

# Teachbacks: What I do, I know

Research has shown that Project WILD/PLT workshop participants use the activities that they learn in the workshops. The more familiar teachers are with the activities, the better!

In their workshop evaluations, many participants state that the teachbacks are valuable because they would otherwise be afraid that they didn't "know enough about wildlife or science" to try teaching the activities themselves. These are just two reasons why a teachback session is so important during your workshop.

For your teachback session, divide workshop participants in groups of 2 to 5, depending on the size of your workshop and the time you can allow<sup>1</sup>. Their assignment is to co-facilitate an activity for the rest of the participants<sup>2</sup>. Ask them to spend 20 to 30 minutes for planning their activity. The co-facilitators must share the tasks of facilitation and must lead the other participants in all discussions. They must also ensure that the participants "get" the objectives" of the activity they are facilitating.

It will help to review peer teaching concepts with workshop participants before starting. See the "Teachback Tips" sheet. These can be passed out among groups as a guide. Some activities will work better than others for teachbacks. The list below includes activities we know will work well.

## Activities recommended for Teachbacks

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### Project WILD

Adaptation Artistry	Animal Charades	Animal Poetry
Everybody Needs A Home	How Many Bears...	Learning to Look...
Migration Headache	Quick Frozen Critters	The Thicket Game
Too Close for Comfort	What Bear Goes Where	What's WILD
What did your lunch cost?	What's that, Habitat?	

### Project Learning Tree

Tree Factory	Values on the Line	Every Tree for Itself
Birds and Worms	A Few of My Favorite Things	School Yard Safari
Adopt a Tree	Tale of the Sun	Tree Cookies
Trees for Many Reasons		Signs of Fall

### Teachback Tips

1. Include a brief introduction, even if it is only to remind the participants of something they already know, or let them know what to expect.
2. For outdoor activities, give visual directions indoors first, then repeat the directions once outside. Include any safety concerns for the activity.
3. If the activity has many roles, ask the role-players to repeat directions back to you.
4. Allow each member of your group to participate in facilitating the activity.
5. Participate if additional numbers are needed.
6. Leave time for closure!
  - a) Have students share what they have learned.
  - b) Include questions from the "Evaluation" section to test your objectives.
  - c) Ask "students" how they would adapt this activity to their class size, age range, cultural perspective, and local ecosystem.

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<sup>1</sup> Depending on group dynamics, it may be best if you choose the groups.

<sup>2</sup> Because most rural workshops are small, the "facilitators" leading the activity should also participate whenever possible.