to teach things at certain times will cause to many headaches as to when to fit in work with partners. Too much structure in lesson planning will take away from teachable moments, teaching material relevant to the group and utilizing downtime.
- I did not rely on it much, except for the Take Five guide portion
- I don't think a tool is necessary to help you plan, you should just thumb through and plan based on needs of the crew and leaders goals for the crew.
- It is too much governance, it takes away from the magic and realness of the crews that tends to develop anyway.
- Every crew is different- some require a lot of formal ee and some don't- every day is different on a crew too. It is nice to have freedom and flexibility to teach what you want and what is needed when it works for the crew.
- I think you could get the same ideas across by organizing the activities in the CCR by when they are most useful on crews - then you don't need a separate tool

**Please provide us with any feedback about the Field Leader Journal this survey has not captured yet.**

- I am still not sure what the purpose of the journal was. It was too structured.
- The journal was well utilized at Community Crew Leader Training. We were given time specifically to work on planning via the journal, which is not something I have experienced in past National Crew Leader Trainings. I did not use the journal in the field, but it helped frame things for me ahead of time. I liked having a layout for feedback with my supervisor, but there was not enough space provided on those pages to take notes.
- It was nearly a month since the end of the summer crew. I've been extensively studying history, geology, conservation & wildlife habitat since the crew ended. I'm only able to give general answers... as the specifics are no longer on the forefront of my mind.
- Useful in planning, but not always relevant to a particular crew
- A calendar format would be more useful to me than the FLJ.
- Some of the questions are worded in a confusing way - think about your audience when you're writing the questions, because we don't necessarily have the Big Picture of EE in SCA. The Field Leader Journal should help us grasp that big picture rather than being something that we can only understand after being trained on how to use it.
- I feel more time should be set aside during crew leader training to sit down with the journal and put it to use
- I think that the Field Leader Journal was a good attempt at structuring goals, but wasn't structured well itself. There were not any definite ways to measure the level of completion or the appropriate level of skill. There were no benchmarks to measure up to. Adding those things to the FLJ would make it a more useful tool.
- We purchased bigger blank notebooks for our crew to use because we knew we would need more room for the education we implemented. Being a crew full of veteran crew members, as well as the Yosemite backcountry crew, we decided to do 1 hour of education every night and directed the members to use notebooks: sometimes formally other times informally. They also used them to write letters in, which was a planned activity we did. The Field Leader Journal seemed a little shallow for this group, and some of the formatting (words and phrases appearing at different levels on the pages) seemed a little disorganized.
- A fellow leader had mentioned perhaps setting up the structure/schedule of modules at leader training to coincide with the flow of the Field Leader Journal
- I'm an old hat, if I get something I don't think is going to be useful, I don't even give it a try.