

## Using VITAL in the Classroom – Facilitator’s Guide

In this workshop module, you will show participants how they can use VITAL in their classrooms.

Teachers will begin by participating as learners in a lesson that looks at how the effects of global warming in Alaska extend to the physical environment and the living things it supports, as well as to the spiritual core of Alaska Native peoples. They will then use this experience to look at ways in which to incorporate VITAL resources into an existing lesson.

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### Prerequisite

Participants should have a general familiarity with the VITAL Web site, including how to register, search for resources, and use folders and groups.

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#### Time

60 minutes (If more time is available, leave participants with additional time to explore VITAL, put together lessons, and ask questions.)

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#### Materials

- Projector and speakers, connected to your computer
- Computers with Internet access, one per participant
- Headphones, one per participant (if available)
- “Glossary of Alaska Native and Western Science Terms” PDF Document, one per participant (available in “The Effects of Global Warming in Alaska” lesson plan)
- “Effects of Global Warming Activity” PDF Document, one per participant (available in “The Effects of Global Warming” lesson plan)
- Copies of NSDL Sample Projects PDF Document

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### Before the Workshop

- Do a tech check to make sure that videos, interactive activities, and audio are working properly, and that you have access to VITAL. For information on tech requirements, refer to the “Technology Guide to VITAL Worksheet” or review the VITAL on Teachers’ Domain: Frequently Asked Questions [<http://www.teachersdomain.org/faq.html>]. (Note: If participants are bringing their own laptops, ask them to check the laptops before coming to the workshop.)
- Review “The Effects of Global Warming in Alaska” lesson plan: <http://www.teachersdomain.org/resource/eao08.sci.ess.earthsys.lpgwalaska/>.
- Download the “Effects of Global Warming Activity” and “Glossary of Alaska Native and Western Science Terms” PDF Documents (under Materials), and print copies for participants.
- Ask participants to come to the workshop with a lesson plan they would like to adapt to include VITAL media.

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## The Workshop

### 1. Teachers as Learners: 25 minutes

- a. Tell participants that they are going to begin by becoming learners in a lesson featuring VITAL media resources. This lesson will use the frame, focus, and follow-up approach. (See section 2(b) below for more information.)
  - i) Frame: Discuss the effects that global warming is having on life on Earth. Come up with a list of 10 possible impacts.
  - ii) Focus: Tell participants that they will now have the opportunity to see how the effects of global warming are being felt in Alaska. Show “An Unpredictable Environment” QuickTime Video.
  - iii) Follow-up: Discuss some of the consequences and concerns about the physical environment in Alaska, the living things it supports, and the spiritual core of Alaska Native peoples. Distribute the “Glossary of Alaska Native and Western Science Terms” PDF Document for reference.
- b. Break participants into small groups. Each group should discuss one of the following themes related to global warming in Alaska:
  - i) Permafrost and coastal erosion
  - ii) Subsistence living
  - iii) Contaminants
- c. Distribute the appropriate pages of the “Effects of Global Warming Activity” PDF Document to each group. Have each group view the resources for their theme and discuss the activity questions.
- d. Bring the large group back together. Ask each small group to share what they learned, then have the large group list the effects of global warming on Alaska.

### 2. Strategies for Using VITAL: 15 minutes

- a. Discuss how the media was incorporated into this lesson (e.g., large group vs. small group).
- b. Show “Effective Video-based Lessons”: <http://www.teachersdomain.org/resource/vtlpd.pd.hints.frfofo/>. Discuss the guidelines for using video in the classroom. Participants can refer to their experience in part (1) regarding the frame, focus, and follow-up approach. The “Uses” list is not exhaustive, so give participants a chance to add any new suggestions to your group list.

### 3. Creating Your Own Lesson: 15 minutes

- a. Participants will now work with the lesson plan that they brought in which to incorporate VITAL media. If any participants did not bring an existing lesson plan, encourage them to consider a topic they are planning to teach in the upcoming months. Ask them to consider:
  - i) The overall content goals
  - ii) The purpose for including each resource (introducing, reinforcing, or assessing content)
  - iii) The plan for presenting the resource (whole class, small group, or individual users)
  - iv) How to address the three guidelines for using video (frame, focus, and follow-up)
- b. Optional: If time allows, participants can share how they are planning to integrate VITAL resources into their lesson.

### 4. Wrap Up: 5 minutes

- a. Let participants know that they can access the rest of “The Effects of Global Warming” lesson plan on VITAL.
- b. VITAL is one of several pathways and projects within the National Science Digital Library (NSDL) (<http://nsdl.org/>) funded by the National Science Foundation.
  - i) Distribute the NSDL Sample Projects PDF Document.
  - ii) Tell participants that this handout includes additional K-12 Web sites within NSDL that they can browse on their own time.

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