

# ACE for Wildlife Network Welcome Session

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## SUMMARY KEYWORDS

Wildlife Network, empathy, conservation, ACE for Wildlife, volunteer training, scientific storytelling, tapir, gun violence, Future Healers, Louisville Zoo, animal interactions, educational programs, network representatives, conservation action, behavior change., Zoo Buddies program, veterinarians, education staff, formal evaluation, University of Louisville, quantitative data, qualitative data, family members, Granny, empathy training, training resources, interpretation games, empathy work, network resources, menti poll.

## SPEAKERS

Speaker 5, Speaker 4, Speaker 3, Emily Bernhardt (Woodland Park Zoo), Speaker 2, Speaker 1

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Alrighty, now my screens have drastically changed. Do you all see a blue slide that says, Introduction to empathy for all black network. Incredible. Thank you. Awesome. We are going to go ahead and get started in just a few moments while we wait for some folks to pop on in. But in the meantime, if you want to drop in the chat your name and where you are joining us from, and if this is your first ACE for Wildlife network event, that would be awesome. Give us a sense of who is with us in the room today, and I'll get started in just a moment. You

Oh, Hi, Sharon, nice to see you alrighty.

Hi Diana, nice to see you, too. Thanks for being here. Okay, it looks like folks popping in from the waiting room has slowed down a little bit, so I am going to go ahead and get started. Please feel free to keep introducing yourselves in the chat. I can really only see a subset of folks here, so this is really helpful for me too. Just to get a sense of who's in the room. Hi Rachel, great to see you. My name is Emily burnhardt. I am the empathy network specialist over at Woodland Park Zoo. I use she her pronouns, and I'm going to be leading us through the introduction session today. Okay, cool. We've got folks dropping in the chat. We've got folks dropping in the chat. We've got folks on mute. We got my screen up. We're good to go. So before we go ahead and get started today, because this is an introductory event to the ACE for Wildlife network, I want to make sure that folks have access to any of the links or resources that we're going to be dropping in the chat throughout this event and afterwards. So if you are new to the network, please make sure that you have checked your inbox for either an email from [empathy@zoo.org](mailto:empathy@zoo.org) or an invite from our discussion board discourse, and take the steps in that email to activate your account. This will make sure that you have access to all of the links that we're going to be dropping in the chat throughout the event today, as well as afterwards. In this post, event email, if you don't see that email in your inbox, you're looking for [empathy@zoo.org](mailto:empathy@zoo.org) you're looking for our network name, and you can't see anything. Please check your spam folders. We

have heard from some folks that occasionally our emails will get filtered through their spam, and then if that happens, just mark us as a safe sender, and that should fix the problem in the future. If you work at one of our partner organizations, I recommend that you go to [www.daceforwildlife.org](http://www.daceforwildlife.org) click that log in button on the top right hand corner, and create an account using your zoo or aquarium issued email address. So like, for example, I work at Woodland Park Zoo. Mine is zoo.org so I would log in using that zoo.org email domain, and that will give you automatic access into our site. And then, regardless if you have created your account or you have your account and you're a veteran, I recommend putting that in your like browser key chain, and just that way, anytime you come to our site, you automatically get logged in, or, you know, it populates your password automatically takes a lot of the mental load off of having to remember all of your passwords. So before we get into the introduction to empathy and the network. I wanted to share some resources with y'all first, Sarah just dropped them in the chat, and these are all going to come in a post event email as well. So don't worry about needing to, like, frantically open all of these links right now if you don't want to. But these are resources that are either new so they've been created in the past year. They are really helpful for orienting yourself to the network, or they're what I like to call Keystone resources, which is a little bit cheesy, but they're resources that have really like become critical to the functioning of like this ecosystem of knowledge that we have built together as a network. So please feel free to check out any or all of these. Again, Sarah dropped those in the chat, and they'll be sent in a post event email to everybody who registered as well. So here's our agenda for today, and I apologize if I'm looking off to my screen. This is like where my actual slides are and the cameras over here. So after we do some welcome and introductions, we're going to talk a little bit about what is empathy exactly like, what are we talking about, and why does that matter in a zoo or aquarium setting. And then we're going to be talking about the network itself, who we are, what we do, and how you as a part of that network can orient yourself around our platforms. And then we have some wonderful folks here from our network who are working on some really cool empathy related projects, and they're going to do some presentations for y'all about those projects. You can get a sense of what's happening here in the network, and then after that. So after I've talked about the network and empathy, and after they have shared their projects, we're going to do a joint Q A and event wrap up. So if you do have any questions, please save them until the end. So first we're going to start with a little meet and greet. So I've been seeing some names pop up in the chat as I've been talking to you all. It's been super awesome to see you all here and see the like the variety of organizations that we have in the room today, and one of the things that we really value about this network is the ability to make connections with your fellow network participants and then foster those throughout your time here in the network, I think that there's a lot of value in having just kind of unstructured time to get to know folks. So I don't actually have like a discussion prompt for you all to talk about in your groups. But you're going to be in groups of about four to six individuals for about eight ish minutes, and the intention is just for you all to take some time to get to know each other, learn about your organizations, why you're here, what you're interested in, whatever you would like to talk about. So in just a couple seconds, I'm going to go ahead and stop screen sharing so that I can open the breakout rooms. And these are going to be randomized rooms again. You'll be in a fairly small group, four to six people for about eight ish minutes. I'm gonna go ahead and re share my PowerPoint screen. I hope you had some time to get to know some folks in the room today. I know that was a little shy, I think of eight ish minutes, but we're going to kick off with an introduction to empathy. Let me make sure I got my chat open in case anything comes through and objectively. For me, it feels a little bit odd to like have these words in combination on the slide. It's empathy is a very commonly recognized, like emotional state, right? It's probably something you felt, something you're very familiar with. But when we're talking about fostering empathy for wildlife and empathy for animals or just non humans in general, it's really important that we have a shared, like working definition to go off of, because when it comes to thinking about studying or applying empathy to other people. That's complicated enough, let alone we're trying to cross species boundaries. So when talking about this work, I find it's really important to kind of ground in historical context of like, how long has this work been happening? So

Woodland Park Zoo, which is the backbone of the advancing conservation through empathy for wildlife network and also the advancing empathy Grant Program began focusing on empathy focused projects over 10 years ago in 2014 so the zoo started working on this because they wanted to address this need of wanting to foster more positive attitudes to be exhibited towards animals, and they wanted to really look at this through fostering the connection, or focusing on the connection, excuse me, of early childhood experiences and Pro Environmental behaviors. So after this project that really focused on early childhood and nature play and fostering empathy for wildlife and nature in that setting, the zoo began a partnership with the Seattle Aquarium and point defiance, Zoo and Aquarium in 2015 called the measuring Empathy Collaborative assessment project. And you'll also hear this referred to as me cap in the network spaces. And this project was really foundational in learning about and kind of creating a foundation for what does it mean to do empathy in a zoo or aquarium setting, this project developed and shared both valid and reliable tools that AZA accredited organizations could use to both assess and strengthen their empathy based programming. It created a shared definition of empathy. It created a list of empathy best or effective practices and instruments that people could use to evaluate their empathy informed programs. The learnings from this project were also really critical when the network was first formed in 2019 and continue to inform the work of the network to this day. So when folks who are working on the me cap project began to look into the literature for like, you know, what is the shared definition of empathy? They found that the majority of the definitions in the literature at the time were focused on this human to human empathy. So any definition of empathy was solely human focused. However, they were aiming to extend that definition, or expand that definition to include animals. So they had to create a new definition, not only based on what was out there in the literature at the time, but also from their experiences as like Zoo and Aquarium practitioners. So as practitioners ourselves, I want us to take some time to brainstorm some words that come to mind for us when we think of empathy, before I share the definition that was determined through the me cap project. So Sarah just dropped the link in the chat. So in your phone or a separate window, you know, whichever is easiest for you, go to [www.menti.com](http://www.menti.com), and when you get there, there's going to be a little box that pops up on your screen to enter a code. And if you go enter in 5850813, and we'll pop that in the chat as well. Just one second you want to copy and paste it, there's that. And a question should pop up on your screen that said, what are the words that come to mind when you think of empathy? So let's all take a couple minutes and pop in some one word responses, and I'm going to go ahead and stop sharing this screen, which is arguably much less exciting than the word cloud that you are all about to generate, and start sharing that word cloud so we can kind of see what similarities or differences might arise in the ways that we think of and define empathy.

Just a moment here, let me pull up this present. Oh, amazing. Share.

And here we go. Screen two,

share.

All right, so here's our mentee. We've got perspective. We have emotion connection. Feeling is really big. Understanding is really big. Actually, understanding is now the biggest connection. Perspective, kindness, likeness, which I think is interesting.

Emotion, feeling,

emotional connection, shared understanding. We've got perspective and perspective, taking, caring. Wow, I love it. I see some thumbs up, so I'm assuming that folks are agreeing with some of the words that are popped in here. I see concern. This is amazing. I feel like I don't even have to define empathy for y'all. You're hitting so many of these buckets already, which is great. So I'm going to keep this mentee open so folks can feel free to pop other words and stuff in there as they come to mind. But I'm going to go ahead and stop sharing it for now so I can re share what the definition was that the me cap project team came up with, and a lot of the words and parts of that definition that we would talk about, you all popped in that menti, which makes my job much easier. So this is the definition of empathy that the necap project team created. So they defined empathy as a stimulated emotional state that relies on the ability to perceive, understand and care about the experiences or perspectives of another person or animal. This is the definition that the network uses to this day. And you all pulled out a lot of these words in your Mentimeter, which is fantastic. And there's three parts of this definition that we really like to highlight as a network. The first is stimulated. This tells us that empathy is not like a static state, right? It's something that is turned on and turned off. So there can be experiences that we create that foster or turn on empathy, and just on the flip side of that, it can be experiences that we create that don't foster empathy. The second is ability, and this drives home that empathy is something that can be practiced over time. So for most of us, right, it's not a emotion that we are born with or born lacking, but instead of like a skill that we need to practice to in order to hone and develop over time, zoos and aquariums can be great places for folks of all ages to exercise and practice their empathy skills for not only other people, but animals as well. And lastly, we have this experiences piece we cannot say with any confidence, even though there's been, you know, leaps and bounds in the literature that studies, you know, animal cognition and behavior, we cannot say with certainty that all animals feel emotions or the same emotions in the same ways that we do. However, we do know that animals react and respond to stimuli in their environment, and that is the baseline of all behavior. So we also react and respond to stimuli in our environment. So if you really get down to the simplest level, that is something that we can relate to. So why did organizations in Washington State start to like examine empathy in a zoo or aquarium setting and its potential benefits for conservation in the first place? At the time, a lot of conservation organizations, zoos and aquariums, included, operated out of this knowledge deficit model that essentially states that, you know, if people know more about what's going on, then that alone is going to be enough to get them to change their behavior. And of course, you know, this model does work for some folks. It might have worked for you. It kind of worked for me in some degrees, but, you know, not totally, but it doesn't work with enough people on a large enough level for us to see the widespread change that we're, you know, hoping to get. Of course, there's a lot of barriers and things we have to think about as to why an individual isn't taking the action that we're asking of them, that it could be, you know, perceived value differences, or, you know, world view differences. There could be financial or time constraints that are preventing this person from taking a conservation action. There could be feelings of a lack of agency, right, like I'm just one person. What is me changing out my plastic straw into a metal one really going to do? And a milieu of other things that could stand between this person and taking conservation action, but as folks on the mecap project team continued to comb through the conservation psychology literature, they found that emotional connections to nature was a common theme that lowered that barrier. So it made it easier for people to not only be motivated and want to take conservation action, but then to do so, and in the small pool of literature that existed at the time, a lot of these studies were calling out that empathy is this really important, like emotion that was important for lowering that barrier. So what these papers demonstrated was that when working in tandem with other factors, empathy can be a spark or a tipping point to get people both enthusiastic

and informed about taking conservation action. They're not saying that empathy is just like conservation silver bullet, but it's this really key piece of the puzzle. So of course, you know behavior change is super complex. There's a lot of other variables at play. But what we do know is empathy is one of these really key variables. So we learned a lot of this through the measuring Empathy Collaborative assessment project, or me cap. But that learning and the combing through the literature and seeing what we can apply in our spaces hasn't stopped since then. So this is one of the resources on that first slide that's brand new, and it was published earlier this year. It's a literature review and practitioner guide that we created in collaboration with researchers at Stanford University and the University of California that combed through the literature and demonstrates that there's a link between empathy and action. So conservation action behavior in cultural settings and across contexts as well. It also shows that people with higher empathy for wildlife are more likely to engage in conservation minded behaviors, and that both the thinking, so the cognitive and the feeling, or the emotional pieces of empathy, are really important in this taking conservation action, that you need to have the thinking piece, you need to have the feeling piece in order for this person to take action. So Sarah just dropped the link to this in the chat. You can find this literature review and practitioner guide in our resource library. And the folks who work on this project are fantastic, so we're going to continue to work with them to produce similar materials for the network. So let's talk a little bit about these thinking and feeling pieces of empathy. What are those and what do those mean? So affective empathy is that feeling piece of empathy. It's the part of empathy that we traditionally associate with being empathetic. It's the sensing of another's emotions or their perceived emotions, and then sharing in the emotions with that person. So this is the type of empathy that has us, you know, crying along with our favorite character in a TV show or movie if something really sad happens to them. And it's also the type of empathy that like makes us feel just as happy as our loved one after they've, done this really big accomplishment, or worked really hard on something and been successful, the thinking piece of empathy is cognitive empathy. This is the ability to recognize the perspective of another person or animal, but you're not necessarily feeling alongside of them. So for example, if somebody messes up during a performance that you're watching, you might recognize that that's like kind of embarrassing for them, but you might not feel that secondhand embarrassment yourself. So when we're thinking about cognitive empathy, for connecting people to animals and nature, it really means decentering your human perspective and trying to think about what the world might be like from another's point of view, by not decentering your perspective and really actively trying to do so, you risk running the risk of inaccurate anthropomorphization. You know, of course, we're limited in what we can and cannot perceive because we're humans, and we can only perceive things as humans, but you have to. You can try really hard to imagine what the world might be like from a different point of view. We believe that the two types of empathy work best together. So having only affective empathy means that you care, but you might not necessarily understand. This is often what we see with guests when they express concern for the animals in our care, whether that's the size of the habitats that they're in or the behaviors that they're seeing. Often, these guests are coming from a place of deep care for these animals, but what they don't have is that knowledge piece, that understanding of the animals behavior and husbandry. So I saw this all the time with big cats at my old job, before I had this one. You know, cats are a cat. They sleep all the time, and not everybody was aware of that fact. And so seeing two cats laying around all day and sleeping was interpreted to guests as being, you know, these cats are depressed, these cats are sad, these cats are sick. Because, indeed, you know, if a human was exhibiting those behaviors, sleeping for 15 plus hours a day could be signs of being sad or depressed or sick. So what needed to be kind of worked on in these guests is this cognitive empathy piece, their affective and feeling piece was really strong, but they just needed a little bit more of that knowledge to fully understand what they were seeing. So by caring or sorry, by combining the caring piece with this knowledge piece, you get what we call motivational empathy. It's also commonly called compassion, but it's the sensing of another's perspective and then being motivated to improve their life. And this is what we're trying to foster here in our zoo and aquarium settings. And it's the type of empathy that you know moves somebody

to action because of the combination of this affective and cognitive piece. So it's really what that literature review and practitioner guide talks about. Zoos and Aquariums are fantastic places for people to practice their empathy skills. People, when they visit us, they get the opportunity to see animals that they might not see anywhere else or ever again, and they give people opportunities to interact with and see these animals from like a very young age and repeatedly, up to 69% of the visitor groups that come to AZA accredited institutions are groups with children, and these children are in the midst of forming these neural connections in their brains that are, you know, vital to a lot of pieces of their development, but really vital to empathy development. The potential that zoos and aquariums can have on these young learners and the building of their social and emotional learning skills is not to be understated, especially as we live in a time when people are becoming more and more disconnected from the natural world, while empathy continues to be developed over one's lifetime and can be practiced over one's lifetime, like with a lot of other skills, it's a lot easier to practice when you're young. Second we provide opportunities for people to learn about the animals that share the world with us, the more that somebody knows and understands you know, the more likely they are to have informed empathy for the animal. A lot of guests in our institutions may naturally elicit empathy. So think you know charismatic megafauna like gorillas, but we also have animals that might not like snakes or invertebrates or opossums, but through the learning opportunities that we provide, we can make sure that we are fostering, intentionally fostering empathetic experiences for every single animal in our care. And finally, we give guests the opportunity to explore new perspectives other than their own. So by encouraging guests to look at the world in different ways, we can help them develop a greater understanding of the world around them. So it's really important for us to note at this point that fostering empathy for wildlife is not like this new, groundbreaking idea, and that empathetic conservation mindsets have existed for millennia and cultures worldwide as either a world view and or a method for CO existence. A lot of the research that this network is founded upon has been done from the point of view of like the European method of science, which often assumes human superiority and exceptionalism from the natural world, but practicing and fostering empathy for wildlife challenges that dualistic notion that we are separate and higher or better than the rest of the natural world. It forces us to recognize our similarities, our interrelationality and our inherent connections with other living things, and challenge those human centric hierarchies or commodity centric thinking that a lot of us have grown up around. It's both an internal reflection and action process and an organizational reflection and action process. As these ways of thinking about conservation are becoming to be seen as more valid or more necessary through the eyes of Western science, it's important for us to not only recognize the historical exclusion of these ways of thinking from science, but also to address the harm that's been inflicted because of that exclusion. So as a network of conservation and education practitioners, we're actively working to amplify other ways of knowing in our work. It's not something that I have time to like really get into the weeds with you today, but on this slide is a handful of resources that you could check out that we have that begin to touch on this. So I recommend starting with any or all of these if you haven't already the two advancing empathy grant presentations that are on our screen are really helpful if you want to see what it looks like to kind of apply this thinking at an organizational level. All of that brings us here. Who are we? What do we do? Why are you here? So we are the ACE for Wildlife network, and we are a network that facilitates the sharing of knowledge, experiences and data to drive conservation change through fostering empathy for animals and the environment that sustains them. We have two main groups of membership, of which everybody in this room is a part of. We have folks who are at our 27 ACA accredited partner organizations. And then we also have folks who are affiliates. So our partner organizations, you can see the list here on this screen, and they span from coast to coast. So if you see your organization's name on this screen here, that means that you are part of a partner organization. Each partner organization has two designated network representatives. These network representatives, they might be you, they might be somebody else at your zoo or aquarium, can help folks you know further participate in the network and point folks in the direction of helpful resources. These representatives are also responsible for voting all network

matters, such as when we revise our bylaws every year. Currently, we are in the final stages speaking of our bylaws, of revising this document with our membership and our steering committees that would reopen the acceptance of prospective new partner organizations. So if this is something that you know your organization is interested in, please keep an eye out for future network announcements. We also have the affiliates, which we have over 300 of these folks worldwide at a variety of different organizations. Anybody who is not at one of our partner organizations can sign up to become a network affiliate. And like I said, affiliates are not just at zoos and aquariums, but at a variety of organizations, conservation and conservation adjacent. We have folks at natural history museums. We have folks at nature centers, at universities, at zoos and aquariums across the country and worldwide and more, our network is kind of, I won't say, governed, but like focused on these four key values, and these were developed by our steering committee. They are that all wildlife is worthy of respect and empathy, that conservation action and animal well being are priorities that drive our work, that empathy is a leading pathway to behavior change, and that by using multiple ways of communication, learning and knowing, we can ensure that our work is both innovative and iterative. The ACE for Wildlife network is managed by the advancing empathy team at Woodland Park Zoo, of which I'm a part of. So my role as the empathy network specialist is really to help you. I help facilitate committee meetings with respective committee chairs. I coordinate and plan network events. I ensure that things like our website and discussion board are up and running and that people can access those and I also keep tabs on the intersections of hot topics in AZA and the conservation world at large, with what's happening and circulating in our network, and trying to find those connections. Myself and others on the advancing empathy team can be reached at the email on the screen [empathy@zoo.org](mailto:empathy@zoo.org) there's also folks on my team who oversee the advancing empathy grant program. So the grant program and the network function as effectively separate entities. A sub sect of the partner organizations in our network are eligible for advancing empathy grant funds from our funders, primary funding region, but the learnings that come from those projects are open and available to everybody. The work of the network and the granting program are both generously supported by Margaret A Cargill philanthropies. And lastly, the work of our network and the focuses of our network are truly shaped and guided by our network committees. So we have six network committees. These are made up of members and affiliates across our network, and you can see them on the screen here. We have a communications conservation action, de ai membership and steering committee and strategic learning. I'm so sorry I forgot them too. Committee terms are two years long, and we're actually increasing our committee size from six to 10 individuals to open up this leadership opportunity to more people, anybody can serve on a committee, and we're going to be doing our committee call for service this fall, in September. So if you're interested in serving on any of these committees, please keep an eye out for that announcement after the summer, our committees focus all of their work through two of our learning questions. These learning questions kind of learn, grow and change with us, and these were revised last year by our strategic learning committee. Currently, our learning questions are, how does implementing empathy practices into a zoo aquarium advance organizational missions and commitments to animal well being, and our second question is, what does culturally relevant conservation action look like? All right? Lastly, before I turn it over to our guest speakers to talk about their really exciting empathy projects, I'm going to tell you a little bit about how to navigate and orient your way around our platforms. So if you are here, you probably found us through our website, which is [www dot ace for wildlife.org](http://www.aceforwildlife.org), this is where everything lives, our events, our discussion board, our committee pages about us, our bylaws, everything lives here on our website. So when you get here, you can gain access to all of those things by clicking that log in and log out button in the top right hand corner. And you will notice that when you log in this button, underneath the name of our network, will change from join the network to read the welcome guide. This document is updated every year by our communications committee, and it is the main orientation document for kind of like finding your way around the network. If you have questions about where things live, questions about, you know, helpful resources, questions about who's on a committee, questions about how to find an event, it's all in the welcome guide. This was just updated

a couple weeks ago, so the newly revised version is on our site, and Sarah just popped it in the chat there's also our discussion board, so you can find this to the left of that log in and log out button. This is the primary space for you to connect with others in the network. We really encourage you to post on the discussion board. We encourage you to post anything on the discussion board, a question, an idea that you have feedback you're looking to get a project that you're working on that you want to share. Anything that you think is fun, neat, interesting and related to empathy work, we really encourage you to share. Our discussion board is divided into 14 channels to make it easy for you to figure out, where should my post go? If you can't figure out where it goes out of those 14 channels, please feel free to put it in the general announcements section. These channels and our board are monitored by the communications committee to make sure that it is set up in a way that makes the most sense for our network. So this channel division is pretty new. It's about a year and a half old. If you ever have questions about what appropriate behavior is for posts on the discussion board or just general interaction in our network, I really recommend you check out our network code of conduct. So this is in our resource library, the tile of which is on the screen here, that's what it looks like, but it's also linked in a banner at the top of our discussion board that I think is permanent for everybody. If you have questions, please feel free to reference that document. And on the flip side of that, if you feel that anybody has ever violated anything in that code of conduct, please reach out to us at [empathy@zoo.org](mailto:empathy@zoo.org), and lastly, our resource library. This is one of the main drivers of our membership. We have over 100 resources and growing in our library as it relates to empathy and zoos and aquariums. These include event recordings and supplementary materials from those events, so any like slides or curriculums, things that were shared in those events. It also includes learnings from advancing empathy, grant projects, literature reviews like that one I mentioned earlier, tool kits that are produced by our committees and more. And this library is regularly updated by myself and others on the team, like Sarah, who's on this call with me this year, to kind of help increase awareness of the resources that live in this library. We are doing a feature in our newsletter every once in a while on some of those resources that are both on that first slide that I shared, but also just like neat resources that in our library that we want to spotlight for folks. So that is all that I have to share. We have about 45 minutes left, so I'm going to turn it over now to folks from point defiance Zoo and Aquarium, the Boise zoo and tropical Education Center and Louisville zoo to talk about how they are implementing and applying empathy work at their organizations. So I'm going to go ahead and stop sharing my screen and Felina, I'm going to go ahead and turn

it over to you.

Thank you. Me. Got my presentation ready, we go.

All right, I

hope everyone can see my slides. So my name is Felina Richardson. I am the volunteer engagement specialist at point defiance, Zoo and Aquarium. My email address is up on the slide. So I know we have a question and answer section after our presentations, but if you have direct questions for me or something that's not answered during Q and A, please, please reach out. I'm happy to chat with people. I had to make some hard decisions about what I was going to talk about today because talk about today, because we do a lot with empathy at PDCA, and so I had to cut it down to fit in our time. So I wanted to start with empathy and interpretation. Empathy is such a big part of our interpretation

programming and training at PDCA that I almost don't think of it as something separate. It just is something we do. So this photo is a photo. It's a volunteer at one of our touch tanks, interacting with the guests and showing them how to safely and gently interact with a sea star. We have three touch spaces at our zoo. We have two marine invertebrate touch spaces, one cold water, one warm water, and then we have a goat yard. And so there is empathy in those spaces, because the animal interactions, but we have empathy incorporated into all of our trainings. So as Emily mentioned, the beginning, we were a part of BCAP that measuring Empathy, Collaborative assessment project, and there's a document that came out of it, which I believe is, was linked in one of the previous, previous, previous links that was in the chat. If you can't find it, let me know when I can send this to you. But this document, which is best practices for encouraging empathy, primarily in children, we use it for adults as well. This is kind of a guiding document for when we're writing trainings. And so this is the first page of it. We try to talk about, or we try to focus on direct experiences, taking perspectives, looking at similarities and differences. And there's there's more. This guides everything we do. This is just a quick slide from our interpretation training, just to give you another idea of how, or another view of how we incorporate empathy. We talk about how animals seem different from us. Focus on similarities. When animals are similar to us, focus on the differences. Excuse me, we have a lot of marine invertebrates, and they can be really tricky for people to connect with, because they don't have faces, they don't have eyes, they don't have they don't look like us. So using empathy in those spaces is really, really helpful, because empathy is so embedded in interpretation. I think it took me a few years after here to realize that it's not that way in all parts of the zoo. So the main project I am currently working on, and I wanted to talk about, is bringing empathy into every step of our volunteer onboarding and training process. So we have volunteers who are interpreters, but we also have volunteers who are divers, who are front gate attendants, who are horticulture volunteers, and once they're turned loose from me, I don't necessarily see them, and I know that they don't get to spend a lot of time talking about animals and empathy, but I want that to change. So what I have been working on is this kind of framework. It's a step framework where we start, we introduce empathy when volunteers first meet us, so at in applications and open houses and informal session informational sessions, and then it progresses into orientation. So when they are here, training and learning about the zoo, we talk a little bit more about empathy practices and how empathy practices support wildlife. And then as they're out doing their job on grounds, we start putting all of that into action. And so part of this project is finding the ways that we can incorporate empathy into things like diving and cleaning tanks and pulling beads and talking with people at the front gate. And that also includes continuing education presentation. So last year, we did a session on critical anthropomorphism, and we are working on doing a session a year that focuses on higher level empathy practices. So this is a screenshot of the document I've been working on. So working through the knowledge part, when they first meet us, we talk about, we're a part of the ACE network, and our mission is to connect people to wildlife. And then we get to orientation, we learn about some of those specific practices that they can put into play, and then they'll move into actually applying those things. So in those informational sessions, I actually rely really heavily on the network, spoiler plate information that's available in the library. So this is a slide from the PowerPoint that's available there, I just plug and play, and it works really great for introducing new volunteers to the network and to empathy. So they basically get a very abbreviated version of the presentation you just got, and we talk about the different ways that they can incorporate, potentially incorporate empathy into their volunteer job at the end of that, as we're starting to move into bringing in activities into that portion of the onboarding. So this spring, when we brought in our new beach walk volunteers. So those volunteers who go out at low tide and talk to the public about the animals who live in the Puget Sound, we did a perspective taking activity. So I gave all of the groups a picture of an animal that they would see out on a beach walk and ask them to answer these questions, like, how do you think this animal say, stay, stay, stay safe. How do you think this animal perceives the world? And started to get them thinking about those questions so that they could then ask people those questions. So I'm kind of this is an iterative process. Every time we do it, I change a little bit and it gets a little bit

better. So it's always, always going to be improving. But I think this is going to be a really great way to get empathy into every single part of our volunteer program here at PDCA. My email again, if you have direct questions for me, but that that is the end. It's very quick,

amazing. Thank you so much. Noeli, I think it is your turn next you.

Okay, I'm setting up right now.

So alrighty. Good afternoon, everyone. My name is noeli, and I am an educator at the Belize zoo and tropical Education Center. We have been affiliates of the ACE for Wildlife network for a little on to two years now, and ever since we're introduced to the concept of empathy for wildlife and looking at the me cap and the evaluation and all the resources, we're very interested in making it a lot more formal. So my presentation today, it was, is about a program that is under the empathy for wildlife literacy program that we now have at the Belize Zoo. And this program is basically an outreach program where we go into the schools and we read the children, and we have children reading with books that are written by our founder, Sharon matola, who has now passed away. So the name of my presentation is Tambo re taper tells his tale using scientific storytelling to foster empathy for Belize's national animal, and to give you an understanding, a little understanding on our objectives and why we carried out this program is because we wanted to use scientific storytelling to encourage empathetic behaviors towards the peers. We wanted to increase empathetic behaviors from the beginning of the program all the way to the end of the program. Because when we first piloted a program like this over a year ago, I was using the best practices, but I wasn't necessarily evaluating the lessons or the students. So for this one, we made it very relevant and special, because in April last month, the 27th we celebrated tapir day, world tapir day, and that is very important for us. Belizeans, so I wanted to take something in the classroom that would be relevant. In this case, I took Tambo and tapir tells his tale, which is the name of the storybook. It was written by Sharon Matula. We took this school, this book, to four schools in and in the in buffering the Maya forest corridor in Belize, and we had 82 students total in the first session. So this program took about four weeks of classroom sessions, and in the first session, we visited each school once per week. So in the first session, we did an introduction of the program, an introduction of the book, and we also set to research the previous knowledge of the students, what they knew about appears, how they felt about appears, and followed by that the second session, and they're on. We did read aloud sessions of 20 minutes and 10 minutes of discussions. I just want to pause a little bit to ask if we're getting any feedback. I think my colleagues are hearing my presentation. I can hear myself. Yeah, thank you. Okay, okay, very good. So after those four weeks, when they returned from their Eastern vacations, we brought them to the Belize zoo for a field trip. And in that field trip. They did several things, one of them being a Fauci exam lab that we were inspired to do based on a friend of mine Isabel, that shared a lesson with me pertaining to Fauci exams, and we transformed it into a tapir Fauci exam. And after they did this lab, they went out to the zoo and they got a guided tour and a tapir feeding. So the reason why I was inspired to do tapers, and specifically, apart from the taper being the national animal, is because they're globally the Central American taper is listed as endangered. And if one of the largest Central America, the the largest Central American taper populations is found within the Selva Maya, the largest forest block Mesoamerica, compose of parts of Mexico, Belize and Guatemala. The Central America is Belize's national animal, and it is threatened by habitat destruction on sustainable hunting. Road development and effects of climate change. I want to highlight road development because in several instances where we've shared of road collisions with

tapers, um, I've noticed in our comments, in the Facebook comments, that people like to relate tapers that have been victims to road collisions to food, and it's one of the things that I always hear around the zoo as well, you know, relating wild animals to food, especially the tapir, that is endangered, And you know, it's protected by the laws of Belize. So the first thing that we did in our second session, when we set out to find what these children or how these children feel about the animals, we were able to find that 40% of them ranked tapers as their top three favorites. So we gave them a list of eight animals for them to rank from their favorite to their least favorite, and in the middle, somewhat, you know, neutral. They didn't really care about animals. So just to give you a little bit of more on those results, we had 40% of them stating that the tapers were in among their top three favorites. We have a 39% that share that they don't really care about. Tapers. They're just appears. And we had a 20% of them sharing that, you know, the tapers were at the were at the bottom from for them. And in this rank, the animals activities, I made sure that I gave them a variety of animals, whereas amphibians, birds, reptiles and mammals, so that they were able to rank them a lot more freely. And one of the reasons why they mentioned that they had tapers as their top favorite is because one the taper they knew that the taper is a national animal of Belize. They said that tapers are cute, and they said that they are harmless because they eat plants. We also wanted to know as well, if they have ever seen a taper before, you know, for the reason of ranking. So we found out that 76% of the students in the group have visited the zoo and seen a tapir in real life at least once we explored topics like why animals end up in zoos, illegal hunting and wildlife trade threats faced by tapers and other wildlife in Belize tapir, physical and behavioral adaptations and ecological importance of tapers. We then assessed the four weeks of reading, and we were able to see that students were able to understand that the pair's needs. They were able to do perspective taking on of Tambo as a calf. They were able to recognize animals as an individual with their own agency and have interesting interest and curiosity of the animal. So with some of their comments that we were able to take note of, just to give a little background on the story of Tambo, is that Tambo came to the zoo because he lost his mom. His mom was shot. And this one sentence in the story that tells them that Thomas mom was shot elicited a lot of facial expressions. Some of them were even able to to mirror those expressions and really seem sad. And they were able to share that, oh, he wouldn't be able to survive without his mommy, because he would be sad, he was lonely. And then they understood, in one of the topics that we explored, why animals are brought to the zoo, why he was brought to the zoo, they were able to speak on the animal's behalf, and they they themselves, were able to say, Oh, we have to protect their forest, and the person should not be sold or kept as pets, because that is illegal. And in one of those special instances you know that you have in the classroom, I was able to to capture a moment where there was this child, this girl, that she was kind of having an argument with another kid, that the kids shouldn't refer to the Tata as a he. It's an IT. And we were able to see, like an entire four or five of them be able to correct her, and it's like, no, like he is a he. You know, we know his story. He deserves to be kalahi. So after those four weeks of reading, and we're able to see that we were able to foster some empathy in the classroom. We took it to the beli zoo classroom, where they came and to further focus on empathy and have them practice their empathy, they were introduced to the Fauci exam lab, and they learned about tapers as a forest gardeners, they were able to examine the Fauci sample and determine the taper diet. Because, previous to that, they were they were able to know they knew what tapers ate here at the zoo. But to put it in context, they found out what tapers eat in Belize. The plants that tapers eat in Belize in the wild, they were able to calculate the number of seeds found in the taper FICA sample and explain the ecological role of tapers as seed dispersers. These objectives, they match the curriculum, the Belize national curriculum. So is extra points for us. We're bringing the children to the Belize Zoo. We also assessed the tapir feeding. We assess them in the classroom as well. And they also made a little item for Tambo and for the tapers. They were able to demonstrate their appreciation and respect for tapers. They demonstrated caring and behavior or beneficial action towards the prayers they kept asking, did they ever find tambos Mom or surprise that Tambo is still very much alive? He looks beautiful. He's cute. I'm glad to have met Tambo and learned his story, and they were able to recognize Tambo as an individual. They were so excited to

meet Tambo, and here they are. They made their items as a thank you or appreciation, or to show appreciation for tapers and Tambo. They made illustrations. Some of them made poems. A lot of them just gave information because they said they wanted people to know about tapers in Belize and why they need to be protected. And in conclusion, because we wanted to increase empathy behaviors within our program, we found out that more than 50% of the students ranked tapers among their top favorite animals by the end of the program. So that ranking activity that we gave in the beginning, we did it at the end, and we were able to find this number, and most of the students expressed that their favorite part of the program was meeting Tambo and the other tapers. And rated their experience meeting and feeding a taper a five, which was the highest. They said that learning the types of plants tappers eat in Belize was very interesting, and they didn't know and this program, this program, would have been possible with the support of Inspire adventures, which sponsored the transportation and the trip to the zoo for the children. Thank you.

Thank you so much. Kathleen, let's pass the mic over to you.

Okay, thank you so much.

Right, can everybody hear me? Yes, we can hear you. Okay, fantastic. All right, let me get my presentation pulled Up. Hope everybody is doing well today.

Okay?

All right, so Can everybody see

my either we cannot see your PowerPoint yet? Okay,

hold on one second. No worries. You.

Hold on one second. Here,

anything, yep,

not yet. We might it might need to be like the PowerPoint. It might need to be dragged into, like the window that's being shared. No, sometimes that happens with mine here. I

sorry about that. No worries. It happened to all of us. I

I have to grab somebody really quickly. I've got kind of an older laptop here. Could you hang on for one second?

Of course, no problem. I

Okay, so we can't, I can't get this so that they can see it.

You've got to share your screen. Yeah, okay. Where is the meeting? Are you in the meeting now? Or is this just, okay, hold on a second. Okay, let's see here, share and share an entire screen here. That should work. Let's make sure.

Okay. Now the PowerPoint, oh,

okay, so go

lower zoom like no, not minimize zoom right here, over on the not the x, but the little line, line right there. Okay, minimize the blue button with the same line. Here you go. And that too, because I think your PowerPoint is behind it. Oh, my goodness.

Or if I just pull it off my desktop, yes, try that. That should work.

That should work. Ask him if they can, all

right, can you guys see it now? Yes, we can see it. Fantastic. Okay, thank you. So what I had to do was pull it up for my desktop instead of my PowerPoint presentation. So I would thank you first of all for inviting me here today. And I'm new to the ace community, so this means a lot to me to be able to join up with everybody, like minded people, and share some special things I would love today. And I'm very honored to be able to share a very special program that we do here at the zoo, and it is called zoo buddies. So if you take a look at this first slide, if you look over on the left hand, it actually has a bigger name. It's we're called Future healers, got zoo buddies and future healers are a special group of families that began to gather years ago under the leadership of Christopher 2x and here, if you see him in this picture over here, so Christopher 2x is a very, very passionate advocate for non violence and non gun violence in communities, and he does a lot of political work, so he's well done here

locally, and I think he's well known nationally. And Christopher 2x began to be very, very concerned about the gun violence here in Louisville. So any of you who come from large communities or maybe big cities are familiar with this problem, and Christopher 2x took it to heart. So what he did was he joined up with the University of Louisville to form an organization called Future healers. So with all of these families, all of these people that you see in the slide there, these are some of our zoo buddies, families and everybody in this picture, and additionally, other people as well, they have been somehow impacted by gun violence. So we're talking about families and kiddos who maybe have lost a family member to gun violence. Maybe they themselves have been shot. Maybe they have had bullets come through their their houses or apartments. So all of these kids have been impacted in some way by gun violence. Now, with future healers and the University of Louisville, they focus on the medical side of healing with the kiddos. So they meet with the families. I'm not sure what their meeting schedule is, but the kids learn the medical side of empathy. So they learn how to heal bodies, how to heal minds. They are able to talk to psychologists, you know, how to heal spirits and those types of things. So Christopher 2x one day, and this is how the Louisville zoo got involved. Christopher 2x brought his zoo buddies families to the zoo on a field trip. And Chris really loves the zoo, so he's here a lot. He he'll come by himself, or he'll come with his grandchildren. So he was here with the future healers. And he met up with our assistant director of Conservation Education Collection, Steve Taylor, and they started talking, and they realized that, hey, look, maybe we can form a partnership too to create some education with empathy and compassion on the animal side of things. So it kind of made a natural bridge from healing people to through experiences with medical community to healing the families through nature. And here's Christopher 2x I personally have never seen him in a suit, but He usually comes to the zoo and trek pants and he has a beanie on, and he's very, very down to earth and very, very humble. But this is a quote by him, which I think is very sobering. And once again, he wants to help these kids heal in any way possible. So bring them to the zoo is something special that he does with these kiddos. And we are in our fourth year of this program, which is really super cool, because we've gotten to know the families. We've gotten to know the kids. We have a really nice core group of people that are zoo buddies, and these are people who come pretty much every single time, you know, give, give or take a time or two. They've been with us for many, many years, but we, we certainly welcome anybody who wants to come once or twice so they can pop in and out, and we are here for them. So what we want to do at the Louisville zoo is kind of foster empathy through a connection with nature. We want the kids to be able to have a fun time, and we want them to be able to have a safe environment. Safety is really very super important for these kiddos. So there's Chris. I refer to him as Chris. We've got a lot of guest presenters that we have been happy to partner with to help these families heal a little bit and make connections with animals. So we've got partners far and wide. We've got local partners like Dr Forrest Cummings, who's a veterinarian here in town, Dr John Hollis, he's been a friend of mine for many, many years, and he's he is a veterinarian as well. We have global partners like polar bears International and Grace over in Africa, working with gorillas. And one thing that we want to do is give these kids an opportunity to see that they they can dream big, and they can kind of branch out from their communities. They're not defined by the neighborhoods that they live in that are riddled with violence. They can become anything they want to. So we try to provide some fun, good role models for these kiddos, whether they're, you know, boys or girls or people of, you know, color. We've got somebody for for everybody. Oh, we had this, this gentleman here from critter fixers. If anybody loves critter fixers, it's one of my favorite shows, and he came here last month and had a great presentation with the kids. So pretty much everything we do has empathy embedded into it. And this is Han. He was a baby camel that we have here at the zoo. And we contract with a gentleman who does, you know, camel rides with the kiddos, and he also loves to do presentations with the families. So our one little friend right here, you can see he's feeding Han, the baby camel, a carrot. And he was looking back at his mom, he's like, Mom, look what I'm doing. I'm feeding Han. And we've noticed over the years that, you know, having having these amazing fun opportunities to interact with animals really helps to alleviate some trauma. So these kiddos, you know, when they first came to

Zoo. A lot of them were kind of timid. A lot of them they, you know, looked around and they wondered if they felt safe or if there were wild animals roaming around the zoo. And we had to do a lot of work to try to, you know, impress upon them that that, yeah, the zoo is a safe experience for them. And I think they've gotten very used to the zoo at this point. They kind of feel at home, and they have a very, very special relationship with a lot of these animals, because they've seen them time and time again. They're able to, you know, maybe have a feeding experience with them. The keepers will give them a touch experience, and they have a chance to ask the keepers a lot of questions. And when it comes to caring for the animals, they they know that our keepers care very deeply about the animals. So, for instance, if an animal passes away here, you know that the kiddos have known and loved, we can kind of have a debriefing session with to talk to talk about grief. You know how to how to think through grief and process grief when it comes to animals, not not just people. And so the kids are able to express to us their feelings and thoughts about the animals, which we always welcome. And they've come to really love some of these animals very, very dearly. And let's see who do we have next? Okay, so we focus on senses. Of course, you know, they have had a chance to touch animals, touch our bio facts. They get a chance to, you know, of course, the zoo is full of smells, and sometimes the smells are okay for the kids. Sometimes they're laughing. Sometimes they're going, Whoop, thanks. But the kids have a chance to, you know, hear the different noises that the animals make if they if they listen very closely and they're nice and quiet and respectful, the animals might make some communicative noises. We are able to make some enrichment items for the animals. For instance, we can make some boxes for the bears that have some special treats or goodies in them. They made some really cool smell enrichment for the warthogs. At one point, the kids had a great time smelling all the different scents that maybe the warthogs would enjoy or not enjoy, but they had a chance to see what the war hogs kind of gravitated to now in this picture over here on the left, this is one of our keepers. His name is Craig, and he is a daddy himself. And our keepers value this program as well. They are getting to know the families and the kiddos, so they're very happy to come in and do special things for the families. So Craig brought in one of these Flamingo chicks that was being hand reared until it could be incorporated once again into the flamingo flock. And this little boy here who is touching the flamingo His name is Malachi, and Malachi was shot. I believe he was five or six years old when he when he was shot, and he was shot in the head, which, which, you know, absolutely breaks our heart to even think about. He maintained all of his cognitive abilities, but he did lose his sight. So little Malachi has no vision, but he is able to remember what a lot of animals look like, able to remember colors. And he realized very, very heavily on his sense of touch. So Craig took this little Flamingo, which was, you know, very used to being handled and touched, and he let Malakai explore every single, you know, part of that Flamingo body, you know, hey, Mel, I don't feel a beak. What do you think of the feet? Oh, these are, these are really cool feathers, aren't they? So Malachi had a chance to get a very special experience, and he was so happy. Let's see. We have a special program that we do each year with these kiddos. We build bee boxes, and we've done a lot of education around the importance of bees as pollinators. The kids have had a chance to plant a pollinator garden in front of our office building. Here's one little gal, and she put together a bee box with her daddy, and now they're decorating it. And we hang the bee boxes up, and the kids get a chance to see if the bees are using the bee boxes. One of our veterinary staff, gentlemen, he actually does some beekeeping here. So he got out a hive, and he let them see some bees in action. They got a chance to taste some honey. And so the kiddo is really kind of, they love bees at this point. And on the right, it's kind of kind of hard to see, but here's one of our partners, and she brought in some stick insects for the kiddos to see and touch, so they have a chance to love animals, both big and small, whether they are those kind of tricking vertebrates that you guys were talking about, some of the creepy crawlies, as Well as the big, lovely animals that people enjoy seeing. So we enlist all kinds of people from all over to help us with our future healers. Got Sue Buddies program, of course, our assistant director Steve Taylor, and he was, he was the gentleman up here in our camel picture. So there's Steve Taylor. The kiddos love him. They think he's a rock star. So anytime you see Mr. Steve, Mr. Steven, and they can't wait to show them what they're doing and what they've made. And he's

he's at every single meeting, our veterinarians join in. So there in the upper right hand picture, there's Dr Zoly, and he had a bunny rabbit on the examination table. He was letting the kiddos take turns with the stethoscope so they could listen to Ty the bunny rabbit's heart, and they really thought that was something special. Here in the bottom we have one of our presenters from Polar Bears International doing a Zoom meeting up there, and kids had a chance to ask questions and see what's going on in the sub-Arctic and the Polar Bears International folks, they sent a whole bunch of plush polar bears because they wanted the kids to have something physical, to be able to cuddle and snuggle and remember their polar bear presentations. So that was something that was really, really fun for them. And let's see. So our veterinarians, the critter fixers, the keepers, all of our education staff. When our program first started, we had a different director than we do now, and so our former director, he even comes to these meetings. We meet once a month, and he's able to join along. He'll sit there on the floor and color things with the kids. They will make posters and thank you cards for the keepers and all kinds of super duper cool things. So we're hoping to expand this program in the month of May, our meaning is going to be to take the kids fishing. So that's something that maybe not a lot of the kiddos have had a chance to do, but we love to get them out in nature and, you know, do all of that fun stuff that maybe they're a little bit shy about, in some cases, because in their neighborhoods, they don't always feel safe, but we want them to know that any time they are with us at the zoo, or anytime we take them someplace off grounds, that they are going to be safe and they are going to have some fun. So we are also partnering with a graduate student, a young man from University of Louisville, who is going to be doing a formal evaluation of our program at this point. Of course, you know, we've got lots of stories and anecdotal information and pictures to document what we've been doing, but we want to get some more quantitative and qualitative data to kind of show that our program has an impact on these families. And we consider, we consider them families, our family members at this point as well. We love them. There's one lady who comes along, her name, we just call her Granny. Everybody just called her granny. And if she she's 85 if she's a day, but granny comes along and she, she is just as enthusiastic as one of those kids. You would think she was one of those kids the way she asks questions and loves the animals and joins in touching them and feeding them and making special things for them. So you know, it certainly does take a village to run our future here, at least got Zoo Buddies program, and there is Chris giving Dewey a big hug. And that's really kind of how we think of Chris, wearing a t-shirt, wearing sneakers, giving everybody hugs. He asks everybody to clap it up when somebody answers a question or asks a question, or even, hey, let's clap it up for all the zoo teachers, it's

kind of embarrassing. Sometimes.

Get applause from a bunch of families, but it just kind of helps us to form that bond. So that's just a little taste of what we do with our future healers, God, Zoo Buddies program. And I'm happy to you know, share my contact information with anybody if they want to ask more questions. So thank you very much for listening today.

Awesome. Thank you so much. We have about 10 more, less than 10 minutes left. So if folks have any questions about anything that you heard today, please feel free to put it in the chat. Come off mute, whichever you are most comfortable with. You I see a heart coming up from Anna and some comments from Marta and Sarah in the chat saying, thank you all for sharing your amazing work. If nobody has any questions for the presenters, I have a question for all of you. So I have one more menti that I would like us to do before we close, and I'll share my screen with you so you can see it

there. So it's that same code that we used earlier. So you could go to menti.com and type in 58508193, I would love to know what you are still curious about, so your responses can be, I think, up to, like, 200 characters. So if you want to write me a mini essay, you are more than welcome to. If there's one word that you're curious about, let's take a couple minutes. And if there's anything you want, please pop it in here, and I'll use this in thinking about resources that we need to create events, we might need to host topics on things people want to explore more anything and everything that you are interested as it relates to empathy work and the work that you do is fair game for this menti poll. So I'll keep that up for just a few minutes, and keep an eye out For any questions that pop up in the chat. You Oh, it's still on the previous question. Okay, that might be a me thing.

Try it now. Did that work for you?

No, oh, no, okay, if you want to just pop them in the chat that works too. That's odd that that's not working. Oh, results for this slide. Well, I could also reset the results, but if you want to pop them in the chat that works too. Plenty is not my favorite thing to use in the world.

Let's see, or if you want to come off mute,

let's just try to re share this though and see if it works. Okay, let me take a screenshot of this, Emma said, I'm inspired by the connections folks have to both grief and trauma. I'm curious to learn more about that overlap between empathy for each other and the natural world.

Awesome. Thank you for sharing. Emma, thank you. Felina,

training resources for staff. Lisa, I have something for you. I'm gonna stop sharing my screen so it's easier to send this to you. We have a tool kit that was brave and fire strategic learning committee. This is something. It's one of, I think, our most utilized resource that we find year after year, and it's all about empathy training. So I'm going to go ahead and drop this in the chat for you in just a second. We can also include it in that post email, so that folks have it after they leave the meeting. But it's got materials from organizations across our network. So it's got things from Woodland Park. It's got things from point defiance. It's got stuff from International Crane Foundation, Zoo, Montana, a variety of organizations. I just dropped it in the chat there, Rachel, I would love to have a resource of interpretation games I can play with my team as part of training workshops. Took pictures of the questions or activities posted in my life presentation, and I would love to run with them, so less of study, yes, lots of study resources and more of practice or examples to play with. Awesome. Yes, we have a handful of those. There's a lot of like, templates and stuff in that tool kit that I just dropped, but I am trying to create more of these things that you could, like, people can take and run with, or, like, plug and play types of resources. So that's good to know. That's a need that is actually perceived, and that is something that I'm imagining. All right, let me try. I haven't missed anything else.

Okay, well, if

nobody has any other questions or things that you want to add, thank you so much for coming and staying for the duration of the event today, 50 plus games from anyone, which was awesome, incredible. Love it. And we're going to send all of the links that we are dropped in the chat today in a post email to everybody, so you've got all of those in one place. If you have any issues accessing those or creating your account, please let us know at [empathy@zoo.org](mailto:empathy@zoo.org), we're happy to help you out. As you orient yourself to this network, we're super happy that you are here. Thank you so much for coming today, and please, if you have any questions, do not hesitate to ask. I'll see you all very soon. Thank you so much.