

FINAL REPORT

Agency/Organization: Red Rock Canyon Interpretive Association

Project Name: Mojave Max Education Development Program

Project Number: 4500002385-005

Reporting Period: December 1, 2006

Project Contact Name and Information:

Blaine Benedict
Associate Executive Director
Red Rock Canyon Interpretive Association
6755 W. Charleston Blvd., Suite D
Las Vegas, NV 89146

Stacy Irvin 258-7097
Mojave Max Project Coordinator

QUESTION 1: What did you accomplish during this reporting period? How did these accomplishments help you reach the goal of your project? If relevant, what indicators or benchmarks were used to determine your progress?

The Mojave Max Program, which provides Desert Tortoise education to Clark County students, is presented by Red Rock Canyon National Conservation Area in partnership with Red Rock Canyon Interpretive Association (RRCIA) with overall guidance and direction provided by the Bureau of Land Management. In addition to the classroom program, in which volunteers and college interns are trained to teach a lesson about the Desert Tortoise in third and sixth grade classrooms, the Mojave Max Program partners with Clark County to provide educational assemblies that promote the Mojave Max Emergence Contest.

In January and February of 2006, twelve assemblies were held in Clark County schools. The assemblies included an explanation of Mojave Desert weather by a local weatherperson, a lesson on Desert Tortoises by an RRCIA or BLM educator, an interactive quiz, and an appearance by a costumed Mojave Max character. The assemblies were accompanied by a PowerPoint presentation containing photos and video clips that was developed by RRCIA staff. During the 2006 assembly program, a total of 2746 students were reached. The schedule was as follows:

Date	School	Grade(s)	Number of Students
January 3	Dearing	4th	120
January 5	Bunker	4 th /5 th	325
January 10	Twitchell	1st	134
January 12	Hickey	2 nd /5 th	210
January 17	Roger Bryan	3 rd - 5 th	429
January 19	Gehring	1 st - 3 rd	211
January 24	R. Guild Gray	1 st - 3 rd	313
January 26	Bracken Magnet	Pre-K - 2	200
January 31	Scherkenbach	1 st /3 rd	269
February 2	Guy	2 nd	138
February 7	Clyde Cox	2 nd	283
February 9	Lunt	4 th	114

Evaluations were collected from all teachers at the end of each assembly. Responses were generally extremely positive. A quantitative summary of the 149 evaluations collected can be found in the table below. For qualitative responses, please see the attached list of written comments.

	5 <i>Strongly Agree</i>	4 <i>Agree</i>	3 <i>Undecided</i>	2 <i>Disagree</i>	1 <i>Strongly Disagree</i>
The presentation started on time.	84%	15%	0%	1%	0%
The presentation style was effective.	79%	17%	3%	1%	0%
The educator had good knowledge of the subject matter.	93%	7%	0%	0%	0%
My students enjoyed the assembly.	84%	14%	2%	0%	0%
The lesson met my expectations.	84%	13%	2%	1%	0%
The lesson met NV State Standards for my grade level.	75%	22%	3%	0%	0%

On May 19, the Mojave Max Emergence Contest winner and his 5th grade class from Gehring Elementary took a field trip to Red Rock Canyon NCA. BLM Field Office Manager Juan La Palma welcomed local media and representatives from the county. Students used Field Notebooks to answer questions in the Visitor Center, make observations about Max's habitat, and participate in a mock transect survey. A field trip logistics document was created to facilitate the planning and organization of future trips.

The Volunteer Handbook was revised per reviewers' comments and has been submitted to Clark County. The Volunteer Handbook contains Desert Tortoise background information, descriptions of the Mojave Max lessons, program outlines, sample lesson plans, teaching tips, and logistical information about the Mojave Max program. It will serve as a reference for all Mojave Max volunteers and interns. The Volunteer Handbook will be used in the next volunteer training session to be held in August 2007.

The Teacher Handbook was also revised per reviewers' comments and submitted to Clark County. Although it contains information that is similar to that of the Volunteer Handbook, it is meant to facilitate teachers who will be teaching several in-depth lessons rather than the single lesson that is taught by volunteers. It includes background information, detailed lesson plans, teaching tips, and additional activities. The Teacher Handbook also includes a PowerPoint presentation containing photos and videos that can be used in the classroom in conjunction with the activities in the Handbook.

QUESTION 2: What, if any, problems were encountered? Briefly describe those problems and how they were dealt with.

No significant problems were encountered.

QUESTION 3: What, if any, proposed activities were not completed? Briefly describe those activities, the reasons they were not completed and your plans for carrying them out.

All proposed projects were completed as scheduled.

QUESTION 4: Is there anything else you want to tell the DCP about this project?

Teachers will be instructed in how to use the Teacher Handbook and accompanying PowerPoint presentation in an upcoming professional development education (PDE) course entitled "Mojave Max - My Life in the Desert." The course will be taught at Red Rock Canyon NCA on January 13 and 20, 2007. In addition to the Teacher Handbook and PowerPoint presentations, participants will have access to the teaching kits for use in their classrooms.

Planning is currently underway for the 2007 assembly program. Fourteen assemblies are planned in Clark County, which is an increase of two assemblies over the previous year. Even with this increase, demand for assemblies is high and some schools had to be turned away. We also plan to bring the Mojave Max assemblies to areas of the Mojave Desert outside of Clark County, including Arizona, California, and Utah.

We also held some assemblies in locations other than schools over the summer, including libraries and recreation centers. In the future we plan to do more of these types of assemblies.

QUESTION 5: What was produced during the reporting period?

Teacher Handbook (with accompanying PowerPoint presentation)

Volunteer Handbook

Assembly PowerPoint presentation

Mojave Max winner's field trip notebook and logistics document

Please report on the status of each Milestone and Deliverable, indicate whether they are not started, in progress, or completed and provide comments on the status as necessary:

January 1, 2006 - Provide final Mojave Max assembly schedule to Clark County.
STATUS: completed and submitted

February 1, 2006 - Provide outline of Mojave Max education teacher's manual and volunteer teacher training program manual to Clark County.
STATUS: completed and submitted

May 1, 2006 - Schedule and conduct at least twelve Mojave Max Assemblies.
STATUS: completed and final schedule and PowerPoint presentation submitted

May 1, 2006 - Provide draft Mojave Max education teacher's manual and volunteer teacher training program manual to Clark County in hardcopy and Word format.
STATUS: completed and submitted

September 1, 2006 - Provide final Mojave Max education teacher's manual and volunteer teacher training program manual to Clark County in hardcopy and Word format.
STATUS: completed and submitted December 2006 (deadline was extended to allow more time to collect and integrate reviewers' comments)

Task I: Update the Mojave Max Teacher's Education Manual.
STATUS: completed and submitted

Task II: Revise volunteer training program.
STATUS: completed and submitted

Task III: Mojave Max Education Program Development and Coordination.
STATUS: The Fall 2006 classroom program was successfully completed. Classroom programs will continue throughout the school year, and new kits will be added so that the program can continue to grow. There are also plans to continue efforts to reach additional grade levels.

Task IV: Develop sustainable Mojave Max Assembly Program.
STATUS: The assembly PowerPoint was created to standardize the presentation and increase sustainability. In addition, a regular weatherperson was added to avoid the scheduling problems associated with multiple presenters.

Task V: Evaluate and document the Mojave Max Education Project. Perform analysis and evaluation of the project.
STATUS: All aspects of the program are documented with teacher evaluations and photographs (see attached photos). We plan to undergo a formal program assessment through the UNLV Education Department when funding permits.

**Summary of Teacher Evaluation Responses
2006 Mojave Max Assembly Program**

Positive Comments:

Thank you.*
Well organized and carried out.*
End quiz was great.*
Very informative and entertaining.*
Great presentation.*
Students enjoyed it.*
We hope to see you again in the future.*
Thanks for keeping so closely to your agenda.
Enjoyed including this info in a science unit.
Awesome!
Great visuals.*
Info really “connected” to Mojave Max program sheet.
Prior knowledge led to greater understanding of the presentation.
Fun!*

[Emergence] Contest is great idea!
Excellent presentation.*
Children loved it.
You adapted to 1st graders well!
Wonderful presentation.
Presenters were knowledgeable.
Enjoyed everything!
Excellent job relating info.
Kids were excited and learned a lot.
PowerPoint was good.
Slide show kept attention.
Was simple for lower grades.
Info was age appropriate.
Loved Mojave Max character.*
Put this program in all elementary schools!
Kids and teachers are excited!
Best assembly ever!
I like how you come to schools.
Fantastic!*

Effective assembly.
Nate [Tannenbaum] is awesome.
Very worthwhile.

* Comment was made multiple times.

**Summary of Teacher Evaluation Responses
2006 Mojave Max Assembly Program**

Suggestions for Improvement:

More student involvement in the beginning.

The lights needed to be lower so kids could see the presentation.*

Ask students in back more questions instead of just front.

Too advanced for 1st grade.

Have presenters in classrooms.*

A bit long for younger kids.*

“Pee in enemy’s mouth” comment unneeded.

Quiz was too much.

Hard to keep kids under control.

Prizes for all or none.

Need more props to show.

Some words were too advanced.*

More hands-on activities.

Use more natural video instead of slides and photos.

Reading from paper was boring.

Allow students to interact with desert artifacts.

Give students an opportunity to be participants.

Students could not understand [refers to presentation that included a Spanish component]

* Comment was made multiple times.

Mojave Max Program
2006 Assembly Photos

