

**Agency/Organization: Outside Las Vegas Foundation/DBA Get Outdoors Nevada**

**Project Name: Mojave Max Education Program**

**Project Number: 2019-OLVF-1940B**

**Reporting Period: Quarter 4, April 1 2025 to June 30 2025**

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**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?**

- Assemblies: Winding down the school year, 344 students were reached through two Mojave Max assemblies this quarter at John and Judy Goolsby and John F Mendoza Elementary Schools. At Goolsby ES, the school had a Desert Tortoise and it was very meaningful for the students to learn more about the species as they are charged with taking care of one. Their science teacher even requested that her 4th grade morning class could sit in for half of the assembly since they had specials that day. The Mojave Max mascot team took pictures with the kids by their tortoise habitat to round out the experience.
- Tortoise Talks: During Quarter 4, GON completed Tortoise Talk presentations for 13 classes reaching 387 4th and 5th grade students. Participating schools included: Berkeley Bunker, Marion Earl, Robert E. Lake, Squires, Rose Warren, Thomas O'Roarke, Richard Bryan, Elise Wolff, and Helen Smith elementary schools. One highlight of the Tortoise Talks this quarter (and throughout the school year) was hearing the students' reflective and probing questions about the threatened Desert tortoise. For example, one student asked, "Can tortoises feel vibrations through their shells?" This student then followed up with the question, "Do tortoise shells have nerve endings?" During another talk a student asked: "If tortoises look in a mirror, do they know they're looking at themselves?"--it was fascinating to have a student consider a tortoise's sense of self-identity, and I had to admit I was unaware of any studies about it. It was brilliant to hear students deeply considering the tortoise as a biological being and reflecting on how they might experience their environment. Beyond the tortoise material, it was clear that these talks can be very impactful to students and they are making connections beyond the classroom. The following statements are from GON staff members who gave these as examples during a debriefing session at the end of the season:
  1. I have this little note that a student once gave me after a tortoise talk. It says something along the lines of "Thank you for coming to our class! We are so excited to have you here! We are so grateful!" I remember it was a student from Indian Springs ES so it was very touching to see how much this small experience meant to them
  2. "Did you go to college for this job?"--it was exciting to have a student thinking about the importance of a college education and how it might be connected with understanding science

- Outreach Events: GON staff has helped support four Mojave Max outreach events this quarter helping to make over 700 points of contact.
  - Nevada Fossil Day on 4/5
  - Clark County Fair and Rodeo on 4/12
  - STEM Presentation at Mitchell ES on 4/22
  - Junior Ranger Day at Tule Springs Fossil Beds National Monument on 4/26
- Emergence Contest Winner Classroom Visit and Field Trip: The format of this year's Mojave Max celebration shifted significantly from previous years due to Max's unusually late emergence. Held on May 19, 2025, at Elaine Wynn Elementary School, the event included pizza, snacks, and dessert, games such as Desert Tortoise Red Light/Green Light and Burrow Musical Chairs, a meet-and-greet with Mojave Max, and a presentation by the Springs Preserves wildlife biologist, Katrina. The school's principal and teacher collaborated closely on planning, and a news crew was present to interview the winning student and their teacher. Students enthusiastically engaged with the mascot, even attempting to teach it dance moves and playing Ring-Around-the-Rosy. For future events, GON staff suggested that including a hands-on craft would be enjoyable and help transition between segments. Additionally, sharing the event with the broader student body—perhaps using a parade—could help clarify the purpose of the celebration, as the mascot's presence and activities appeared confusing to some peers. To improve visibility and engagement during the presentation, forming a circle around Max is recommended so that all students can easily observe.

**QUESTION 2: What, if any, problems were encountered? Briefly describe those problems and the manner in which they were dealt.**

- Mojave Max emerged quite late this year and caused some stress and alternate planning for the Emergence Contest this year. Unfortunately, his emergence is not within our control and we will simply need to include a similar contingency in our planning for next year. With the weather in Southern Nevada changing as well as other factors, we will need to continue to be open-minded and creative with the emergence contest activities.

**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.**

- No proposed activities have not been completed.

**QUESTION 4: What is the calculated percent of work completed?**

- Approximately 95% of the work has been completed towards the deliverables for this agreement. During this quarter, we have focused on executing an alternative format of the Emergence Contest Field Trip due to the record-breaking "late" emergence of Mojave Max this school year. The remaining deliverables consist of administrative tasks and the Project Claim Release.

**QUESTION 5: Do you foresee any upcoming problems with future project activities? If so, how do you propose to overcome those problems?**

- No, we do not foresee any upcoming problems with future activities at this time.

**QUESTION 6: Is there anything else you want to tell the DCP about this project?**

- We appreciate the opportunity to partner with DCP on this important project and we are excited to see Iris Bratton and Kalani Krause return in Year 3 as assembly presenters. Shannon Livingston-Harris will help support outreach activities as well as other tasks as needed throughout the year due to the anticipated change in deliverables - removing the Tortoise Talks.

**QUESTION 7: What was produced during the reporting period?**

- 13 Tortoise Talks were completed for 387 4th and 5th grade students.
- 2 Mojave Max Assemblies were completed – reaching 344 elementary school students
- 4 Outreach Events – reaching over 700 community members