**PolarTREC Outreach Strategy Template**

**Purpose:** The Outreach Strategy has been updated. The Outreach Strategy is the foundation for sharing the PolarTREC experience beyond your primary audience. You will be activating your larger network and reaching wider audiences.

**Process:** PolarTREC does not have a specific amount of outreach you are expected to conduct. That said, your Outreach Strategy and efforts are equal in importance to the work outlined in your Education Strategy.

Keep open communication with PolarTREC managers about your outreach product ideas in the early stages. They can connect you with program mentors and additional resources. Create a short document (~1-2 pages) with the intention of revisions pre- and post- expedition. Share your Outreach Strategy in writing with your research team and PolarTREC managers. It is advised that you share your ideas with others in your network, they may be able to support you or broaden/extend the impact.

**Outreach Strategy Components:**

* Describe your various outreach audiences.

High School Students Springfield, MA

High School Teachers Springfield, MA

Central High School Open House

Elementary School Science Teachers/ Students Springfield, MA

Senior Citizens Wales, MA Senior Center

Local Residents through appearing on Local access television show

Library Patrons Palmer and Southbridge, MA

Westfield State University Alumni

Westfield State University Ecology

Self-Propelled Learning for Teens, Inc.

National Geographic Education Google+ Community

* What do you want the audience to get from your outreach?

I want audiences to gain increased awareness about Antarctica’s unique ecosystems and life exists there both natural and humans. Raise awareness on current research techniques that are used in the field by scientists. Share my experiences with audiences, including how to survive in Antarctica. Role-model strong women in science. Debunk misconceptions such as shape of the Antarctica continent and that Polar Bears and Penguins co-inhabiting. Share what I learn about the anatomy and physiology of Weddell Seals and how they interact and survive in Antarctica.

* Start a running list of “who” and “where” - existing events, partners, clubs, teams, venues, and network connections that you can work with. Follow-through, get their contact information, and make the connection.

Thaddeus Tokarz Principal Central High School

Ron St. Amand Director of Science Education Springfield, MA

Azell Cavaan Chief Communications Officer Springfield Public Schools

Andrew Forbes Journalism Teacher Central High School

Mike Aloisi Video Production Central High School

Jane Wales Senior Center

Howard White – Local access TV

Becky Plympton - Sturbridge Public Library

Tim Hayes - Palmer Public Library

Sue- Hitchcock Free Academy

Randi Darling – Westfield State University Professor

David Fried – WSU Focus Magizine

Mary Gelezunas Executive Director, Samara: Self-Propelled Learning for Teens, Inc. Local Homeschool Chapter

* Start a running list of “what” - outreach products and ideas.

**Business cards**- easy way to alert individuals of my website and how to follow me.

**Color Flyers**- At local businesses to raise awareness of my expedition and promote my PolarTREC website.

**Central High School Open House**: Heather will be visiting during my school’s open house to promote our project not only with my students, but also their families.

**Journals**- IFFT will automatically post my Journals to Facebook and Instagram to alert my followers when there is a new post.

**Photography** – Share my experience in a less science based way that promotes individuals to feel less intimidated, more relatable and promote individuals to ask questions about my experience; while also communicating the science in an easily digestible format.

**PowerPoint presentation**- For libraries that shares experience while allowing an open conversation with individuals.

**Lessons and high school level and college level-** Inquiry-based lessons that mimic my work in the field, where students can collect and analyze data. Lecture based for college students of the anatomy and physiological adaptations and evolution of Weddell Seals that aid them in surviving in the extreme environment of Antarctica.

When you decide on what products you will pursue, answer the following for each:

* What assessment tools and/or metrics will you use to judge your success?

**Business cards**, **Color Flyers, Journals** - Will be assessed by the number of comments on journals.

**Photography** – There will be a weekly interactive photography contest on Mondays in my journal.

**PowerPoint presentation**- Anonymous survey will be given at the end of the presentation with 5 questions 2 based on presentation 3 based on science and a comments section.

**Lessons and high school level and college level-** For high school inquiry based lessons students will have to complete worksheets and/or produce a final product. I will be teaching an Ecology lesson on my experience to a class for my past college professor. This will be also a learning experience for me teaching a college level class. I am both looking forward to and nervous to receive feedback from my college professor.

* Who are your partners and support? Rarely does outreach happen alone.

Mom and Dad: They are raising awareness everywhere they go, they have handed out over 500 business so far and are continuing along with hanging-up flyers.

Colleagues: My peers have been really supportive about promoting my expedition with their friends and students. Also a group of my biology teacher peers and I work together to develop lessons.

Azell Cavaan: She is responsible for public relations for Springfield Public Schools and is responsible for arranging press coverage.

* Outline the needs for the outreach and list action-items.

Business Cards and Flyers will raise awareness- Order Business Cards online and order flyers from Staples.

Azell Cavaan wants to raise awareness in the 2 weeks before I leave for my expedition.

Andrew Forbes Journalism Teacher and Mike Aloisi Video Production Heather and I will be meeting with these individuals during her visit for interviews to include in our school newspaper and morning show.

Wales Senior Center- I have many followers and will be doing an informal presentation when I return to share the stories that didn’t make it to my journal.

Howard White – Local access TV. I am scheduled to have a TV interview on September 14th and after I return (that may vary based on weather)

Public Libraries would like me to conduct a presentation in the Spring after the Winter Weather breaks.

Hitchcock Free Academy- In the Spring Session I will be conducting a presentation on my experience.

WSU Ecology- I will be teaching a lesson when I return, before the end of the Fall Semester.

David Fried – WSU Focus Magizine. I am being photographed before I leave and when I return they will be interviewing for a story in their biannual magazine.

Mary Gelezunas Executive Director, Samara: Self-Propelled Learning for Teens, Inc. Local Homeschool Chapter: She is going to encourage students to follow my expedition and I will conduct a lesson with this group of home school students when I return.

* Create a timeline to achieve the goal.

Before I depart: Flyers, Business Cards, Media Public and School level, Local access channel interview, Pre-expedition pictures for FOCUS

During: Journal and Lesson Development

Return

Immediate: Lesson development High School and College

Local Access TV Show Interview

Media Public and School Level follow up

Focus Magazine interview

Lesson WSU Ecology

Lesson Self-Propelled Learning for Teens

Spring: Palmer and Sturbridge Public Library Presentation

Hitchcock Free Academy Presentation