

Reference to instructional analysis:

<https://www.lucidchart.com/invitations/accept/e4b4e8c1-dc51-4ca9-9aa5-3b9b921e7af2>

Instructional Strategy DIY Backyard Pond Planning Workshop

Workshop Terminal Objective: By the end of the Backyard Pond Planning workshop, the learner will be able to develop a plan to build a pond in their own backyard. They will be able to identify critical steps needed to choose the location of their pond, determine the type of pond they will build, and develop a plan on what items will be needed to get started on the project. Participants will be provided with a pond plan template worksheet to be filled in during the workshop, the use of this template will be the primary evaluation tool.

| Learning Components | Considerations for Each Component | Instructional Objective for 2 and 3. Decide on pond type, size and shape. |
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| Pre-Instructional Activities | Provide for motivation | This will be a 1 hour workshop that is interactive and community learning oriented in addition to being driven by an instructor. The objective will be shared at the beginning of the course and the learners will be sitting at rectangular tables facing the front of the workshop room. The motivation will be interwoven in the workshop as interactive - the kick off to the class will be a round table discussion on the learners desire to have a pond as an ice breaker for the workshop. During the discussion the learners will highlight any experience they may have in DIY and managing any water setup (eg, pond, pool, fish tank). |
| | Relevance | Ask learners what type of pond will they build - this is a pre test to see how decisions will change based on new information to consider |

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| | | throughout the course. |
| | Confidence | Plan building a pond carefully to reduce frustration during execution. |
| | Inform learner of objectives | Examine a set of examples to determine the type of pond, size, and shape of a pond you would like to build in your backyard. |
| | Promote recall of prerequisites | Remind learners to consider their time commitment of maintaining and managing their pond. The following items should be considered: Consider the environment in your backyard - is it near a forest? or is it in an urban area? Is it extremely hot or extremely cold? Is the area where the pond will be located exposed to the sun for more than 6 hours a day? Do you have 2-4 hours a week initially (within the first 2 months) to dedicate to the pond? |
| | Link new content to existing knowledge/skills | Ask learners to explain the impact building and maintaining a pond would do to their schedules? |
| Content Presentation and Learner Guidance | | |
| | Disclose distinguishing characteristics of concepts (purpose, physical , quality) | Ground type, environment. Predators, cost |

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| | Point out common errors in classifying (irrelevant) | Assuming after you dig a hole in the ground and put water in it that you are done with the process. It is a big time commitment. |
| | Provide examples and non examples | Show videos of successful water only pond and living elements ponds versus non successful. Note: The criteria of success versus non success is based on the pond owners ability to maintain the pond afterwards. |
| | Create ways of organizing new into existing skills | Share testimonials from previous students on how they were able to successfully execute their plan and lessons learned. |
| Learner Participation | Ensure congruence of practice to conditions and behaviors | Ask learners to share about their various backyard environments and share what type of pond they are considering building. |
| | Progress from less to more difficult | Water only pond elements to consider; plant only elements to consider; plant and fish elements to consider. |
| | Use familiar contexts for rehearsal | Ph balance, water temperature |
| | Provide conditions similar to performance context | Use of a fish tank in predicting the conditions that will need to be managed in order to keep a safe ecosystem. |
| | Ensure feedback is balanced with qualities and errors | What elements are needed to manage a healthy pond ecosystem - ph balance testing kit, thermometer, filter, etc. |
| Assessment | Ensure learners' readiness | Example worksheet template |

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| | for execution | |
| | Accommodate hierarchical nature of skills | Learners discuss among themselves in small groups by sharing their plans |
| Follow-Through | Promote transfer (authentic tasks to performance context) | Watch videos of someone going through the process of building a water pond and showing the end results - video should be time lapsed so that it touches on high level function without viewer watching someone dig for an extended amount of time. |
| | Consider memory requirements | Discuss factors such as physical ones and environmental ones that can affect pond execution. |
| | Consider job aid requirements | Use of worksheet template |
| | Ensure job environment receptive | Each student assess the quality of their worksheet template - the information filled in. |
| | Reflect on learning experience and future application | |

| Learning Components | Considerations for Each Component | Instructional Objective for 1: Determine the location for the pond. |
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| Learner Participation | | Learners will go to the one provided computer within the workshop or use their personal device to search for the city facility number for their respective city or county. They will consider if they |

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| | | have a sprinkler system and make a note on their worksheet whether or not the need to locate their landscape blueprint at home to consider sprinkler lines in addition to the utility lines. |
| Assessment | Ensure learners' readiness for execution | Learners find the contact information for the city facility and determine if they have a sprinkler system. |

| Learning Components | Considerations for Each Component | Instructional Objective for 4 - Choose Essential Equipment. |
|-------------------------------------|--|--|
| Pre-Instructional Activities | Provide for motivation | After learning about the parameters to consider in Objectives 2 & 3 - the learner will have adequate information to decide the type of essential equipment needed to purchase for their pond. |
| | Inform learner of objectives | At the end of this section, the learner will be able to select the parameters necessary when purchasing essential equipment based on the type of pond they have selected in previous sections. The choice or consideration of types of fish and plants are outside the scope of this course - the intention of this course is a beginner getting started on the essential planning steps for a pond - water only or living elements that will be determined after taking the course. |

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| | Promote recall of prerequisites | Remind learners to consider their time commitment of maintaining and managing their pond, and budget. |
| Learner Participation | Promote to begin filling in equipment type | All learners will choose a pond pump. |
| | | All learners will choose an EDM pond liner. |
| | | Learners who have elected to have a living element pond will select their pond filter type. |
| | | Learners who have elected to have a living element pond will select their water dechlorinator. |
| | | Learners who have elected to have a living element pond will select their pond heater type. |
| | | Learners who have elected to do water-only pond will not need as much time as the learners who have elected to have a living elements pond. Promote learners to feel free to ask for assistance from the instructor and use personal devices as a resource to make their selections. |
| Assessment | Ensure learners' readiness for execution | Fill in workshop template |
| | Accommodate hierarchical nature of skills | Learners discuss among themselves in small groups by sharing their plans |
| Follow-Through | Reflect on learning experience and future application | Learners will close the session by sharing what they plan to do as a next step. The instructor will perform an |

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| | | informal poll and ask students to raise their hands on who elected to create a water only or living element pond or are still undecided or have changed their plans altogether. |
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Strategy Overview

The intention of this course is to be an interactive workshop that follows a constructivist approach with the idea of social and contextual learning. The simple problem is that there is a desire to build a backyard pond. This course seeks to give learners the tools necessary to properly plan a backyard pond of their choice, Since this workshop is built around the learners taking an active role in their own learning, as well as learning from others in the room whom may have additional experience, the constructivist (social and contextual) approach makes sense for the goal. Learners have identified the problem before walking into the workshop and then actively use new skills to solve it throughout the hour they are participating in the workshop.