

# WELCOMING STUDENTS AND SAYING GOODBYE

## **Helpful reminders for new volunteers:**

### **GREETING STUDENTS:**

When greeting students at the Garden for any of our activities, we like to welcome them to the station and see how their science exploration is going and if their needs are met before we begin the activity. Here are some potential recommendations:

*"Hello scientists! How is your exploration of the garden going?"*

*"Hello! How are you doing? What is something exciting you've discovered while investigating \_\_\_\_\_?"*

### **SAYING GOODBYE TO STUDENTS:**

We like to thank students for investigating whatever topic we observed together and encourage them to continue exploring with some sort of challenge or something to look for while they are visiting the Garden. If there is time between groups, we like to see what they've been to so far and possibly recommend a spot for them to check out next (depending on their time).

# VOLUNTEER ROLES

**Title: Plant Pal** (Activity assistant)

**Purpose of Role:** This volunteer will work alongside Garden Educator Staff to **assist** in the activity as needed. The volunteer will also assist in keeping a steady flow of student groups to the activity. Specific field trip activities need this to be successful: K-2<sup>nd</sup> grade field trips: Habitats and Flowers/Seeds as well as 3<sup>rd</sup>-6<sup>th</sup> grade Ethnobotany field trip.

### **List of Responsibilities:**

- Assist with activity when needed.
  - Float to assist students that need help with the actual activity.
  - Help with flow. If groups enter an activity that is in progress, assure them the activity will start again soon and that they can explore the area or

work on their journals while they wait. Some wonderful ways to enhance a group's experience why they wait include sharing information about the Garden space or looking for animal signs and tracks in the area.

- Garden Education staff will share any specific Plant Pal needs for the day at the start of the field trip.

**Responsibilities are the above and for specific field trips, they include:**

**Ethnobotany Field Trip (3<sup>rd</sup>-6<sup>th</sup>) Cordage Activity around the Water Pavilion**

- Helping the Garden Educator with the cordage activity. Making cordage can be tricky for students at first. This volunteer helps students patiently learn the skills of weaving cordage.

**Matter Movement Field Trip (3<sup>rd</sup>-6<sup>th</sup>) Discovering Detritivores around the Water Pavilion**

- Help the Garden Educator with this activity. Assist students in the different components of the activity (collecting macroinvertebrates, identifying them, thinking about the organism's role in an ecosystem).

**Flowers and Seeds Field Trip (K-2<sup>nd</sup>) Pollinator Activity in the Fragrance Garden or Rose Garden**

- Helping to pass out materials (pollinator wand Q-tips).
- Helping the Garden Educator with the pollination activity. Volunteers can help students practice gently using their pollinator wand to pollinate flowers, even finding the open flowers in the Fragrance Garden! It's helpful when volunteers assist by floating and helping during the active pollination part of the activity.

**Habitat Field Trip (K-2<sup>nd</sup>) Living things in Water Activity at the Water Pavilion, or Habitat Square Activity by the pond path or near the Oak Tunnel**

- We often need assistance from Plant Pal volunteers to help engage groups while we finish an activity. This includes the third bullet point under "List of Responsibilities" above (helping with flow) but also allows a Plant Pal to share what's happening in the habitats of these natural area locations.
- **Habitat Square:** Assist the instructor in helping students engage with an up-close view of a habitat.

- **Living Things in Water:** Assist the Garden Educator in the activity of helping students learn how to carefully collect and observe living macroinvertebrates in the water.

**Training for Plant Pal:**

- Understand volunteer responsibilities.
- Utilize provided resources offered at the training to know the garden areas and field trip topics. (Volunteer Field Trip Reference Sheet)
- Access to Garden Tours, Safety/Wildlife training opportunities and any educational interpretative opportunities.

**Materials to enhance training:** Volunteer Field Trip Reference Sheet to provide background information and questions pertaining to each specific field trip.

**What type of volunteer this would take:** Someone that enjoys working alongside educators. Someone that likes to generally work with students and interact with them but not necessarily be the main facilitator. Someone who may like to help with the flow and experience of our field trip programming. Someone that can initiate when another group joins to help with the flow of an activity. Someone who wants to be close to the action!

## **Title: Garden Sage** (Stationary Educational Docent)

**Purpose of Role:** This volunteer is assigned to a general area to enhance the educational experience for students. This volunteer would help make a themed Garden more approachable for students and field trip visitors by providing brief educational information about the area, answering questions, and sparking students' curiosity. This volunteer is helping to direct groups to the Garden Educator Activities and help with the general flow of a field trip. The volunteer is welcome to visit with the general public in these areas too and share what we are doing as far as field trip programming.

**Locations:** Medicinal Garden

### **List of Responsibilities:**

- Interact with student groups that visit the designated area
- Provide educational interpretation of an area
- Answer student questions and ask students relevant science questions
- Provide groups with general garden direction to activities or restrooms
  - Medicinal Garden: direct to close by activities, Children's Garden, or Orangerie/Children's Garden restrooms

### **Training for Garden Sage:**

- Observe examples of the role.
- Know or read about the activities that will be available for the Garden Sage per field trip (separate document called: "Garden Sage Activities")
- Understand responsibilities of role.
- Utilize provided resources offered at the training to know the garden areas and field trip topics. (Garden Guide Narrative and Volunteer Field Trip Reference Sheet)
- Access to Garden Tours, Safety/Wildlife training opportunities and any educational interpretative opportunities.

**Resources provided:** Volunteer Field Trip Reference Sheet and narrative of Garden Areas to provide Educational/Interpretation Topics. A small pack with options of activities will be provided to enhance field trips (bark rubbing, animal track and scat card, plant parts). Activities with materials and background information will be available at your station if you'd like to utilize a hands-on activity with students.

**What type of volunteer this would take:** Someone that likes to interact with groups of students and share educational information. Someone that is okay standing or being on their feet for up to 2-hour segments. Someone that knows a garden space and general topics to stick to that are applicable to science-based standards. Someone that feels comfortable taking initiative and talking to student groups that visit. Someone that follows set guidelines but is open to sharing topics that they enjoy.

## **Title: Roving Rosebud** (Stationary Educational Rover)

**Purpose of Role:** This volunteer would be accessible to a group at the start of a field trip if they would like extra assistance and volunteer knowledge. This volunteer would be able to walk along with the group as the group needed. This volunteer's job is to help unfamiliar groups navigate the garden, spark student curiosity, ask probing questions relevant to the student's topic, recommend areas to see while they are here, and help to bring groups to the Garden Educator Activities. The garden can be a daunting place to lead students in without having been to the garden before. We hope this volunteer would make the outdoor exploration more welcoming and accessible. This volunteer will be providing directional information and moving through the garden to check on flow of activities, share knowledge and assist groups that need it.

### **List of Responsibilities:**

- Walk the garden and assist groups that need help with navigation.
- Provide general help with flow of groups.
- Explain how to get to a Garden Educator Activity.
- Provide general garden education interpretation.
- Suggest groups work in journals.

### **Training for Roving Rosebud:**

- Observe examples of the role.
- Understand responsibilities of role.
- Utilize provided resources to know the garden areas and field trip topics.
- Walk the Garden with a Garden Educator for ideas and inspiration.
- Access to Garden Tours, Safety/Wildlife training opportunities and any educational interpretative opportunities.

**Materials to enhance training:** Narrative of Garden Areas to provide Interpretation Topics, Volunteer Field Trip Reference Sheet to provide background information and questions pertaining to each specific field trip. A small pack with options of activities will be provided to enhance field trips (animal track and scat card, plant parts).

**What type of volunteer this would take:** Someone that wants walking and engagement with multiple groups during most of their volunteer time. Someone who is flexible to be very hands-on at times and hand-off at others. Volunteers are not

liable for students while they are here. This volunteer acts as a rover and can join a group that needs more direction in getting around the garden. Often groups with young students may enjoy having a Roving Rosebud for occasional assistance. This person is flexible and adjusts to needs of the day. An improvisational person who knows the garden and feels comfortable navigating and sharing the space with others.