

NAT GEO EDUCATOR CERTIFICATION JOURNAL

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Welcome to the National Geographic Educator Certification Program!

You are participating in this program with a community of like-minded educators who are passionate about teaching students about the world. As you work through each phase of the process, you will have opportunities to interact with ideas about and resources for teaching and learning—beginning with the introductory workshop and culminating in a Capstone project. We're here to help and support you through each step in the process, and we are excited to make this journey with you!

The Certification Process

Phase 1: Certification Workshop

Certification begins with this face-to-face or online workshop. The workshop, "Teaching Students About the World", is a brief introduction to National Geographic's philosophy on how to teach students about the world and how it works. It sets the stage for the changes in teaching practice that result in students having an understanding and appreciation of the world, empowering them to succeed and make it a better place.

Phase 2: Activities

Step 1: Choose and implement one lesson, activity, or tool from NatGeoEd.org. NatGeoEd.org is a destination for free National Geographic resources searchable by [subject and grade level](#). The collection includes an encyclopedia, lesson plans, activities, mapping tools, games, and media.

Step 2: Choose one activity from the list below.

Select an activity from the [Phase 2 Activity list](#). If you've done a similar activity in the last 6 months, it can fulfill this requirement, but we encourage you to try something new.

Step 3: Complete the Phase 2 activity form describing your activities.

Once you've submitted your [form](#), you're ready to complete your Phase 3 Capstone project! [Click here](#) for instructions on Phase 3.

Phase 3: Capstone Project

Your Capstone project will show evidence of student learning reflected through the attitudes, skills, and knowledge of the National Geographic Learning Framework.

Step 1: Complete the [Phase 3 Capstone Reporting Form](#).

Step 2: Submit a short (1-3 minute) video on the [Google+ Community](#) that tells the story of your students' learning. [Click here](#) to learn how to submit your video. Remember! Please do not use students' faces in your video. It's OK to show students' hands, feet, or the backs of their heads.

How to Use This Journal

As you go through the three phases of the Nat Geo Certification Program, you will use this journal to record your reflections, document your activities, find information about the process, and plan for your Capstone video. Please read through the instructions in each section. You will use Section B to prepare your activity submission information, but you will not submit this journal at any time. It's yours to use.

Instructions for joining the Google+ Community

The Nat Geo Educator Certification Google+ Community is a private community for all certification beta testers. Here is a [quick link to Google+ Community](#) for those who have accepted the invitation. If you do not have a Google account or haven't participated in Google+ Communities, please read the instructions in the "[Joining the Nat Geo Educator Certification Google+ Community](#)" document.

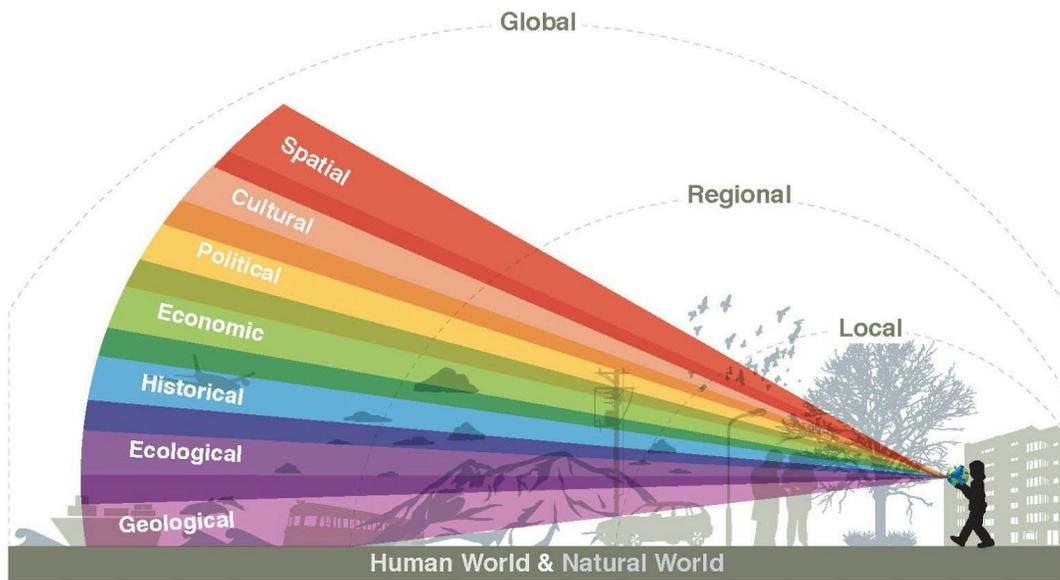
SECTION A: WORKSHOP

1. We Believe In the Power of Science, Exploration, and Storytelling

After watching the "We Believe" video, what's one word that comes to mind?

2. Your Teaching Mission

In one or two sentences, write your personal teaching mission.



Teaching Students About the World

At National Geographic, we believe that a well-rounded education provides young people with the knowledge of how the human and natural worlds work at local, regional, and global scales. This type of education also teaches young people to use different perspectives to understand the world.

3. How do you teach about the world?

Write down an activity that you do in your classroom or that you've heard of that helps students learn about our interconnected world.

4. Why is it important?

Why is it important to teach students about our interconnected world? What is the impact of this type of teaching on students? Share your ideas in the box below.

5. Apply the National Geographic Learning Framework

Think about your activity in relation to the Learning Framework, and check off all of the attitudes, skills, and knowledge that apply.

Attitudes		Skills		Knowledge	
Curiosity		Observation		Our Human Story	
Responsibility		Communication		Our Living Planet	
Empowerment		Collaboration		Critical Species	
		Problem Solving		New Frontiers	

Which one or two of the attributes (attitudes and skills) plus one of the knowledge areas was most represented in the activity?

SECTION B: PHASE 2

Step 1: Choose and implement one lesson, activity, or tool from NatGeoEd.org.

[NatGeoEd.org](https://www.natgeoed.org) is a destination for free National Geographic resources searchable by [subject and grade level](#). The collection includes an encyclopedia, lesson plans, activities, mapping tools, games, and media.

Step 2: Choose one activity from the list below.

If you've done a similar activity in the last 6 months, it can fulfill this requirement, but we encourage you to try something new.

Step 3: Complete the Phase 2 activity form describing your activities.

Once you've submitted your [form](#), you're ready to complete your Phase 3 Capstone project! [Click here](#) for instructions on Phase 3.

6. PHASE 2 ACTIVITIES

Map It

- Use National Geographic's [MapMaker Kits](#) to create a [state tabletop map](#), a [mega map](#) (a map that occupies a large wall or could be used on the floor), or a [one-page printable map](#) and integrate this into a lesson you teach.
- Integrate [historical or thematic maps](#) into your lessons.
- Use National Geographic's [MapMaker Interactive](#) tool to map what you're teaching. A [GeoTour](#) is a great example of a way to enhance your lesson with MapMaker Interactive. GeoTours allow you—or your students—to customize a map with markers on bookmarked maps you create. (Note: MapMaker Interactive works best in Chrome. Internet Explorer is not recommended.)
- Rent a [Giant Traveling Map](#), the largest maps ever produced by National Geographic. They are powerful and fun educational tools for introducing geography and map reading skills to students in grades K-8. There is a cost for this program.

Get Outside

- Take students on an outdoor field experience. You could plan something such as species identification in a neighborhood park, have them write a nature journal, or even take a field trip to a national park. This is a chance for your students to make connections to nature and see themselves as stewards of the environment.
- Participate in the [Great Nature Project](#) by having students look for living organisms, snap pictures of those organisms, and upload the pictures to the website.
- Run a project using [FieldScope](#) to collect data or do a lesson on [using FieldScope to make informed decisions](#). FieldScope is an interactive mapping platform that allows everyday citizens to become explorers and investigators. It allows users to overlay collected data with geographic references in order to help identify larger trends and answer important research questions.
- Participate in or host a [BioBlitz](#), an event in which teams of volunteer scientists, families, students, teachers, and other community members work together to find and identify as many species of plants, animals, microbes, fungi, and other organisms as possible. A BioBlitz is often a 24-hour species inventory, but you can also [host a shorter BioBlitz](#) at a park or schoolyard in your own community.
- Start a classroom or school garden.

Care About the Planet

- Participate in the [Big Cats Sister Schools program](#).
- Start a recycling program at your school.
- Do a trash inventory of your classroom, school, or organization. Classify the trash by type, such as food, paper, or plastic. Make note of what could have been recycled or reduced in some way. Come up with suggestions to reduce your trash production.
- Gauge your class's or organization's greenness by playing the [Human Footprint Interactive](#). You'll discover the impact of your choices and learn things, such as how many bananas you'll probably eat in your lifetime.
- Have your students discover their own global network by completing the [Global Closet Calculator](#) or by playing [Planet Food](#). These two-part interactive games introduce the concepts of interdependence and globalization.
- Compare diet and consumption patterns by studying [what the world eats](#).

Connect With Your Community

- Take students on a field trip in your community (based on visiting a cultural or natural place). Connect with a local museum, historical site, nature center, or cultural center.
- Volunteer or lead a community service project with your students. You could start your own project or connect with a local nonprofit organization in your community.

Join a Global Collaborative Project

- Participate in a [Skype exchange](#) or pen pal program to connect your students with peers around the world. Examples include [PenPal Schools](#), [ePals](#), and [iEARN](#) among others.
- Connect your classroom with a traveler abroad, such as a Peace Corps Volunteer serving abroad through their [Correspondence Match](#) program. Volunteers in the field exchange emails, letters, videos, photographs, and telephone calls with classrooms in every state and the District of Columbia. Or, correspond with a traveler or university student studying abroad through [Reach the World's journeys](#).

Plan an Event

- Plan a [Geography Awareness Week](#) event.
- Enroll your school and participate in the [National Geographic Bee](#) or volunteer at your state Bee. Every year thousands students from schools across the country participate in the National Geographic Bee. The competition is open to students in grades 4-8. There is a cost for this program.

Build Your Skills

- Take a free online course, such as a [National Geographic's watershed education course](#) for educators (grades 4-8) or [Jane Goodall's Roots and Shoots course](#).
- Present a session at a conference for educators on teaching students about the world.
- Attend a local [National Geographic Alliance](#) workshop or institute. National Geographic's Alliance Network consists of 54 Alliances (one in every state, DC, Chicago, Canada, and Puerto Rico) who support national National Geographic initiatives as well as offer professional development opportunities for K-12 educators.

7. PHASE 2 ACTIVITY REFLECTION

Instructions: Use this section to write out the information and reflection about the two activities you have done with their students. You will copy this information into the [Phase 2 submission form.](#))

Phase 2 Activity 1

Activity Title: _____

Description:

Impact on students:

Connection to Learning Framework:

Think about Activity 1 in relation to the Learning Framework, and check off all of the attitudes, skills, and knowledge that apply.

Attitudes		Skills		Knowledge	
Curiosity		Observation		Our Human Story	
Responsibility		Communication		Our Living Planet	
Empowerment		Collaboration		Critical Species	
		Problem Solving		New Frontiers	

Which one or two of the attributes (attitudes and skills) plus one of the knowledge areas was most represented in the activity?

Phase 2 Activity 2

Activity Title: _____

Description:

Impact on students:

Connection to Learning Framework:

Think about Activity 2 in relation to the Learning Framework, and check off all of the attitudes, skills, and knowledge that apply.

Attitudes		Skills		Knowledge	
Curiosity		Observation		Our Human Story	
Responsibility		Communication		Our Living Planet	
Empowerment		Collaboration		Critical Species	
		Problem Solving		New Frontiers	

Which one or two of the attributes (attitudes and skills) plus one of the knowledge areas was most represented in the activity?

SECTION C: CAPSTONE

Your Capstone project should show evidence of student learning reflected through the attitudes, skills, and knowledge of the National Geographic Learning Framework.

The Capstone consists of two parts, completion of the [Phase 3 Capstone Reporting Form](#), and submission of a short (1-3 minute) video on the [Google+ Community](#) that tells the story of your students' learning.

[Click here](#) to learn how to submit your video. Remember! Please do not use students' faces in your video. It's OK to show students' hands, feet, or the backs of their heads.

8. SELECTION OF CAPSTONE ACTIVITY

In this section, indicate the activity you will use for your Capstone Video and respond to the related questions.

Activity Title: _____

Why did you select this activity?

What is the story you will tell in the video about the outcome of this activity? Include a brief comment in your video about how the activity connected with the Nat Geo Learning Framework.

9. SUBMITTING THE CAPSTONE VIDEO

Capstone Activity Video

Title: _____

Grade(s): _____

Subject(s) or Class: _____

Length of Activity: _____

Description of what you did to implement the activity. (200 words, sufficient detail for replication. While you're describing it, try to weave in how the attributes of the Learning Framework were integrated into the activity.)

The National Geographic Learning Framework

The Learning Framework lays out what we believe people of all ages should learn from their experiences with the Society. We have created the Learning Framework as a foundation and set of supporting guidelines to inform our work. The Learning Framework supports educators, parents, and families to teach kids about the world and how it works.

We built the Learning Framework upon a set of learning outcomes that define what children and youth can learn and do at various ages. To determine these learning outcomes, we dug deep into national standards in key subject areas. We also sought advice and input from subject matter and child development experts, along with the expertise of Nat Geo instructional designers, researchers, and content developers—many with years of K-12 teaching or early childhood education backgrounds.

We describe the end result of the Learning Framework in terms of equipping students with Attitudes and Skills—woven through critical Knowledge areas (A.S.K.)—that embody the attributes of an explorer.

Attitudes

- Curiosity. An explorer remains curious about how the world works throughout his or her life. An explorer is adventurous, seeking out new and challenging experiences.
- Responsibility. An explorer has concern for the welfare of other people, cultural resources, and the natural world. An explorer is respectful, considers multiple perspectives, and honors others regardless of differences.
- Empowerment. An explorer acts on curiosity, respect, responsibility, and adventurousness and persists in the face of challenges.

Skills

- Observation. An explorer notices and documents the world around her or him and is able to make sense of those observations.
- Communication. An explorer is a storyteller, communicating experiences and ideas effectively through language and media. An explorer has literacy skills, interpreting and creating new understanding from spoken language, writing, and a wide variety of visual and audio media.
- Collaboration. An explorer works effectively with others to achieve goals.
- Problem solving. An explorer is able to generate, evaluate, and implement solutions to problems. An explorer is a capable decision-maker—able to identify alternatives and weigh trade-offs to make a well-reasoned decision.

Knowledge

In addition to the skills and attitudes of an explorer, students need to understand how our ever-changing and interconnected world works in order to function effectively and act responsibly. Critical knowledge required of explorers can be expressed through the four National Geographic key focus areas.

- Our Human Story: Exploring where we came from, how we live today, and where we may find ourselves tomorrow.
- Our Living Planet: Understanding the amazing, intricate, and interconnected systems of the changing planet we live on.
- Critical Species: Revealing, celebrating, and helping to protect the amazing and diverse creatures we share our world with.
- New Frontiers: Searching every day for the “new” and the “next,” using the latest technology and science to go places no one has ever been and find answers no one has ever found.