



Nature & Science Experiential Learning Sessions

School Specialty Programs

Nature Postings was founded with the purpose of creating experiential learning opportunities for the community in order to encourage individuals, embrace education and enhance quality of life on Earth.



Nature Postings Inc.

Nature Postings Inc. is a private corporation engaged in the business of organizing and providing nature and science-based, experiential learning and recreational programs that encourage individuals in the community, to embrace education and to enhance the quality of life on Earth. Nature Postings intend to continue to establish partnerships with local organizations by expanding efforts to implement broader environmental and nature/science-based education and recreation programs and projects that align with, enhance and complement the respective institutional missions of our partners.

Nature Postings Inc. is a corporation established in July 2013 to provide experiences and reveal the unspoken knowledge of nature through hands-on study sessions, interpretive programs, and guided nature-based excursions to encourage individuals, to embrace education and enhance the quality of life on Earth. Nature Postings Inc. incorporates multidisciplinary approaches to the study and enjoyment of nature through different experiential learning techniques. Our programs are

designed to provide participants with the necessary tools to understand and experience nature and science on a deeper level creating connections between participants and the world around them. All programs can be modified to all ages and settings. Our target audiences are schools and afterschool's programs, homeschool groups, educators and community, corporate teams, social groups, families, visitors, events, and more.

Nature Postings Inc. incorporates four different approaches to the study and enjoyment of nature and science. Each approach is interdisciplinary and interconnected. Our 4 different approaches are Parties and Events, Outdoor Adventures, Experiential Learning Programs, and Team Buildings. Each of the programs applies different techniques to experience nature allowing participants to decode the knowledge and truth of nature through hands-on activities.

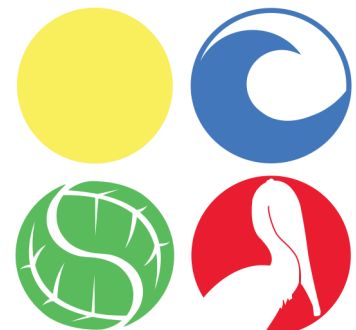
The mission of Nature Postings is to provide experiences to reveal the unspoken knowledge of nature through experiential learning sessions, guided excursions, and interpretive programs to embrace education, encourage individuals and enhance the quality of life on earth.

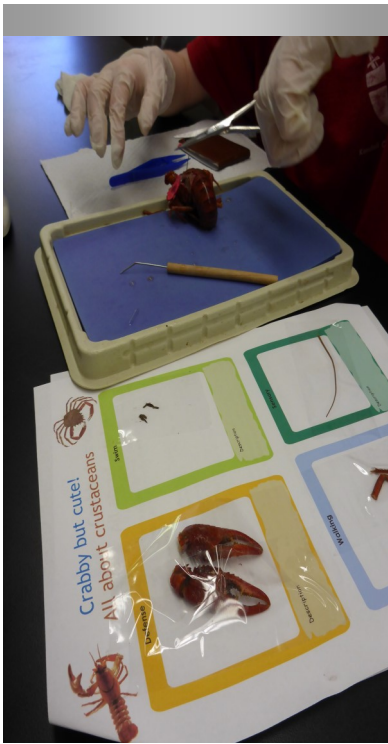
Changing Worlds: Our Priority

Nature Postings Logo represents each of the approaches of the company. Each of our approaches is focused on the enhancing quality of life on Earth. Our employees are responsible to create everlasting memories and experiences for each of our participants. The main goal of our company is to expose people to the beauty and enjoyment of science and nature to gain knowledge, acquire new skills, develop new attitudes towards the environment and produce better citizens. Our employees' goal is to Change the World, not Earth, Someone's World. Excellent service does not simply come from a friendly transaction or helpful technology—it is the result of truly understanding your customer's expectations and putting the right guidelines and service standards in place to exceed them. When an organizational framework properly unites its people, place, and processes by putting the customer at its core, exceptional service becomes possible across customer touch points. This creates greater intent to return and recommend, as well as a stronger competitive edge. With a common purpose and quality standards, employees at the front line are empowered to perform because they are equipped with the right tools and clear service expectations. When team members' behaviors are reinforced through positive feedback, they feel valued and appreciated and will make sure their customers do as well.

Nature Postings objectives as a company are:

- Positive Attitude
- Quality
- Acknowledgement
- Passionate Staff
- Educational Programs
- Everlasting Memories





Experiential Learning Definition

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Hands-on learning is a form of experiential learning but does not necessarily involve students reflecting on their product. Experiential learning is distinct

from rote or didactic learning, in which the learner plays a comparatively passive role. It is related to, but not synonymous with, other forms of active learning such as action learning, adventure learning, free-choice learning, cooperative learning, service-learning, and situated learning.

Experiential learning is often used synonymously with the term "experiential education", but while

experiential education is a broader philosophy of education, experiential learning considers the individual learning process. As such, compared to experiential education, experiential learning is concerned with more concrete issues related to the learner and the learning context.

Experiential learning has significant teaching advantages. Experiential learning entails a hands-on approach to learning that moves away from just the teacher at the front of the room imparting and transferring their knowledge to students. It makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning.

"Look deep into nature, and then you will understand everything better."

-Albert Einstein

Experiential Learning History

The general concept of learning through experience is ancient. Around 350 BCE, Aristotle wrote in the *Nicomachean Ethics* "for the things we have to learn before we can do them, we learn by doing them". But as an articulated educational approach, experiential learning is of much more recent vintage. Beginning in the 1970s, David A. Kolb helped to develop the modern theory of experiential learning, drawing heavily on the work of John Dewey, Kurt Lewin, and Jean Piaget.

Experiential learning has significant teaching advantages. Peter Senge, author of *The Fifth Discipline* (1990), states that teaching is of utmost importance to motivate people. Learning only has good effects when learners have the desire to absorb the knowledge.

Implementation of Experiential Learning

Experiential learning requires self-initiative, an "intention to learn" and an "active phase of learning". Most educators understand the important role experience plays in the learning process. The role of emotion and feelings in learning from experience has been recognized as an important part of experiential learning. While those factors may improve the likelihood of experiential learning occurring, it can occur without them. Rather, what is vital in experiential learning is that the individual is encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time. Reflection is a crucial part of the experiential learning process, and like experiential learning itself, it can be facilitated or independent. Facilitation of experiential learning and reflection is challenging, but "a skilled facilitator, asking the right questions and guiding reflective conversation before, during, and after an experience, can help open a gateway to powerful new thinking and learning. There are "5 Questions" model to follow:

Did you notice?

Why did that happen?

Does that happen in life?

Why does that happen?

How can you use that?

These questions are posed by the facilitator after an experience, and gradually lead the group towards a critical reflection on their experience, and an understanding of how they can apply the learning to their own life. While it is the learner's experience that is most important to the learning process, it is also important not to forget the wealth of experience a good facilitator also brings to the situation.

School Specialty Program Learning Outcomes

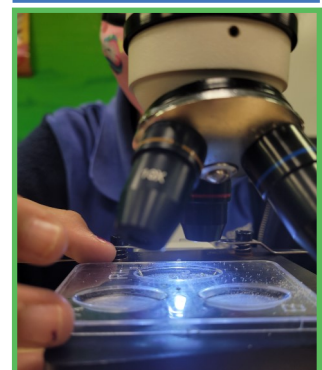
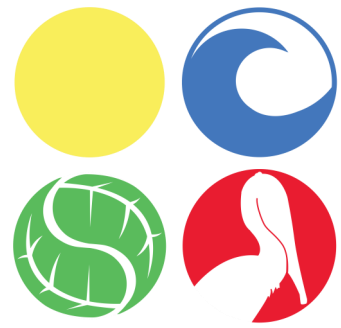
The School Specialty Program Curriculum is an environmental studies program based on Natural Sciences developed with the purpose of enhance the quality of education within the science curriculum taught within participant School. The natural sciences are the sciences that seek to explain the rules that govern the natural world through scientific methods, the cornerstone of which is measured by quantitative data. They also attempt to provide models of natural processes. Natural science can be divided into two main branches: life science and physical science. Life science is alternatively known as biology, and physical science is subdivided into branches: physics, chemistry, earth science, and astronomy. These branches of natural science may be further divided into more specialized branches (also known as fields). As empirical sciences, natural sciences use tools from the formal sciences, such as mathematics and logic, converting information about nature into measurements which can be explained as clear statements of the "laws of nature" . Environmental education is a holistic approach to learning in order to achieve an ecologically and socially sustainable future. Its primary purpose is to enhance an individual's knowledge, attitudes, skills, values and motivation to improve the quality of the environment and education. Environmental education takes a cradle-to-grave approach as a means to achieve sustainable development. Environmental education is concerned with those aspects of human behavior which are more directly related to man's interaction with bio-physical environment and his ability to understand this interaction. Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

Students participating in Specialty Program will be expected to:

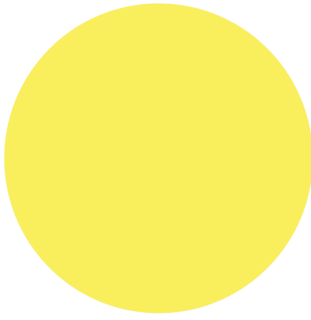
- Understand and apply fundamental theories and concepts of the natural sciences.
- Develop the inquiry and observational skills to formulate scientific questions.
- Understand and develop basic experimental methodology, including the proper use of scientific analysis.
- Evaluate evidence critically.
- Communicate effectively both verbally and in writing.
- Research the scientific literature using print and electronic resources.

This Program has the goal of creating and inspire young scientists through the integration of intradisciplinary study sessions, hands-on labs, excursions, field trips and community events. The main objectives are:

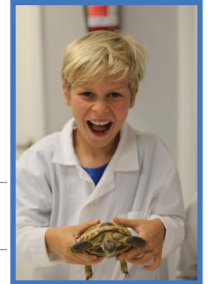
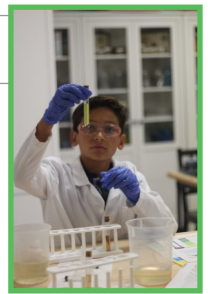
- **Awareness** - to help young scientists acquire awareness and sensitivity towards: the environment as a whole, and; issues, questions and problems related to environment and development.
- **Knowledge** - to help young scientists gain a variety of experience in, and acquire a basic understanding of what is required to create and maintain a sustainable environment.
- **Attitudes** - to help young scientists acquire: a set of values and feelings of concern for the environment, and the motivation to actively participate in protection of the environment.
- **Skills** - help young scientists acquire the skills for: identifying, anticipating, preventing and solving environmental problems.



Abiotic Studies



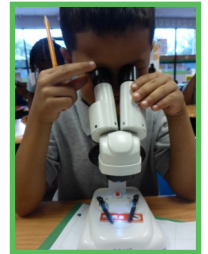
Abiotic factors are non-living chemical and physical parts of the environment that affect living organisms and the functioning of ecosystems. In biology and ecology, abiotic components or abiotic factors are non-living chemical and physical parts of the environment that affect living organisms and the functioning of ecosystems. Abiotic components include physical conditions and non-living resources that affect living organisms in terms of growth, maintenance, and reproduction. Resources are distinguished as substances or objects in the environment required by one organism and consumed or otherwise made unavailable for use by other organisms. During the Abiotic Studies Module, students will learn about all the non-living components that are necessary for life on Earth.



Biotic Studies



Biotic components are all the living things in an ecosystem. They are the animals, the plants and the microorganisms. Biotic components also include the waste from living things and dead organisms. Life is a characteristic distinguishing physical entities having biological processes, such as signaling and self-sustaining processes, from those that do not, either because such functions have ceased, or because they never had such functions and are classified as inanimate. Various forms of life exist, such as plants, animals, fungi, protists, archaea, and bacteria. Biology is the primary science concerned with the study of life, although many other sciences are involved. During the Biotic Studies Module our scientists will study life in all it's forms, from plants to bacteria, to populations and systems.



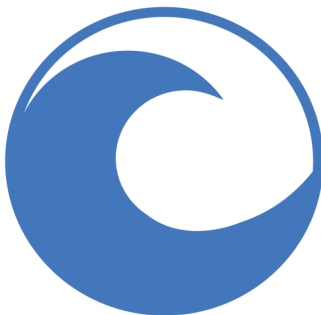
Research and Technology Studies



The use of technology such as microscopes, compasses, dissecting tools and more allow young scientists to gather information and understand concepts in a deeper level. Research comprises "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications." It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. The primary purposes of basic research are documentation, discovery, interpretation, or the research and development of methods and systems for the advancement of human knowledge.

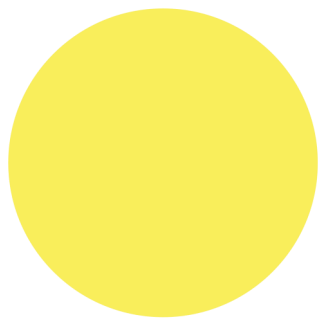


Environmental Studies



An ecosystem is a community of living organisms in conjunction with the nonliving components of their environment interacting as a system. An ecosystem is a community of living organisms in conjunction with the nonliving components of their environment (things like air, water and mineral soil), interacting as a system. These biotic and abiotic components are regarded as linked together through nutrient cycles and energy flows. As ecosystems are defined by the network of interactions among organisms, and between organisms and their environment, they can be of any size but usually encompass specific, limited spaces. Field Study Trips allows students to discover these dynamics and understand the importance of all elements as one. The Environmental Studies module will provide students with the opportunity of visiting different ecosystems.

Abiotic Studies



Abiotic factors are non-living chemical and physical parts of the environment that affect living organisms and the functioning of ecosystems. In biology and ecology, abiotic components or abiotic factors are non-living chemical and physical parts of the environment that affect living organisms and the functioning of ecosystems. Abiotic components include physical conditions and non-living resources that affect living organisms in terms of growth, maintenance, and reproduction. Resources are distinguished as substances or objects in the environment required by one organism and consumed or otherwise made unavailable for use by other organisms. During the Abiotic Studies Module, students will learn about all the non-living components that are necessary for life on Earth.

Abiotic Studies	Description
A vs B	Difference between abiotic and biotic factors
Atmosphere Moods	Introduction to weather and climate
Atomic Connections	Introduction to chemistry with experiments.
Beneath our Feet	Introduction to Geology, Rocks, Minerals and Ge-
Beyond Our Eyes	Introduction to Astronomy, Solar System and Earth
Circuit Attraction	Study of electricity and magnetism
Divide and Conquer	Study of Cell and Cell Division
Engineer Molecules	Study of macromolecules including carbohydrates,
Flow Forces	Introduction to movement and simple machines
Getting Dirty	Study of types of soil and characteristics
Go with the flow!	Introduction to ocean currents and tides.
Land Fingerprints	Introduction to topography
Life Blocks	Introduction to cell biology
Ocean Commotion	Introduction to oceanography
Reckoning Sciences	Measuring Matter
Salty Life	Introduction to Salinity
Spheres of Life	Learning about the spheres of Earth
Water Everywhere	Introduction to hydrology and water quality
What's the Matter?	Introduction to the concept of matter and state of
Wind, Weight & Weather	Introduction to anemometer and barometers

Biotic Studies PART 1



Biotic components are all the living things in an ecosystem. They are the animals, the plants and the microorganisms. Biotic components also include the waste from living things and dead organisms. Life is a characteristic distinguishing physical entities having biological processes, such as signaling and self-sustaining processes, from those that do not, either because such functions have ceased, or because they never had such functions and are classified as inanimate. Various forms of life exist, such as plants, animals, fungi, protists, archaea, and bacteria. Biology is the primary science concerned with the study of life, although many other sciences are involved. During the Biotic Studies Module our scientists will study life in all its forms, from plants to bacteria, to populations and systems.

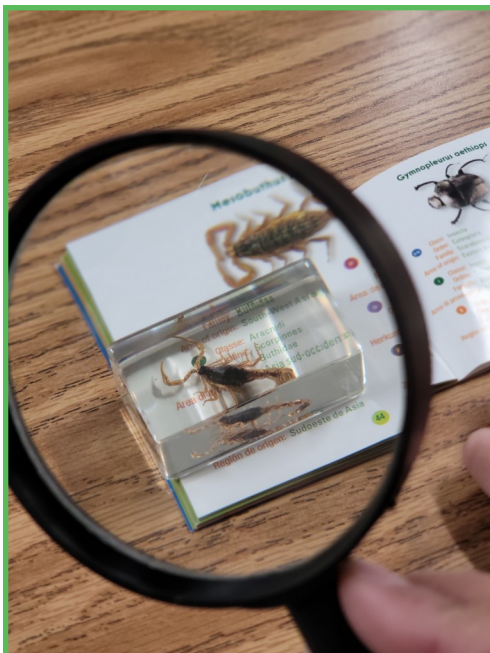
Biotic Studies	Description
Beasties Brigade	Encounter different types of animals.
BFF (Beak, Feet & Feathers)	Introduction to birds
Blossom Beauties	Study of Flowers and its different parts
Break a Leg	Study of Echinoderms including sea stars, sea urchins and more.
Colorful Coral Creations	Study of corals, types and formations
Crabby but Cute	Study of crustaceans
Critter Care	Become an Animal care technician while caring for an-
Culture of Fins	Introduction to fish families
Diets and Dentures	Study the relationship between animal teeth and their diets.
Double Life	Introduction to amphibians
Drifters, Swimmers and Walkers	Study of nekton, plankton and benthos
Fins, Fur, Feathers and More!	Introduction to Animal Kingdom
Fish Tales	Introduction to Fish Anatomy
Furry Friends	Study of Mammals and its characteristics
He's got no backbone	Study of Invertebrates groups and characteristics
Hot Mommas, Cool Daddies!	Study of Sea Turtles
Ink, Squid and Tentacles	Study of Cephalopods
Jawsome Friends	Study of Sharks

Biotic Studies PART 2



Biotic components are all the living things in an ecosystem. They are the animals, the plants and the microorganisms. Biotic components also include the waste from living things and dead organisms. Life is a characteristic distinguishing physical entities having biological processes, such as signaling and self-sustaining processes, from those that do not, either because such functions have ceased, or because they never had such functions and are classified as inanimate. Various forms of life exist, such as plants, animals, fungi, protists, archaea, and bacteria. Biology is the primary science concerned with the study of life, although many other sciences are involved. During the Biotic Studies Module our scientists will study life in all its forms, from plants to bacteria, to populations and systems.

Biotic Studies	Description
Leaf Me Alone!	Study of leaves.
Living Homes	Study of Seashells and Conchology
Mangrove Madness	Study of Mangrove Forests
Rolling Skates	Study of Stingrays and Skates
Rings of Age	Study of Dendrology (age of trees)
Rooting For You!	Introduction to Plant Kingdom
Sunbathers!!!	Study of Reptiles
Survivors!!!	Introduction to Animal Adaptations
Throw me a bone!	Introduction to Vertebrates groups.
Under the Seagrasses	Study of seagrasses and algae
Unstoppable Incisors	Study of Rats
Warmer Blubber	Study of Marine Mammals



Research and Technology Studies Part 1



The use of technology such as microscopes, compasses, dissecting tools and more allow young scientists to gather information and understand concepts in a deeper level. Research comprises "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications." It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. The primary purposes of basic research are documentation, discovery, interpretation, or the research and development of methods and systems for the advancement of human knowledge.

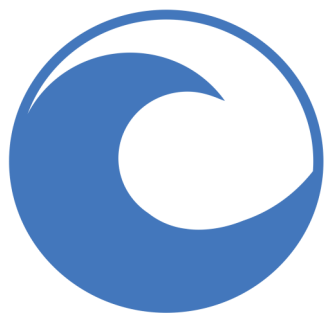
Research and Technology Studies	Description
3D-Bodies	Anatomy study through dissection.
Animal Profiles	Animal Profiles and Tracks
Animal Zip Codes	Study of Zoogeography
Becoming Naturalists	Putting into practice naturalists research techniques
Bundle Buddies	Introduction to taxonomy
Cause and Effect	Introduction to animal behavior
Clues Everywhere	Introduction to Forensic Sciences
Connecting the Dots	Introduction to Habitats, Biomes and Ecology
Dumping Grounds	Pollution, problems and solutions
Eye Spy	Making Scientific Observations
Field Glasses	Introduction to binoculars and wildlife watching
Finding Florida	Learning about Florida Ecosystems
Fishers Frenzy	Introduction to Fishing Techniques and Bycatch
Flaming Flora & Fauna	Introduction to Fire Dependent Ecosystems
It's a Keeper	Introduction to fishing regulations and conservation
Managers of Mother Earth	Introduction to conservation and preservation
Mounted Messages	Preparation of slides and compound microscopes
Nature Memoirs	Introduction to Nature Journaling
Nature Stamps	Fish and leaf printing
Nature Credential	Using Field Guides to identify flora and fauna

Research and Technology Studies Part 2



The use of technology such as microscopes, compasses, dissecting tools and more allow young scientists to gather information and understand concepts in a deeper level. Research comprises "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications." It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. The primary purposes of basic research are documentation, discovery, interpretation, or the research and development of methods and systems for the advancement of human knowledge.

Research and Technology Studies	Description
Ocular Lenses	Introduction to different types of microscopes
On-Screen Observations	Introduction to digital microscopes
Painting with Nature	Introduction to pigments and dyes
Perspective Detectives	Observations vs Inferences
Photogenic Nature	Introduction to Nature Photography
Picky Nature	Introduction to Natural Selection and Evolution
Plants and People	Introduction to Ethnobotany
Prints from the Past	Introduction to archaeology
Reel and Read!	Learning how to read body of animals
Salt Life	Introduction to Marine Biology
Sea Raiders	Pirates, History and Archeology
Slime Time	Introduction to Scientific Method by creating slime
The Oldies	Ancient Civilizations and museums
The Power of Symbols	The use of symbols and the meaning behind them.
What's for Mealworm?	Study of mealworms, adaptations and behavior
Who dung it?	Animal Scat
Who's your daddy?	Introduction to Genetics
Xmas Facts	The nature behind holiday plants and animals
X-Ray Vision	Study of X-Rays
Zoo Sketch	Introduction to animal sketches and anatomy



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Environmental Studies	Description
Land-Based Field Research Trips	
Nature Footsteps Hike	Use field guides, binoculars and compasses and explore flora and fauna found in different habitats.
Flotsam & Jetsam (Conservation Action)	Using grabber, gloves, bags and more, choose an area to remove garbage or debris that could harm the environment. Afterwards, weigh what you collected and its impact.
Nature Memoirs	Explore nature while creating a unique journal. Learn different sampling and data collection techniques.
Photogenic Nature	Learn photography techniques and put them into practice to capture the beauty of nature in a very interactive photography workshop.
Primitive Playground (Fishing Game and Archery)	Learn the historical techniques which have become modern day fun while shooting arrows to a target and try to catch fish on land.
Teacher/Chaperone Ratio for Land-Based Research Trips is 1:12	
Water Based Field Research Trips	
Upon the Waters Excursions: Kayaking	Explore different aquatic ecosystems aboard kayaks
Aquatic Awakening: Paddle boarding	Learn different paddleboards techniques while enjoying a great trip.
Fisher's Frenzy: Seine Netting	Students will utilize their net-handling skills to accomplish the on-land task of catching the most critters.
Immersed Discoveries: Snorkeling	With your group, you will be put to the task of finding the whereabouts of your next clue in this scavenger hunt. Just plug in the coordinates
Drifters, Swimmers and Walkers	Collection and Observation of coastal animals using plankton nets and sea scopes.
Teacher/Chaperone Ratio for Water-Based Research Trips is 1:6	



Environmental Studies Field Study

A field trip or excursion is a journey by a group of people to a place away from their normal environment. The purpose of the trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities. Our field trips include a land-based research study and one water-based research study.

- ⇒ Field Trip Form (including Liability form)
- ⇒ Lunch
- ⇒ Clothes that can get wet and bathing suit
- ⇒ Change of clothes
- ⇒ Closed toe shoes (NO SANDALS OR CROCS)
- ⇒ Plastic Bag for wet clothes
- ⇒ Hat
- ⇒ Sunscreen and bug spray
- ⇒ Refillable Water Bottle
- ⇒ Towel
- ⇒ Chaperone/Student Ratio
- ⇒ School is responsible for coordination of transport-



Participation Grading

Class Participation is crucial to success of the program. Participation means showing up for each class, complete assigned tasks, asking questions about anything in the readings or discussion that needs clarification or expansion, offering ideas and responses, listening to the ideas and responses of others, and paying attention and showing respect in the classroom to instructors and fellow students. Making contributions to discussions means:

- Asking questions about ideas about the lesson or remarks in class that need clarification or expansion.
- Offering answers to questions asked by others in class.
- Making claims or observations about the topic being discussed.
- Offering support, criticism, modification, or clarification for topics being discussed.
- Contributions should be relevant and helpful. A genuine question always counts as relevant and helpful. Relevant contributions show you are engaging with the issue being discussed at the time and that you are well-prepared for class.

Evaluation of participation falls into the following categories:

- Regularly makes helpful, relevant contributions to class discussions.
- Offers observations that challenge other participants to think about the material in new ways.
- Actively participates in small-group discussions.
- Actively pays attention to lectures and discussions (demonstrated by attentive expressions and body language).
- Attends class regularly and shows up on time.
- Demonstrates respects for the instructor, fellow students, and the class itself by avoiding distracted and distracting behavior.
- Demonstrates that he or she has read the assigned material and paid attention during lectures and discussion when responding to questions.
- Students will be evaluated each day. Instructors take attendance at the beginning of the study session. Each student present will start the class with a 100 grade. Each time student will not follow any of the evaluations points instead 5 points will be deducted from the grade. These grades will be emailed to main teachers at the end of the program in weekly basis.

Field Trips Rules

Educational field trips can effectively provide extended instruction and enriched student experiences beyond the regular classroom environment. All field trips taken during times when school is in session are directly relate to the instructional program appropriate to the students involved. Academic field trips can be an important—and enjoyable—element of education. They often significantly enhance the content of a course by providing a type of information hard to convey in the classroom. Site visits contextualize or enhance historical or scientific data; interviews with participants, or observation of species, phenomena, or events often become an important part both of course content and the study of a discipline's methodology.

Field trips must directly correlate with the program curriculum standards and be an extension of it. Nature Postings will coordinate field study trips locations and activities. Our instructors will guide each activity or will contact partners to conduct the experiential learning program at the location.

Review "standards of conduct" with students prior to the trip. It should be emphasized that each student is an ambassador of the school, and people in the community may make judgments about the entire school based on the conduct of any one student.

The teacher will arrange for other adults (chaperones) who understand the purpose of the trip and the established standards of conduct to accompany the group. Chaperones should be assigned on a basis of 1 per 15 students for secondary trips and 1 per 6 students for elementary. Chaperones need to complete volunteer background check process prior to attending the field trip. Bus drivers cannot be used as chaperones. Chaperones should not bring younger children on field trips. The teacher shall be responsible for the duration of the trip and therefore will not be included in the 1:6 adult ratio. The teacher shall monitor behavior on the trip and be available to intervene as needed to ensure the safety of all involved.

PARENTS are welcome as chaperones during field trips. Parents arriving in the bus with students will be covered in the cost of field trip. Parents arriving in personal vehicles will pay for the entrance and parking fees for each of the parks.

Field Study trips are a lab portion of the program and it will be graded accordingly. Parents participating in the program will not be allowed to perform the tasks for their kids. **Parents will be responsible to follow all protocols and procedures during their participation.**

All permission letters and Nature Postings Liability Forms must be signed and returned to the classroom teacher. No student is allowed to go on a field trip who has not returned a signed permission letter. Phone contacts are not acceptable.

Nature Postings is not responsible for the administration of medication. Teachers will follow school protocols for these incidents.

Cost of School Specialty Programs

The Nature Postings Specialty Programs could be implemented in five different ways:

- Full Year Curriculum (30 days/ weekly program)
- Half-Year Curriculum (15 days/ twice a month)
- Once a month Visit (8 days/ one a month)
- In-House Field Study Trip (1 day)
- Field Research Trips (1 day)

Full Year Curriculum

The full-year curriculum involves weekly visits to the school to teach all students assigned to the program. Our biologist spends a full day at the school rotating during different periods once a week throughout the school year. This program includes educator, materials, and field trips, The cost of the program is 35K divided into 10 monthly payments of \$3500.

Half Year Curriculum

The half-year curriculum involves twice a month visits to the school. Our biologist visits the school during a full day of classes and rotate different groups into periods. This program includes field trips, all materials, and educator. The cost of this program is 20K divided into 10 monthly payments of \$2000.

Once a month Curriculum

The once-a-month curriculum is taught to all students only once a month in the school year. Administration chooses the study session to be taught at the school and chooses the days our biologists will come to the school to teach all students rotating them into different periods. The cost of the program is \$10000 for a total of 8 visits (September, October, November, January, February, March, April & May).

In-House Field Study Trip

During this program, our biologist visits the school for one study session chosen for a particular group of students. The cost of the program will vary depending on the hours and groups involved:

- 1 Hour study session- \$595
- 2-hour study session- \$795
- 3 hours study session- \$995
- Additional hour \$395
- No more than 24 students per group.

Environmental Studies Field Research Trips

Field Trips include two activities, one land-based and one water-based, or two land-based activities. The cost of the field trip is \$995 per group. Maximum 24 participants per group.



What does Nature Postings Specialty Program include?

Program Includes:

Instructors

All materials

Technology

Lesson Plans

Field Study Trips

Hands-on sessions

Animal Encounters

Dissections