

October Network Meeting

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Zoom issues, land acknowledgement, empathy work, conference planning, animal adaptation, breakout rooms, learning agenda, evaluation methods, empathy outcomes, conservation action, embedded assessment, guest feedback, puppet engagement, social emotional growth, communication resources

SPEAKERS

Isabelle Herde, Theo Bamberger (WPZ), Emily Bernhardt (Woodland Park Zoo), Marta Burnet, Shanna Hillard



Marta Burnet 06:42

Good morning everyone, and welcome to the fall All network meeting. Great to see so many of you joining us. For those of you I have not had a chance to meet yet. My name is Marta Burnett and I use she/ her pronouns, and I'm the director of advancing empathy at Woodland Park Zoo. Okay, can you go to the next slide? So I would like to acknowledge the traditional ancestral territory of Snoqualmie, Muckleshoot and Duwamish lands, from which I am speaking today. If you know what lands you are on, please add those in the chat. And if you don't, Sarah is going to put a website link that you can go and to and look up what lands you are on. I think it's really important to acknowledge these nations long standing, stewardship of the lands that we all live and work on, particularly as indigenous perspectives on humans relationship with lands, plants and animals are foundational to the empathy work. And of course, this way of thinking about human relationships with the natural world, has existed for millennia and continues to exist in cultures around the world today. I'd like to start with an update on our plans for revising our land acknowledgement. We've come to the understanding that a land acknowledgement can often feel performative, more of a checking the box rather than a true commitment, and that's not what we want. So we are also navigating how to have a land acknowledgement now that we're up to 40 states and several countries and so cation. So we've decided to pause the use of our formal land acknowledgement as we figure out our next steps. This is something the team here at Woodland Park Zoo and the network's DEI committee has been discussing over the past several months, and here's how we are working to amplify other ways of knowing in our empathy work, we've begun to work with the native governance center to put together a series of workshops over the next few months, which we hope you'll join us at to share this journey of learning more about indigenous perspectives and how we can all engage with these communities in a respectful way, as well as build relationships and trust. We will also be

working with the NGC as a staff team to determine how we can better express our appreciation and recognition of those who have stewarded this land since time immemorial, and come up with a plan of how we are going to move forward in a way that we can incorporate indigenous perspectives into this work and have a plan of action of how we are going to continue that moving forward. As I said, these indigenous perspectives are really, truly foundational to this work, and we want to do, we want to acknowledge that in a respectful and positive way. Then we'll share out our learnings afterwards. So if there are folks who have questions about this, please feel free to reach out to me, either in the chat, or you can email me, and then I look forward to sharing some updates on this work at our summit in February next Okay. In other news, I hope you've heard that we recently received another three year grant from the Margaret A Cargill philanthropies, or MACP as you may hear us refer to them, to continue and expand this work, there are a lot of exciting additions that we have been and will continue to be announcing in the coming months about this next phase. I hope this picture of Berani the Komodo dragon is a happy one. It was his birthday celebration in this picture, so he was getting lots of delicious treats. But yes, I realize I may be anthropomorphizing a bit too much about his excitement,



so don't tell anyone.



Marta Burnet 19:03

One update I would like to share today is that the membership committee has approved St Louis Zoo as our newest organizational partner. They've been working in the empathy space for several years, and we are thrilled to have them join us in a more comprehensive way. So everyone, let's give a warm welcome to St Louis Zoo and now I will turn it over to Emily to kick off our agenda for today. Thanks everyone. Hi, y'all.



Emily Bernhardt (Woodland Park Zoo) 19:33

For those of you that I have not met before, my name is Emily Bernhardt. I use she/her pronouns, and I am the empathy network specialist over at Woodland Park Zoo. For those of you who this might be your first network meeting, I just wanted to kick us off with a little bit of a background of who the ACE for wildlife network is. So the advancing conservation through empathy for wildlife or ACE for wildlife network is a group that facilitates the sharing of knowledge, experiences and data to drive conservation change. They're fostering empathy for animals and the environment that sustains them. So we are currently made up of 27 accredited zoos and aquariums. You also may hear these referred to as our partner organizations, and any of the staff or volunteers at those organizations that are involved in the network are a network member, and we have over 250 of those across our network. We also have individual affiliates which we also have over 200 individual affiliates at 70 plus organizations worldwide and as a network, we define empathy as a stimulated emotional state that relies on the ability to perceive, understand and care about the perspectives of another person or animal. So when we're talking about empathy work, this is the definition that we are using. So and this slide, there we go. Okay, I'm also really excited to share that we are launching our first ever empathy photo contest, and we want you to share what empathy in action looks like at your

organization. So anybody across the network is welcome to participate in this photo contest, and it is an opportunity for you to showcase your unique perspective on empathy between animals and people and how it plays a role in conservation where you work. The contest is currently open, with the last submission being accepted on November 30, and winners will be announced in the new year, so you can learn more about the contest, the different categories and photo guidelines at the link that's going to be dropped in the chat shortly. But if your photo wins the contest, you will be showcased in our monthly newsletter. Your image that you've submitted, your image will also be showcased at our annual all network summit in February, and you'll be eligible for a super exciting gift box. So Sarah just dropped the link to the photo contest in the chat, and thank you so much to the working group that kind of got this rolling and off the ground. I'm super excited to see the images that come in. Now, here's our agenda for today. So we're going to start with an icebreaker in just a little bit, and kind of get to know the other folks that are in the space with us today. And then we're going to be spending some time talking about the ACE for wildlife network learning agenda, which, if you had registered by like 4pm yesterday, you should have gotten an email with the learning agenda to your inbox from the empathy@zoo.org email address, and that session is what that document is in relation to. Then we're going to hear from Isabelle and Shanna at the Zoological Society of Milwaukee on empathy evaluation. We'll also hear about a new network communications tool that's been developed with Team soapbox, and then we have some really exciting network news to close it all off, including some exciting updates about our in person summit in February. So if you want to hear more details about that, make sure to stick around to the end. But first, let's get a chance to chat and get to know each other before we kind of start talking with each other a bit more. So we're going to go into breakout rooms for about 15 ish minutes until about 10am Pacific, and we're going to just really spend this time to get to know each other. And you can choose what room that you go into. So on the next slide, there's going to be a series of discussion prompts, and each prompt corresponds to a room number. So when we are opening the rooms, we do want to try and keep each room under 10 individuals, just to make sure that everybody has a chance to share with the amount of topics we have, with the amount of people we currently have in the Zoom Room, I don't think that that will be a problem, but just keep that in mind as you're picking your rooms. If there is a topic that a lot of people want to go to, just let me know, and I will happily make an additional room. But here are the prompts. So we'll have eight rooms, and each room has a prompt. So if you want to share a moment of awe that you felt in nature, you'll go to breakout room one. If you want to ask and talk about if you believe in ghosts and explain your reasoning, you'll go to room two. We needed a spooky season one. It is October, after all, if you would like to talk about what animal adaptation you would most like to have and why you'll go to room three, if you want to talk about what your favorite story is, whether this is a movie or a book or a song, you can go to room four. If you want to talk about what your ideal vacation is, you can go to room five if you want to share what your favorite idiom is, this one's really fun. I use this as an icebreaker at a wedding recently, and it actually led to a lot of fun conversations. You can go to room six if you want to talk about one thing that you're recently, one thing you've done that you're proud of, you can go to room seven. And if you want to talk about your favorite or current hobby and what you're enjoying about it, you can go to room eight. So I'm going to go ahead and start getting these rooms set up. We're going to make eight rooms, and I have 9:45, on my clock, so we'll be in these rooms for just shy of 15 minutes, and the rooms should be open. So make sure you choose a room that corresponds to the prompt that you would like to talk about, and if for some reason, you do not see the breakout room join option on your screen right now, please drop it in the chat what room you'd like to go to, and I can manually send you over, and we'll see you all shortly.



E Emily Bernhardt (Woodland Park Zoo) 26:11



E Emily Bernhardt (Woodland Park Zoo) 26:11

M Marta Burnet 26:11

E Emily Bernhardt (Woodland Park Zoo) 26:11



E Emily Bernhardt (Woodland Park Zoo) 26:11



M Marta Burnet 26:11

E Emily Bernhardt (Woodland Park Zoo) 40:11

Hi everybody, welcome back. Hope you all had some fun conversations with the folks in your breakout rooms. You still got about 15 or so seconds before everybody else will come back and join us. All right, everybody should be coming back and All right, welcome back, everybody. Hope you all had some fun conversations. I'm going to go ahead and turn it over to Marta.

M Marta Burnet 40:58

Okay, back to me. Last spring, I started working with the strategic learning committee on a learning agenda. This was something that was sparked from conversations over the years with many of you about the research supporting and the empathy work and what's out there. What have people done? What do we still not know? And then we discussed it as part of the unconference session at the summit. So Sarah's going to put a link to the latest draft of the learning agenda in the chat. Emily sent it out yesterday. No need to open it. Just here it is, in case you want to look at it now or at a later point. If you do read through it, you can see we've gone through several steps to determine, you know, what are the key areas, kind of umbrella questions that are of most interest to us to investigate, and also to determine what research has already been done, and also just acknowledging what lit reviews and things the community has already developed that can kind of be a jumping off point for these questions next. So here you can see the learning agenda goals that we're focusing on building an understanding of the use of empathy practices in Zoo and Aquarium programs to determine when, how and under which conditions each practice can be most impactful. We're also interested in filling gaps in understanding around what we know about fostering empathy for wildlife. And finally, we're interested in facilitating, facilitating network efforts to seek answers to these questions in the coming years, so far, I've gotten input from the advancing empathy staff, the strategic learning committee, and then you may have participated in a survey we sent to you, as well as a the broader aza. And we also had an activity at our Aza conference booth to get input on what were priority questions for folks. And now we're at the point of wanting to find those umbrella questions that are of most interest to the network and the broader field next. So these were the top 10 ranked in order of the areas of questions that we received. So I'm going to give everyone a minute to read through them, and I'd like you to think about one or two that are of most interest to you to discuss here today, and once you've read through the list, if you can kind of make note of that number of what, because these are going to be the rooms we're going to go into for breakouts. So I'll give you a minute now to look at this. Okay, okay, and if there are a few that interest you, we'd appreciate it if you would go to the breakout room that has less folks in it when we open up the rooms, so we can cut and try to spread feedback out across all the questions next. Okay, so here are the instructions for the breakouts. Each room will have a Woodland Park Zoo staff member or a strategic learning committee member to facilitate the room. So if you have any questions, they're going to be able to help you navigate this. So when we open up the rooms, you're going to select the number of the question that interests you the most and go to that room. We're going to be in these rooms for 18 minutes. Sarah is going to put a link to a Google sheet and the in the chat, and that's going to have a list of all of the different links to the notes to take for each room, and that's going to be where you just record your discussion notes. And in each room, you're going to start out with a little bit of introduction of so everybody knows who's in the room and what interests you about the question. And then you're going to have a discussion about the learning questions and these sub questions that are on the screen. Now I really want to stress that this is a brainstorm, so all input is welcome. You don't need to be an expert in the topic, and if there's something you don't understand, you probably aren't the only one, so please feel free to add questions in the notes. You can write notes directly into the Google Doc that you'll have access to if you're not able to open up that sheet, that's fine. You can the facilitator can share their screen so everybody can see it, and so you can voice notes if you don't have a chance to write them. You can just voice them to the group to be noted, and the facilitator can jot those down. So participate in whatever way you feel most comfortable. We really want this to be collaborative and meet the needs of the network participants. And finally, if you know people who are working on these issues, whether in a zoo that has done some initial studies. Or if you know of researchers who've worked on these questions, please let us know so we can see if they are people who'd be interested in working with us in the future. Okay, Emily, can you go back a screen, just so everybody can see that key questions list. Thank you. So here's the list again.

We're going to open up the breakouts now, and we will see you in 18 minutes so join whatever of those topics looks of most interest, except for the facilitators Join the room that you had signed up for you. Okay, hopefully you all had some interesting conversations. Is there anybody who'd like to share out a little bit about what they discussed, any any key things that resonated with your groups.

I Isabelle Herde 1:06:33

I'm Isabelle from the anthropomorphism and empathy group. We think it's a really interesting question to grapple with we really want the second bullet, or the first bullet on our question rephrased in the learning agenda, and for those who aren't in that group, that is the "Where should the line be drawn between what has a positive impact on these factors and what is scientifically accurate." We felt like that was putting like scientifically accurate information, almost like in conflict, or that it was something that could be compromised when using anthropomorphism by nature, the way the question was written, and so we were hoping that could be rephrased and potentially, kind of break it up into two different questions. And we kind of were suggesting, where is the line in balancing anthropomorphism as an interpretive tool alongside science content delivery, and when is anthropomorphism most effective? There's a good discussion. Great. Thanks to my group.

M Marta Burnet 1:07:37

Yes, all of this is up for debate. So any any notes or any documents will be, will be factored into next steps. Anybody else want to share?

E Emily Bernhardt (Woodland Park Zoo) 1:07:55

I can talk a little bit. I was in room six, the controversial topic breakout room, and we talked a lot about, like, the role that transparency may play in these topics, and is there a line in which being transparent benefits you, versus being transparent may harm you and getting your message across, which I thought was a really interesting point, because I know that's been a trending topic within the field as a whole, is just increasing transparency over Zoo and Aquarium practices.

M Marta Burnet 1:08:30

Great. Well, thank you all. I look forward to reading everyone's notes, and the next step for this, I'm going to be consolidating all the feedback, and then I'm going to be connecting with a few researchers who work on some of these topics to gather their input and suggestions. And then I'll make another set of revisions to the document, the learning agenda, and circle back with the strategic learning committee. So if there are any folks who are not on that committee who are interested in reviewing later drafts, or if you, yourself are a researcher, I see a few of you in the room here today and want to be contacted about this next stage. Please feel free to email me or write to me in the chat. I've just put my email address in the chat, and because I'm happy to involve folks in the process. So and then we'll talk about next steps at the summit for this. Thanks and everyone. And back to you. Emily,

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Emily Bernhardt (Woodland Park Zoo) 1:09:36

okay, let me make sure that I share the right screen, but only for a moment. Okay, Can y'all see my screen? Sweet, awesome. All right, I am super excited to transition us to our next portion of the meeting, which is evaluation from the grind to the grid, presented by some folks at Zoological Society of Milwaukee, Isabelle and Shanna. This is going to be about 30 ish minutes, and we'll have time for Q and A for both of them before we roll into our next segment. But Isabelle and Shana, I'll stop sharing my screen and give the floor to y'all.

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Shanna Hillard 1:10:21

Okay, thank you. Take a moment to share my screen. Can everybody see the presentation?

E

Emily Bernhardt (Woodland Park Zoo) 1:10:36

Yes, we can see it. And then we oh, it just changed. Okay, there we go. Now. It's full screen, beautiful.

S

Shanna Hillard 1:10:41

Okay, all right. So welcome everybody again. We are from the Zoological Society. My name is Shanna Hillard. I am the zsm evaluator and interpretive collections coordinator, and I also have Isabelle Bezer. I'll let her introduce herself. I use she/her pronouns as well. Hey folks as well be either she her pronouns, I am the zoo the manager of innovation and community engagement, or mice over here at the Zoological Society of Milwaukee. And yeah, without further, ado, evaluation from the grind to the grid. So, oh, this is your slides channel. I'm sorry. I'm just excited. Oh, so we are here to talk about Kohl's Wild theater today, which is our on site theater program. So we are going to be first of all talking about what that program looks like here at the Zoological Society of Milwaukee, the key grant outcomes that we wanted to hit the evaluation grids that we developed in order to measure those outcomes, the methodology, and then we're going to take a sneak peek at some of the results.

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Isabelle Herde 1:11:56

So Kohl's wild feeder is a partnership between Kohl's the Milwaukee County zoo and the Zoological Society of Milwaukee educational and fun filled programs offering conservation themed theater performances that use drama, song and puppetry to engage audiences, young and old. KWT (Kohl's wild theater) performs for children and families at the Milwaukee County zoo through the summer. They also are around the zoo, and we have a theater camp, and during the school year, we're participating out in the community, doing events. So here's a little clip, couple pictures of that in action. This is from rear hippo our summer play this more or this past summer, and we have grace and Jimmy, two hammer cops in their nest with their new new chick. And these performances are about 20 minutes on our main stage in our family farm. And we do two performances every day through the summer. When they're not at the stage, they

are around the zoo with their puppets engaging guests in at Habitat or improv conservation education. This is a little snapshot from our camp. We ran two week long camps for eight, nine year olds, and then we did the same thing for 10 to 13 year olds for a total of four week long summer theater camps. Campers spend the week, practicing their acting skills and learning about our animals, and they are tasked with creating a conservation themed skit by the end of the week. And then this is what it looks like when we're out and about. So during the school year, those shows are longer. There are 45 minute performances at community community locations like schools or local state forest or libraries. That's a little bit of what it could look like. And then so there are some when we were approaching the grant and thinking about how we were going to evaluate it, we wanted to be mindful of assets that were already in use within that program that we could like double down on and use for evaluation. And so two came to mind. The camper written plays were for sure going to be something we could review and look at for some of the desired outcomes from our students. And then also they have a play bill for the summer stage performances as well. So we're just going to take a second and take a closer look here at that playbill. The Playbill highlights other experiences guests can have around the zoo by visiting a zoo pride, bio fact cart or attending an animal in action talk, which is also led by zoo pride, they can get a stamp for visiting enough of these locations and answering questions on the back. And if they do all those things, they can receive a train or carousel attraction ticket. I just want to draw attention here to Ray, who completed this. One answered on the back that his favorite character was the dinosaurs because he loved them. And then one asked, What is one thing you can do to support wildlife? Ray wrote, pick up some trash, and that, folks, is your trivia hint for today. The playbills are an answer to a question about how we can evaluate one of our indicators later, so keep that in mind.

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Shanna Hillard 1:15:07

So we had three outcomes that we wanted to see when we were evaluating the Kohl's Wild theater program this year. So outcome one, the refinements would help audience members feel represented and included as they increase their wildlife knowledge, outcome two, incorporating an empathy based curriculum with various education standards for instruction will increase audiences empathetic behavior towards wildlife. And then the last outcome would be that audience members were inspired to engage in some kind of sustainable conservation action.

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Isabelle Herde 1:15:44

We when we submitted our grant, we needed to include indicators for that outcome, so indicators other measurable ways to assess that outcome. They're like, you know, this is what success looks like. And for I'm not going to go through every single one, but we know that this is going to be a tool that will be shared with the network. So we thought it would be helpful to have all the words. So if it's not digestible to you now, you can look at it later too. So for this first one, on making our plays, refining our plays, so that our audience is better represented, we thought having them age banded would be one example of how we could make our school performances meet that criteria. And then another way was to have 70% of our zoo stage participants state that they enjoyed the play, right? And so how did we take that and make our grid? We took every indicator and we've plotted out how we could measure it. So, for example, that two school year performances being multicultural, age specific, the way we could measure that would be by

S Shanna Hillard 1:17:02
and then that would

E Emily Bernhardt (Woodland Park Zoo) 1:17:04
sorry, I think we lost you for a second there. Yeah, Isabel, you

I Isabelle Herde 1:17:07
cut out a little bit fantastic. The

E Emily Bernhardt (Woodland Park Zoo) 1:17:11
last one I heard was the way you could measure it,

I Isabelle Herde 1:17:14
okay? So the way that we could measure, if we were age specific or multicultural, could be reviewing the scripts and identifying all the places where we are catering towards that younger age group or an older age group, looking at the language that's being used, using tools, and also identifying any cultural aspects that have incorporated into the play. And then that would be a yes, no, it is or is not meeting that indicator. And then if we take another example, right, 70% of Zeus age participants enjoyed the play. We have a feedback form that's completed post show, administered by our volunteers, and we're able to look at that feedback form and say, Hey, did we hit 70% of zoo sage participants enjoying the play? Did they hit that indicator? And then that would be able to tell us if we are meeting our outcome in that area.

S Shanna Hillard 1:18:07
Objective two, again, incorporating an empathy based curriculum would increase audiences empathetic behavior towards wildlife. Again, we won't read all of these, but for the summer camps that we ran, we wanted to evaluate students identifying the emotions of the animals in the play, as well as their own emotions and making a compare contrast. And we wanted to see at least 70% of those students doing that, and then we also wanted to see 70% of them demonstrate a caring behavior or beneficial action towards animals in the environment. We wanted to see that in our at Habitat performances too, which we will talk about in just a little bit. And so the grid for that we determined, if we look at the second one here. So we were doing an embedded assessment of the camp activity, which we'll talk about in just a minute. 70% of them will demonstrate caring behavior. We wanted to look at their plays, the ones that the campers themselves write, and see what the conservation message was within the play, and then at our at Habitat, we ran the MECAP Observation Protocol and marked frequency of the observed empathetic output instead of just presence absence, so that we could calculate how many guests actually did an empathy outcome,

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Isabelle Herde 1:19:31

our two indicators for outcome three is that our audience members are inspired to engage in sustainable conservation action, and our indicators for That is that 70% of at Habitat participants are demonstrating at least one empathy outcome, and that's kind of relying on the research that shows that having empathetic outcomes can be an indicator to conservation action down the line, and then also another indicator was having students identify. One Plus way to help the environment. So do you remember our trivia hint? And could anybody let me know? How would you measure these indicators? What are some tools that we've covered so far that you could use to identify to measure these indicators? I You can chime in on the chat, and if you're feeling shy, I will give you the answer the playbill cues. That's right. Marta, no, didn't need to take any blood from anybody, though. What an interesting suggestion. The Playbill specifically asked them to identify a way to help the environment so we could use that. And see at least 70% of people who returned a playbill included a way to help the environment or were able to use that for our place as well. So if you go to the next slide, Marta will mail you the washer dryer combo that you won at a later date. The camper plays are another way that they have to, you know, it's a conservation play. They have a conservation message as part of their play, and that would be another way that we are able to measure against that indicator. And as Shanna covered previously, we are using our the mecap Observation Protocol for our at Habitat evaluations, looking for empathy outcomes.

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Shanna Hillard 1:21:32

Okay, so evaluating our arts education programs. Arts education is the umbrella under which Kohls, while theater is kind of nestled. So first we looked at the grant outcomes, the things that we've just talked about. We looked at what would be an indicator of those outcomes. We designed the measures or the tools that we were going to use, and then we determined how we were actually going to be utilizing those within within the various types of cold file theater programming. So the methodology that we have here, I have a list I'm not going to read all of them. These are all the different types of evaluation that are done for Kohl's Wild theater in the summer and then upcoming in the fall and spring, which is now all the ones in orange, are the ones that we are going to be talking about today. But there are other things that we do to measure, including a guest survey performance, which is required by Kohl's for funding, and then a guest satisfaction survey, which is done by the evaluator, Katie Neville through the Milwaukee County Zoo. We kind of cross reference that as well when we're looking at people who have attended a Kohl's wild theater play during the summer. So we're going to be looking at habitat, the content embedded assessment of the two classes, the eight and nine year old, let's get wild, and the 10 and 13, let's get Wilder. And then MECAPS for let's get wild and let's get Wilder. We ran two of those per program, and then the embedded assessment that we did specifically for this grant outcome, the emotion wheel, emotional perspectives embedded assessment, and we did two of those per class. One, the students watched the play rear hippo and picked a character from that particular play. And then the second one, we asked them to use their own characters that they created in their student written plays. So we're going to start off with at habitat. So the summer at habitat focused on Humboldt penguins and humble penguin behavior. We are getting a new Humboldt penguin pool, so unfortunately, we weren't able to present next to the animals, but they tried to pick locations that had a good crowd. This is a picture of the winter of the penguin that you see here the puppet. His name is Braxton, so he is he makes an appearance at every out of habitat. The activity encourages biomimicry through parallel play. So the kids are asked to become penguins, and they waddle over to the

water, and then they dive down, and they catch like a little fabric fish, and then they swim back to their ice flow. It's adorable. And then they get to meet Braxton, the puppet. So we observed 201 people engaging at the habitat, and what we saw was that there were some really strong empathy outputs. So the first one is greeting and saying goodbye to the animal. Kids love Braxton, the penguin. They are obsessed with him, and then physically mimicking animal behavior, which is good, because that was the whole point of the habitat interaction. We saw 56 kids swimming and waddling and catching fish. Physical interaction or touch is gentle or appropriate. I use this one for the penguin because lots of kids wanted to hug or high five Braxton, and they were all very gentle. None of them like bopped him on the beak or anything like that, and then demonstrating physical affection or appreciation that was giving him a hug or a high five. And yeah, then there are some other less frequently observed, but those were the core empathy outputs that we observed during at Habitat. As for the embedded assessment, here's an example on the right hand side of the rubric for let's get wild day five, which is where they create the play. There's like a whole workshop that they do. So the objectives were determined for the class based on the scope of the final project, which is to write, learn and perform a short play about animals and a conservation topic. So each rubric was a three point scale. Three was content mastery. Two is approaching or partial understanding. And then one indicated that the student did not understand the content. So for this part of the assessment, we said students will be able to define a conservation issue and how it was addressed in their performance. So for this activity, I watched the students do their dress rehearsal of the play, and then I pulled them aside as a group and talked to them about what they thought the message of their play was and what they wanted people to take away when they came to see the play. So for the eight and nines, for let's get wild, we saw that they had an 83% proficiency score, so 2.8 average. So out of three, that's pretty good. We're able to define their conservation issue and how it was addressed in their performance. For objective two, because it is a theater program and we wanted to measure some level of like engagement with actual theater games and theatrical processes. We asked if they were able to recall a specific game and how it helped them prepare and for the eight and nines, we got about 50% of them able to identify a game or say that they felt more confident because of the game. So that's something that you know is helpful for our theater team to address for next year, but was not necessarily an outcome of the grant, just helpful information for the teachers and our teaching artists. But let's get Wilder. Our 10 to 13 year olds, their proficiency score was 100% all of them could talk at length about their conservation action and how it was resolved or taken care of in their play. This ranged from a play called a bottle's journey, which was a very clever play from the perspective of a plastic bottle that was thrown away and like where it went on its like journey from like the river to someone picking it up and recycling it, all the way to animal husbandry, which was a play with that was written by some 10 to 13 year olds about the tiger SAFE program and then breeding Tigers together because they are endangered. And for objective, excuse me, for objective two, we see that 83% of those kids were able to recall a specific game and said that this helped them with their confidence in performing in front of other people, which is good. It still gives us some areas to work on, but, but overall, it looks like they were a little more confident at the end. MECAPS for the summer. We reuse this picture because it's just, it's great. Everyone looks happy, and one of our actor educators is really going for it in this picture. So we observed each camp twice at different days and times to try and catch different activities and measure empathy, and not just watch the same thing over and over again and then again, we measured for frequency, instead of just straight up presence, absence. And what we saw, the ones in bold are the top five that we noticed. So one was 2d on the MECAP, physically mimicking animal behavior, which makes sense, because almost every character in their plays were animals. The activity that we observed was called Hot Seat, which is where the cast of the play would get up and do almost like a talk show. The teacher was the host of the talk show. And then we even had interns like doing commercial

breaks, where they would sing commercial jingles in between, so that they could prepare their questions. They made it very immersive for the kids, so the audience asked a lot of questions about the animal characters, or sought out information about the characters or their motivations, predicting or speaking to the animal state emotions are once was also very high. The kiddos had to put themselves into the character's shoes. They couldn't just talk about their character. They were speaking as their character and talking about why they thought the other characters were doing what they were doing in the play as well, verbally mimicking animals, speaking in the voice of the animal, obviously, because that is what they are doing as part of the activity, and then comparing themselves to the animal as well. So when the kids were asking the question, sometimes they would make a statement like, oh, that's just like me, or I feel that way too. So those were the top five that we saw from the hot seat activity. And then let's get Wilder for the 10 to 13 year olds, they were pretty much the same, but we saw maybe a little more social emotional growth from the older kiddos, because the top one was to a predictor speaks to an animal state. Emotions are one, so 23 out of 32 kids did that during their hot seat interviews, and then we had the physically mimicking animal behavior, speaking in the voice of the animal and seeking out information and then comparing. But it shows that there was maybe, as the kids get older, a little more of that emotional growth to kind of predict why animals were feeling the way that they did, or what their motivations were in the play, including human animals. There were some like a lumberjack or a zoo vet or someone leading the Safe Program, and why they wanted what they wanted as well. So our embedded assessment journey, this is, I don't know what play this it's from maybe Isabel knows, but this is another one of our actor educators really lobstering it up here. So the indicator for outcome two was that 70% of our students could identify the emotions in the play and compare them to their lived experience. And that was that embedded assessment of the same Hot Seat activity that we just talked about. So the emotional perspective assessment that we used was based on the very first run of the camps that we did. The educator that was teaching the camps or running the camps kind of did this just more informal activity where we saw that students were not really speaking up. There was more of a hesitancy or not really sure what the structure of how they were supposed to respond was. So we did a pivot, and we created this worksheet. So this is the worksheet that the kids would get. It was a little half sheet of paper. Again, they did this twice, and it was graded on a two point rubric scale. So two was full competency. One was approaching competency, and zero was either they didn't fill it out or they they did not understand what they were being asked to do. And we ran it twice per camp, so the post viewing of the KWT show, rear hippo. So part one, the students chose a character from that play. And then they had to lift an emotion that they felt so Thor, the hippo, feels sad when Jimmy says he doesn't belong. So that's an example that the students would have to do. And then in part two, students were supposed to say, if this happened to you, how would you feel? So we had this emotion wheel, which hopefully some people have seen before, but if not, it's an emotion of some basic or a wheel of some basic emotions. We have it in English, Spanish, and then we have these little guys called kimojis, which are like emojis, but a little more expressive for students that might have, like a reading disability, or might not quite be there, or might just need, like, a quick reference for how they're feeling. So they just needed to circle. And then, after writing their own group play, we gave them the exact same sheet and asked them to choose a character from their own play. It did not need to be their character, but they needed to fill out the same emotion and motivation, and then how they would feel. So what we saw for rear hippo, which was kind of the front loading, like an example of practice. With this, we saw that part 190, 1% were able to show competency in identifying a character and an emotion, which is good because it was a play that they had seen and were able to pick a character and then pick an emotion. However, it was a play that was written by a professional, and there were clear characters and clear motivations. So 91% is what we would, you know, we would expect like a high level. But part two, we saw that only 68% of them would be able to identify how they

would feel in that situation. But what we saw that after the full week of camp, by the time that they got their own written plays, at the end of the hot seat activity, 96% of them were able to identify a character and the emotion and why they felt that way, but then a 17% increase they were able to explain how they would feel if that thing happened to them. So for a week long, we saw a 17% increase in the social emotional growth of being able to identify how they would feel in a given situation. At this time, if you have any questions, if you want us to go back to a slide and and have a deeper dive into anything, we are both happy to answer any questions that you may have.

E

Emily Bernhardt (Woodland Park Zoo) 1:35:29

I can monitor the chat in case anybody pops anything in there. Perfect. Thank you for sharing. Y'all, yeah, I

S

Shanna Hillard 1:35:35

just realized that my name is spelled wrong here. Ah, it's so it's so hard to do because it's the H looks like it's part of my name, but, but, yeah, any questions we're more than happy to more than happy to answer. There's a lot of content. Yeah, there's a there's a lot of meat on that bone. I

E

Emily Bernhardt (Woodland Park Zoo) 1:36:06

I can kick us off with a question, how like time intensive was doing all of these evaluations,

S

Shanna Hillard 1:36:17

pretty time intensive. So the the generating of the the worksheet was not, you know, the the generating of the tools was not necessarily the heaviest lift, but making sure that we had time in our schedule to go and do the observations and prioritize those that I mean, we talked a little bit about it in our eval breakout session, but making sure that you have the staff to and the capacity to do evaluation properly, and not just, you know, like, oh, we observed it once, and everything seemed like it was good. That's the tricky part, because this is not the only program that is running during the summer. I imagine that everybody knows summer is like, usually the busiest season. So we had, we had to scramble a little bit just to make sure that we had the appropriate amount of staff doing the appropriate number of observations, where we could actually say, Yes, we can confidently say that this was a result that, you know, that we were seeing because we saw it more than once, or that, you know, with frequency, rather than just like, Oh, I saw one kid do it. That must mean that every kid did this. We can't extrapolate like that. So marking frequency was also very good. At habitat was also very tricky, because that one kind of weather dependent and depending on the staff, the actors that are there that day, sometimes you would find out a couple minutes prior where they were going to be and what they were doing. And so if you are, you know, in one building, and you need to get over to the other side of the zoo, the at habitat is only half an hour long, so you might get there with only, like, 10 minutes left. So sometimes that was a bit of a challenge as well. Especially we had a lot of hot days where, like, they could not go out this year, or, like, whether, like, if it was raining,

sometimes they would cancel. So anything. Yeah, I just wanted to add that observation just is time intensive, but it is non intrusive, and it doesn't require our guests to do anything differently, which is why it's really appealing, and because we have Shanna on staff that we're able to do that if we could have done just the worksheet for the hot seating activity, instead of layering observation on top of that, because that worksheet captured a lot of the information that we were hoping to hear from the kiddos as well. And then there were some questions in the chat too. Oh, yeah. No, that's fine. I just want to say one more thing about that. The importance that I thought about asking the kiddos afterwards because we had the capacity to do it, is because not every child is like a strong writer. They might not be able to like write it down, but they might be able to verbally tell you. So if there was a kid that that didn't complete the worksheet, like and I pulled them aside in the group, and they were able to verbally explain the character and how they felt, I think that's just a multiple intelligences they like if they were able to verbally explain it, but not everybody, again, has the capacity to do that. So that non intrusive way is also, you know, something, a tool that you can use, and yeah, questions in the chat. I'll start with first one is, what is an embedded assessment? That hot seat worksheet activity is an example of embedded assessment. It's a non intrusive way to evaluate, and ideally, it's the kiddos are doing a project, and you're seeing and observing how they are completing that project. Shanna, do you want to add to that? It usually has a rubric attached to it with a like a scale, so you can, you know, there are many different ways that you can do that. I usually use a three point rubric, where three is mastery of something two is approaching competency, and then one is the child just does not understand the content or is unable to without significant assistance from a teacher or or other students able to answer that question. But yeah, it is usually project based and usually not intrusive, although sometimes, again, like, if you feel like a kid, you know is maybe struggling, you can ask them to like, Hey, can you tell me about your project? And then, you know, you might find that that they did understand, they just were struggling to express it in one way or another. So, yeah, that's an embedded assessment. Um, do I have any favorite tools? I like the MECAP because it is so versatile. Again, like at Habitat, there are no live animals present, but, but the puppet is there. And if you are three years old, that that penguin is a penguin, my own son, like, you know, treats the puppets as if they are live animal, you know. So you get, you know, they're, they're very shy approaching Braxton initially, but then at the end, you see them high fiving and hugging. So I, I really like the MECAP. I use it for everything from live animals to bio facts. And, you know, you can, you know, take that sometimes, like, and modify it a little bit, but that's my, my kind of go to, my go to empathy tool.

 Emily Bernhardt (Woodland Park Zoo) 1:41:32

Well, thanks y'all for sharing. This was super awesome, and the slides that they used will be part of the resource tile when this recording is posted on the website too, so folks will have access to those afterwards. But I'm going to go ahead and transition it over to Molly from Team soapbox to tell you all about a communications toolkit and a primer for the network. So Molly, the floor is yours, and you should be able to share your screen whenever works for you,



sounds good. Thank





Marta Burnet 1:42:06

you, Emily. Hi everybody. As Emily teed up, I am here to share some new communications resources that have been developed to support this network. As Emily said, my name is Molly, Michael and I am with a communications firm called Team soapbox. We have been a partner to the network team over about the past year to develop some new communications and outreach resources. And really the goal of why the network brought team soapbox on is continuing to further within your field, greater participation in the empathy work that you all do, and so our focus has really been, what types of communication resources can increase the number of Zoo and Aquarium professionals who are using the practices that you all have been developing and implementing when we started working together, one of the things we heard from Emily and Marta and the rest of the team is that there's already some known needs about what types of communications resources had come up in network discussions. One of the most common things we heard was that there was really a need for some shared language about empathy practices to more clearly explain some of the benefits of why you're doing this work, and also the rationale behind how they came to be and how they're being implemented. We also heard that you all were getting some pretty commonly asked questions as you talk to other peers who are working in the field, and there was a real need to continue to engage folks who might be a little more resistant to the idea of empathy work, whether that's inside your own institution, or peers at other institutions that you might be engaging with. We also understood, as we started to dig into the work that you all do, that this is a very complicated body of practices that you all have been developing, and that there might be a need for a more digestible introduction for people who are brand new to your world, and finding a simpler way to kind of bring them in to the idea of empathy practice. So knowing all of that, our development process around creating these new communications resources really started with auditing some of the existing materials that you all had created, and that included taking a look at how you were currently talking about empathy practices and some of the commonalities across this network. We were also looking at what is the network doing in the new year term that these communications resources might need to respond to and we were also thinking about, how can we co develop these with the knowledge that already exists in the network? So we had about a six month period where we were developing some communications toolkit drafts and doing some feedback from folks in the network to revise those materials as they were created. Ultimately, what has been created to support you all is kind of divided into two pieces. One of them is a body of resources that call a communications Toolkit, which are really individual materials that are for use on an as needed basis as you are engaging, either internally at your institution or externally with peers about empathy work and also a new online publication. You know our shorthand for that? We've been calling it a primer, but really what it is is an online publication in a website format. And you can see on screen here some of the pieces of materials and resources that are available. So that includes key messages, which are those talking points about practice benefits? There are those FAQs that are specifically about either what is empathy or what does the network do? There's also something called boilerplate. Some of you may be familiar. This is the communications term of blocks of text that have been pre written and are usually used for things like a press release or a grant application. There's also an About Us presentation template. So this is editable slides that are about empathy work or about the network that can be edited and modified based on the type of presentation you're doing or who the audience might be for that work. The online publication is up here on the screen, and this is a the online publication has a couple of different sections. It includes some of the FAQ content that has been developed. And one thing I wanted to mention is that this current publication is really a starting point, but we are thinking about, Are there additional areas of content that might be helpful to include in this publication in the future? And so one thing I would really appreciate is as you all start engaging with this new resource and sharing it with others, if you have ideas on ways that content could be expanded for this online

publication, please share those with the network team, because I think that there will be areas of need in the future, and this is a flexible format where we can add content if we want to. The communications toolkit. Materials are available in the resource library on the ACE for wildlife Network website. And one thing I wanted to mention is that these are all downloadable for you to use, but they are really for internal use in your own communications that you're doing about your work in the network. So this isn't something like, for example, you shouldn't share the message document on your institution's public facing website. This is really something for you all to use as and when you need it. And all of these materials are really on an at will as needed basis. So you can determine, you know, if you're looking for additional support on your communications work, this might be a place for you to go and take a look at what's available. So with that, I will stop sharing and see if you all have any questions for me about these materials or how they're used. I

E

Emily Bernhardt (Woodland Park Zoo) 1:48:04

And again, I can monitor the chat. Molly, in case anything comes through there.



Marta also, please

M

Marta Burnet 1:48:20

feel free to jump in if there's anything else important about this content.

E

Emily Bernhardt (Woodland Park Zoo) 1:48:27

Oh, Jennifer just popped in the chat, but she's shared the primer with their team as they've joined the network, so that's awesome. Thanks for sharing. Jennifer. Okay. Well, I did drop the link to the toolkit as well as the primer in the chat as well. We'll also include those links in the post email to everybody who registered to so folks can use those. And like Molly said, they're both on the website. Yeah, yeah, Molly, anything else that you want to add?

M

Marta Burnet 1:49:05

Just a thank you to those of you who helped us develop the drafts. It was so valuable to hear from your real world experience and helping us really make these as tight and as useful as they can be. So I really appreciate being able to work with such a dedicated team who knows this world so well? Yeah, and thanks to you, Molly, you've been great to work with, and I know we'll continue to do to develop great resources for the network moving forward.

E

Emily Bernhardt (Woodland Park Zoo) 1:49:35

Awesome. Well, thanks, y'all. I'm gonna go ahead and start sharing my screen. Oh, one more

note from Heather. She's very excited to use this. It looks very useful. Awesome. Thank you, Heather. All right, I'm gonna go ahead and share my screen and then give the floor to Theo. And just as like an everything's moving so incredibly slowly. Can you see my screen? Yeah, amazing. Okay, awesome. Theo. All right,

T

Theo Bamberger (WPZ) 1:50:06

Hi folks. My name is Theo Bamberger. I use they he pronouns, and I am an evaluation specialist at Woodland Park Zoo, and a big part of my role is providing evaluation support to the network and getting really deep in the weeds of empathy evaluation. And so with that, I have a couple of exciting bits of news and announcements regarding empathy evaluation to share with you all. Next slide, yeah. So the first piece, if you heard Isabelle and Shanna talking about this recap observation tool, and you said you thought, Wow, that sounds really interesting. I wish I could use that. I've got great news for you that tool has existed for a number of years and hasn't been updated to reflect all of the ways that people have been using it and what people have learned from it. So I went in and I made, I've made a new version of that tool that takes into account a lot of the ways that I've seen people using it and adapting it for their needs, and I've included other new behaviors, particularly in Minnesota Zoo's nonverbal empathy indicators. The other thing that I did with that tool was I've realized in seeing how other folks have been using this recap observation framework that there just isn't one framework that's going to work best for everybody's setting, for every program, for every organization. So I structured it so that it is more kind of a menu of categories and specific indicator behaviors and a guide to how to put together an observation protocol that's going to work for what you specifically need. So that is a new resource that will be going up on the website later this week, and you can look out for information about it also coming in the evaluation channel of the discussion board, where you will also get to hear lots of other evaluation chatter that is one of our new special interest groups. And I encourage you, if you're interested in evaluation, to kind of keep your eyes on that space. Another thing that we are doing with empathy evaluation is we're going to have our first empathy evaluation Coffee Chat on Thursday, November 21 which Sarah just put the registration link in for it right now, unlike the learning groups that we've done previously related to empathy, evaluation and other topics, this is going to be a more informal space for people to bring their ideas or bring their questions. That registration link has a space in it to share, if you have, if you have something that you would like to share, a method, an evaluation method, that you would like to share with the group. So I can kind of get a sense of how many people want to share something and what people want to share. So I can do a little facilitating of that. If you don't have something that you want to share, but you want to learn from other people in the network about what they're doing. It's a great opportunity to get kind of a sampling platter of what's what's happening in the world of empathy evaluation. And I will put the links for these things in the chat after I'm done. Can you go to the next slide? My last bit of empathy evaluation news is something that I'm really excited about, as you saw, one of the topics in our learning agenda is, how do we measure empathy in Zoo and Aquarium audiences? And in order to do that, we've assembled, we are assembling a new project, which is the empathy measurement in Zoo and Aquarium audiences project, or EMZAAP. This is an effort to collaboratively developed some tools to measure empathy in our audiences, specifically for that we're looking for, I believe, up to five excluding within Park, zoo, collaborating organizations, so organizations that are partner organizations that would make an organization level commitment to be involved in this project for the next three years. We're also looking for research and other external advisors and then individual contributors to the project who just have ideas. Want to field test tools, want to contribute your thoughts. If you have questions about this, please contact me, and my email is here on the screen. And you can

also always use this fancy little QR code to schedule a time to talk with me, if you just want to grab some time with me. And I will link to the announcement post of this so you can get the kind of whole full scope of work and the Statement of Purpose document as well. Yeah, and our interest forms for that project will be due November 8. Sarah, I am seeing will we record the evaluation chat? Yes.

E

Emily Bernhardt (Woodland Park Zoo) 1:54:53

awesome. Thank you so much Theo, and I'm going to close this off with some network news. So there's a lot of things coming down the pipe in the next week or so for everybody so and tomorrow morning, there will be a survey in your inboxes, our annual member and affiliate survey that we started last year. So you should see that come through your inbox tomorrow morning. We greatly appreciate any responses that you have to that, and all responses are confidential, so I will not see any of your responses to that survey. We also will have our new bylaws sent to the points of contact at our network partners to vote on. So if you are at one of our 27 network partners and you're one of the points of contact, be on the lookout for that email in your inbox by the end of this week. And then lastly, for everybody, also by the end of this week, we'll be posting a form on the discussion board to submit new resources to the following toolkits. So the conservation action toolkit, the pollinator action toolkit, the embassy training toolkit. So those are currently existing toolkits that we update every year, and the committees who are responsible for those toolkits. Want to make sure that we are including any and all resources that are relevant to those topics. So if you have something at your organization that you've used or developed that you want included in those you can add them to the form. And we are also creating a new empathy evaluation toolkit that Theo is spearheading. So if you have evaluation resources or tips and tricks that you want included in the empathy evaluation toolkit. You can also include them on this form as well, and that will be shared on our discussion board by the end of this week. Oh, maybe we'll move there we go all right, but I'm super excited. This is the big announcement of the event. We're excited to announce that we're going to be hosting the in person empathy summit next February, here in Seattle, on February 11 and 12th, with extra activities happening for folks that are involved in that MSAP project that Theo just mentioned, as well as some committee extra activities for those on our steering and membership committees. On February 13, we're super excited to get both members and affiliates convened together to progress this work forward. So registration for the empathy Summit is free and it's going to open on Thursday, October 17, you'll all also receive an email that day with more information on registration. The Empathy Summit is not an introductory event. These are instead opportunities for us to convene in person and learn from each other and initiate projects and future directions of empathy work. These typically consist of a combination of speaker presentations, panels and collaborative workshops and brainstorming sessions. Our in person summits are routinely our highest rated events as a network, because of these opportunities to connect and collaborate with fellow network members and affiliates get real time input on current projects and contribute to collective goals and committee initiatives, as well as seeing empathy work in action. So on October 17, an email will go out to all network members and affiliates with all the information that you are going to need to register for the summit. And we're also going to have a landing page on our website that has things like FAQs, all of the links and information that you will need to decide if this is an event that you would like to come to. So those will go live on our website on October 17. Once those are up, if you have any additional questions about the Senate, we are always happy to answer them or reduce any confusion that might be there. If there's information you think should be added to the landing page, you can just shoot us an email at empathy@zoo.org, next up, this is our annual call for committees, so we have some open seats on five of our six

committees, communications, deai, membership, steering and strategic learning and serving on a committee is a two year commitment, and either members or affiliates can serve on committees. This is typically one to two hours a month between the committee meeting itself and any external work in between meetings, and it's a great opportunity for you to collaborate with others in the network. There's no time requirement for being in the network to join a committee if you are ready to jump into this work and meet new people. The committees are a great way to do that, and folks who are serving on the steering and membership committees in 2025 should be prioritized for attending the summit in person, because there's going to be that addition on the February 13 to engage in a long term strategic planning in person session between those two committees. If you have questions about serving on a committee, or are interested in serving a committee. On a committee, you can always email us at empathy@zoo.org, to get involved. However, we do recognize that being on a committee is a lot of a time commitment for some folks. So if you still want to be engaged in the network in a more active capacity, but you can't do one to two hours a month. We have this channel host opportunity. So Theo mentioned the evaluation channel on the discussion board. They are the host for that channel, which means they're responsible for facilitating conversations with people who are interested in evaluation. We also have three outstanding channels that need hosts, our animal ambassadors, conservation and marketing and communications channels. And this is less than about an hour a month, and it's only a year long obligation throughout the remainder of the year, we ask that folks who are channel hosts facilitate either one coffee chat with those on your channel, or just start getting conversation drummed up in there, because these channels are fairly new for the network as of earlier this year. And again, if you are interested in doing something like this, you can email us at empathy@zoo.org, to get involved. And last but not least, I do just want to share the remainder of the events that we have as a network through 2024 So Marta mentioned our ongoing series with native governance center. We do have four of these, but the fourth one is going to be in 2025 so throughout the remainder of 2024 we have the respectful engagement beyond land acknowledgement and appreciation, not appropriation, webinars with them. In November, the Minnesota zoo is hosting a webinar series implementing Deia practices and empathy, or sorry dei principles and empathy best practices, as well as non verbal speaking. This would be cues, not cutes for empathy for animals. Also in November, like Theo mentioned, we have the empathy evaluation, coffee chat. And then last but not least, in December, we have a intersection of empathy and bio Facts Part Two learning group that's going to focus more on using bio facts from animals that might have or that used to live at the organization in which they're being utilized for educational purposes. So that'll be a really interesting conversation, and if you're interested in that, the part one learning group recording is on our resource library as well, but with that, that does conclude our October meeting. So if you have any questions, I'll stick around until 1130 but otherwise, feel free to take nine minutes of your day back. Thank you all for coming today, and I hope that this was helpful. This will be posted on our resource library with the slides and the recording as well as Isabelle and Shannon's slides as well. So thank you all. I hope you have a wonderful rest of your Week, and I'll see you soon.



E Emily Bernhardt (Woodland Park Zoo) 2:03:55

M Marta Burnet 2:04:36

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