



2017 STATISTICS

16

Elementary school
classes served

378

School program
participants served

5

Languages (Spanish,
Mandarin, Cantonese,
Tagalog, and English,
depending on class needs)

33

5th grade students
in Voice Over engaged with
15 hours of programming

PROGRAM DESCRIPTION

Crissy Field Center School Programs offer students a chance to get out from behind their desks and transform lessons into hands-on exploration of unique habitats found in the Golden Gate National Parks. Center staff work closely with teachers and school district partners to engage all senses. This helps achieve learning goals and ensure a welcoming and interactive learning environment that grows from the parks, continues in the classroom, and extends all the way home. Programs align with Common Core and Next Generation Science Standards.

Why Do Living Things Move? Students experience science come to life in Migratory Story, a three-part seasonal program taking place both inside and outside the classroom. Place-based and student-centered learning provides youth first-hand connections to why living things, including humans, move. Students engage in classroom activities to better understand birds of prey and then observe raptor migration in their national park. Cooperative group work promotes discussion about the factors and impacts of migration. The program incorporates art as a reflection tool to relate personal experiences with community and park lessons.

Voice Over is a 12-week program with John Muir Elementary School, allowing youth to create connections between their community and national parks. Co-designed with the 5th grade teachers, the program encourages youth to review media created by people of color from in and around national parks, discovering how stories create change. They then craft music, skits, videos, and books about their own lived experiences. Students practice community outreach and present their work at school assemblies and local public television. Multiple sessions allow for staff to build rapport and more effectively engage students in developing academic and leadership skills.





PARTICIPANT STORY | HIGHLIGHTS

John Muir Elementary School Teacher Joseph Mannarino and his students participated in Migratory Story during his first year as a classroom teacher. Early in the semester Mr. Mannarino felt less confident as a teacher, worried about the trip and ensuring that everyone felt emotionally and physically safe. However, with the help of Crissy Field Center staff, he was significantly more at ease. Center staff were clear with expectations, remaining asset-minded with students. The stop-motion project was particularly noteworthy for its accessibility to all the young people, not just the academically gifted. All his students could express their creativity and understanding of the scientific concepts of migration—while also having fun and, most importantly, feeling successful.



“One of the most memorable moments was crossing the Golden Gate Bridge. Seeing one of my students light up as she quickly turned to me and told me it was her first time seeing the bridge, despite having been born in San Francisco and living here her entire life. That smile is one I will never forget.”

—Joseph Mannarino, Elementary School Teacher,
San Francisco Unified School District



TRENDS | LEARNING | FUTURE PLANS

In cooperation with members of the Ohlone Costanoan Rumsen Carmel Tribe, Center staff are developing an education program focused on first peoples from the surrounding area, prior to the establishment of the Presidio of San Francisco and its subsequent conversion from military post to national park. Through this program, focused on relevant lessons for San Francisco public school children, youth will learn about first peoples in a respectful and honest manner. Students will experience first-hand knowledge from direct descendants and learn about the tribes' continued presence and community.

Uprooting Chinatown is a 10th and 11th grade social studies program focused on the systematic displacement of the Chinese American community during the 1800s to 1950s due to prejudice and racism. Students review Supreme Court cases

that have set precedent for U.S. immigration laws and learn the skills of primary source interrogation. Youth visit Chinatown and experience the “power of place,” witnessing the effect that immigration laws have on existing communities. National parks offer a historical monument of the attempts to displace Chinese Americans, sites used as a staging ground to remove 19th century Chinatown during the 1906 earthquake. The program establishes a pathway for educators to teach curriculum focused on immigrant rights and opens channels to discuss other marginalized groups.



KEY PARTNER



CHINESE
HISTORICAL
SOCIETY OF
AMERICA

Carla Marie Munoz and
Desiree Munoz—Costanoan Rumsen
Carmel Tribe