



JP Cavigelli

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Annalies Corbin: [00:00:22] Welcome to Learning unboxed a conversation about teaching, learning, and the future of work. This is Annalies Corbin, Chief Goddess of the PAST Foundation and your host. We hear frequently that the global education system is broken. In fact, we spend billions of dollars trying to fix something that's actually not broken at all, but rather irrelevant. It's obsolete. A hundred years ago, it functioned fine. So, let's talk about how we re-imagine, rethink, and redesign our educational system.

Annalies Corbin: [00:00:56] So, I'm very excited about the next episode of Learning Unboxed. We are on the road again. This time, we are talking with folks in Casper, Wyoming. And we are going to talk about a topic that is near and dear to kids pretty much all over the world. At some point growing up, kids discovered dinosaurs and loved dinosaurs. And so, we're going to talk about dino digs and the opportunity to learn about an entire career in a field of scientific study from an amazing expert. So, joining us today is JP Cavigelli, who is the Collections Manager, the Prep Lab Manager, and the Field Trip Organizer for the Tate Geological Museum at Casper College in Casper, Wyoming. So welcome, JP.

JP Cavigelli: [00:01:49] Thanks. Thanks for having me. Thanks for inviting me. This is going to be fun, I think.

Annalies Corbin: [00:01:53] It's going to be a blast. And joining JP is Dylan Trent. And Dylan is a sophomore at Upper Arlington High School. And full-disclosure, I have known Dylan since he was in kindergarten. And as long as I've known Dylan, Dylan has loved dinosaurs. I remember you talking about them as a little kid. And so, Dylan, welcome, because we're now going to talk about that passion of yours.

Dylan Trent: [00:02:29] Thanks for having me.

Annalies Corbin: [00:02:32] Excellent. So, I want to start with JP. If you could, just give folks who don't know about the Tate, sort of a 50,000 sort of foot view of the sort of mission and vision of the museum. And then, we'll launch into the programming pieces.

JP Cavigelli: [00:02:53] Well, if I've known you were going to ask me of the mission, I would've typed that up, so I could just read it. But basically, we are a small geology museum at Casper College, which is a state-run community college in Wyoming. And we have, like I said, a geology museum. It was started by a Mr. and Mrs.

Tate in 1980 or so. And they wanted to showcase Wyoming's rocks to the people of Wyoming because Wyoming rocks, and also, it has a lot of rocks. And so, it's been around 40 years now.

JP Cavigelli: [00:03:31] And we are actively building our collection of fossils. That's kind of my job there. And hoping to let other folks from around the world experience the joy and troubles of finding dinosaur bones. That's one of the goals. When I came to this job, that's one of things we wanted to do. That's where I met Dylan. Full-disclosure, I've known Dylan for half-a-year now. Was it a-year-and-a-half? I can't remember if it was the last year or the year before. Okay.

Dylan Trent: [00:04:01] I think it was the year before.

JP Cavigelli: [00:04:03] Okay. I'm glad your memory is as good as mine.

Annalies Corbin: [00:04:07] Well, thank you for that. And we have listeners who come from all over the world. And so, some of the pieces, I think, for folks to know and one of the things that I really appreciated about the bio that you sent over that we were chuckling about is the fact that JP, you discovered paleontology in college, and you've had the opportunity since then to participate in expeditions all over the world. And as I said sort of in the intro, universally, kids love dinosaurs. Why do you think that is, JP? Why do kids love them so much?

JP Cavigelli: [00:04:47] I think it's all marketing. No. Well, I mean, look, Dylan's got some cool little stuffed animals there, but I see one of them is not a dinosaur. He's got to dump a lawsuit to yourself there.

Dylan Trent: [00:05:00] Yeah.

JP Cavigelli: [00:05:00] And I know that because we have the same one at my house. Why do they love dinosaurs? Well, and I will go back to it, it's marketing. They've been marketed as big, and ferocious, and very extinct. And thank God, they're very extinct. And I think it's the big and ferocious that gets to kids and this, the weird shapes that these things have, when you start talking about Stegosaurus and ankylosaurus. Darn weird animals when you compare them to a deer, things we can see actually in the real world. I think that's part of the appeal.

Annalies Corbin: [00:05:35] I think that it is, but it's also, and here's one of the things that I remember with Dylan, so as a younger kid, and we'll get to the dino dig part of this in a minute, Dylan because I know you'd rather talk about that, and we keep going back to you, hey, when you were a little kid, right? I mean, I don't mean to embarrass you, but it's a great illustration of why I think that the program at the Tate Museum had such appeal for you because you were like so many kids.

Annalies Corbin: [00:06:03] And I agree with JP, I think the marketing around dinosaurs has been epic. And I chose that word deliberately. But the kids dig in really hard, right? In the sense that not only do the kids love it and the mystery of it, but lots of little kids, when you start asking them in that dino phase that so many of them go on, they know a tremendous amount of facts. They may not always have them in the right context.

Annalies Corbin: [00:06:29] But Dylan, you can tell me about the particular type of dino, you knew stats about it, you had information about it, you just rattle it off as a kid. And you may or may not remember that, but a lot of little kids do that, right? I mean, what was it for you in particular that got you so interested in paleontology? Because not every high school kid would go. And full-disclosure, you went with your mom because you were younger. This was more of an adult program. A lot of kids wouldn't do that, but you did.

Dylan Trent: [00:06:57] I just felt like I just wanted to see like what's out there, like how does a dino fossil get out of the ground and into a museum from like start to finish? I wanted to know like that whole thing. But since I had loved dinosaurs, I was like, huh, this is interesting, my mom found it, let's go to it, I'll drag you all the way to Wyoming.

JP Cavigelli: [00:07:20] Excellent choice.

Annalies Corbin: [00:07:20] And Wyoming's a great place to be. Your mom asked me about it a lot. I graduated from high school in Wyoming, so I totally get the place.

JP Cavigelli: [00:07:28] Did you really?

Annalies Corbin: [00:07:28] Yeah. Yeah.

Dylan Trent: [00:07:29] Wyoming is a fun place, I will agree.

Annalies Corbin: [00:07:33] So, JP, tell us about the dino program, the dig program. And I know that it is a lot of adult orientation, but Dylan is not the only kid, I assume, over the years that have come and participate. So, what is the purpose of the program?

JP Cavigelli: [00:07:50] I could flatter him and say, yes, he's the only one we've allowed. But no, we've had a few others. And basically, our minimum age is 16, but occasionally, we get younger kids who—I think Dylan was 14 when he came out.

Dylan Trent: [00:08:05] That sounds about right.

JP Cavigelli: [00:08:07] Yeah.

Dylan Trent: [00:08:07] This was a-year-and-a-half ago, I would have been 14, yeah.

JP Cavigelli: [00:08:10] And did I make you write an essay?

Dylan Trent: [00:08:12] You did, yes.

JP Cavigelli: [00:08:14] All right. Then, you must have passed. And I'll say that because what we do with kids who are younger than 16, we'll take them down to 14, and we'll make them write an essay basically stating why they want to come out and dig up a dinosaur. That way, we kind of weed out the kids who are there because their parents want them to go dig up a dinosaur. Those kids are a little harder to take along. If the kid wants to go dig up a dinosaur, we'd love to have them. Thank you for coming, Dylan.

Dylan Trent: [00:08:46] No problem.

JP Cavigelli: [00:08:47] And so, yeah, Dylan wrote us a little essay. I can't remember what it all said, but paragraph was good enough.

Dylan Trent: [00:08:52] Should have previewed that beforehand.

JP Cavigelli: [00:08:54] I know, we should have pulled it again. That's on my work computer. And I'm working at home this morning, so I couldn't have seen it anyway. But yeah. So, it is mostly adult education, but we get

an awful lot of kids who are, well, Dylan's age right now come out, and with either a father, or mother, or even a friend, and who just want to sample paleontology. We have a lot of young kind of first year freshman college kids who were thinking, is this what I want to do?

JP Cavigelli: [00:09:29] And I'll tell you what, last year, we had one who certainly wanted to be a paleontologist. And even after a week in the field with us, she still wants to be a paleontologist, but she doesn't want to do fieldwork. She decided that fieldwork was not for her. It was just too hot and dusty for her. But she still wants to go and study fossils in the lab or in collections and stuff. I thought that was very educational for her. And I'm not sure exactly what career path Dylan is going on now, but I hope our trip was good for you too.

Annalies Corbin: [00:10:00] Yeah. And that's one of the things that we see repeatedly. We love applied field sciences and opportunities for kids, whether they're young kids, 14, 15, 16 years old all the way through those early collegiate kiddos because it gives them the opportunity to figure out what I love and what I don't love; and what I want to do and what I don't want to do. So, I appreciate, actually, the story of the young woman who still wants to stay with paleontology, but recognized that the field part was not for her. And that's so critically important as kids navigate post-secondary, and where, and how they spend their money and their time. So, I applaud that, JP.

JP Cavigelli: [00:10:37] And their ambition.

Annalies Corbin: [00:10:40] Absolutely. Yeah. So, Dylan, when you were at the dino camp, so you have to write an essay. So, that was probably an interesting sort of-

JP Cavigelli: [00:10:50] Wait. Can I correct myself?

Annalies Corbin: [00:10:50] Oh, yes, please do.

JP Cavigelli: [00:10:50] It was a paragraph, not an essay.

Annalies Corbin: [00:10:54] Okay.

Dylan Trent: [00:10:56] I'm pretty sure I wrote an essay. I think I made more than a paragraph.

Annalies Corbin: [00:10:59] Oh, Dylan remembers it differently, JP, I don't know.

JP Cavigelli: [00:11:04] Maybe we should have gotten that afterwards.

Dylan Trent: [00:11:04] But I'm pretty sure I wrote an essay.

JP Cavigelli: [00:11:07] All right.

Annalies Corbin: [00:11:07] Well, either way though, through that experience, though, you actually had to apply. You get in. You get to go. So, what were some of the things, Dylan, that were surprises to you? I mean, other than, hey, I think I like paleontology, and some work online to sort of figure out what you think it's going to be, but the realities of field sciences are very different than what we see on television or in the movies or even on a website. So, what was something that you experienced while you were there that was surprising to you?

Dylan Trent: [00:11:43] Something that I experienced that's surprising was, first of all, how much less oxygen is up there because like there, it's like significantly less. And yeah, that was one thing that was surprising. And

second of all, the second thing that was surprising was like you don't actually make very many discoveries, like really big discoveries like every day, you just make little small ones that amount to like a big discovery in the end.

Annalies Corbin: [00:12:11] Yeah.

Dylan Trent: [00:12:11] It's not like all at once. Exactly.

Annalies Corbin: [00:12:14] You mean, you didn't one day just suddenly find an entire dinosaur just hanging out there waiting for you?

Dylan Trent: [00:12:20] Bingo. It all started with a fossil.

Annalies Corbin: [00:12:25] JP, so I assume that lots of folks who show up, they have expectations, and the reality is very, very different. How do you help folks ultimately understand that, I didn't find that giant dinosaur, but I found these small pieces? How do you help them understand the context for that?

JP Cavigelli: [00:12:43] Yeah. And that happens a lot. We get a lot of people come on and say, "I'm going to find the next T-Rex", which T-Rex is still as popular, everyone loves it. And they go away and they say, "Oh, look, I found a scrap of bone. That's pretty cool." And they realize, I mean, we have a T-Rex we found a few years ago, we show them the T-Rex. We give them an idea. We sort of take them to the site where we found it, for example.

JP Cavigelli: [00:13:07] And we give them a good idea of how much work went into collecting the darn thing. And I think it opens a lot of people's eyes. And we also show them our T-Rex because ours doesn't have a head. So, it also opens his eyes as to what you actually find when you start looking for dinosaurs and all the fossils. You don't find them looking like you do at the museum there. There's a lot of work into what you see at the museum.

Annalies Corbin: [00:13:34] Yeah, a lot of work.

JP Cavigelli: [00:13:36] A lot of work.

Annalies Corbin: [00:13:36] So, Dylan, you got to do some of that lot of work. So, tell the folks that are listening, there are other kids that are out there or their teachers who would love to be able to make paleontology more real for their kids in their classroom who might say, "Hey, I want to go hang out with JP because he's a cool guy for part of my summer", but talk us through sort of what the experience was. I mean, the real experience, not the fictional, I think I know what I'm getting into experience. So, once you got out there, what were you doing?

Dylan Trent: [00:14:11] Well, once we got out there after like six days in a row that it rained-

JP Cavigelli: [00:14:16] Oh, man. You were over that one.

Dylan Trent: [00:14:21] What happened when we got out there was, we got in a hole. It was hot. It was dusty. That is like half of the glory of it. And then, we took a brush, a chisel, I think, was there a hammer? There might have been a hammer. The toolset that we had, whatever that toolset was, we had a little square set out for ourselves and we kind of just dug in there just seeing what we could find. And I know I found a scraposaur. I found that one circle fossil that I forgot to check up with JP on what that was actually, giant leg bone that I had

lift up. Anyway, that thing was heavy. Yeah. Again, it is a bunch of rock, but it's heavier than you would think it is.

JP Cavigelli: [00:15:07] That's another thing people notice with these things. When they get big, they get pretty heavy.

Annalies Corbin: [00:15:12] Hence the fossilized part of that.

JP Cavigelli: [00:15:15] Yes.

Dylan Trent: [00:15:17] Yeah.

JP Cavigelli: [00:15:17] And then, we cover them with plaster burlap. That makes it even heavier.

Dylan Trent: [00:15:20] Yeah. That makes it even heavier.

Annalies Corbin: [00:15:23] Well, I think that's part of it, right? The reason that these applied field programs are so important is they've helped people to truly understand what the thing is and what the thing is, and as a research science. People have a lot of confusion around paleontology and archaeology, and they intersperse them all the time, and, JP, as a paleontologist and me, as an archaeologist, we feel very strongly these are two very different disciplines. And we're really clear about that. But the general public, not so much.

Annalies Corbin: [00:15:59] And so, JP, I would also assume that you have a fair number of teachers and ultimately students or folks from the community who find themselves, whether it's at a dino dig itself, but at the Tate, the museum itself. And so, what's the work there that's really tied to sort of that outreach and engagement, that opportunity to use what goes on with the geological history of Wyoming to inform the next generation of folks who might be like Dylan and show up at your dino dig? What does that look like?

JP Cavigelli: [00:16:36] Well, one thing we do have is we have a very active education, we call them education specialists. I mean, we're a small museum and we have our guy, Russell, who basically walks around museum and engages himself with visitors all the time. And if they want to learn more, he's right there for them. And if they kind of say, "Hey, we want to go on our own, he'll just leave them alone. So, we have that as a bonus, which a lot of museums—well, a lot of museums, you have to go find Russell or find me.

JP Cavigelli: [00:17:11] We also have the prep lab, which is behind the sliding glass window, and people can watch our volunteers working in there, working on bones. And generally, if people sit at the window long enough watching what we're doing, one of the guys will open up the window and start talking with them. And basically, visitors will get a first-hand experience talking to these guys who actually work on bones. And again, people go away learning that these big bones take a heck of a lot of work.

Annalies Corbin: [00:17:44] And then, ultimately, Dylan, so as you started working in and uncovering the different bones, did you have the opportunity to then take those or have some experience with them in the lab or did you visit the lab ahead of time? Because I remember talking to you when you came back that there are multiple different sort of components of the things that you did because you weren't just in that hole on the days it wasn't raining.

Dylan Trent: [00:18:12] I think we went to the lab beforehand, if I remember correctly. We went to the lab beforehand.

JP Cavigelli: [00:18:16] I'm nodding yes, yeah.

Dylan Trent: [00:18:16] Yeah. We went to the lab beforehand, checked out what was going on there, and then we went out to the dig site. One of the things I remember going to specifically on one of the rainy days-

JP Cavigelli: [00:18:28] The Hot Springs Mammoth Center.

Dylan Trent: [00:18:30] Yes, yes, there.

JP Cavigelli: [00:18:33] Yeah, in South Dakota.

Dylan Trent: [00:18:33] I remember going there to see that site, which was really cool as well. Definitely suggest that if you're in North or South Dakota, one of the two, they're practically the same thing.

JP Cavigelli: [00:18:45] Well, don't tell South Dakotans that.

Annalies Corbin: [00:18:49] So, let's not tell Dylan's mom, but we need some geography lessons.

JP Cavigelli: [00:18:58] Yeah.

Annalies Corbin: [00:18:59] Yeah, the South Dakotans are pretty particular about where they are. So, yeah, absolutely. So, JP, over the years, so how long has the dino big piece of the program been running? How long have you guys been doing that?

JP Cavigelli: [00:19:15] I started working there in 2004, and I think we started in 2005, but we've been doing it beforehand with previous people in various incarnations. So, I think it goes back to the mid '90s anyway, the Tate Museum.

Annalies Corbin: [00:19:30] Yeah, I wonder if maybe even a little earlier than that, I'm dating myself, but like I said, I went to high school in Wyoming not too far, actually, from where you are in Casper, and I remember folks talking about the dino digs. They were going on. and of course, there are lots of opportunity for that and that part of the world generally. So, one of those components that had been around. So, it's a great opportunity for folks to be able to engage in that.

JP Cavigelli: [00:20:03] It is.

Annalies Corbin: [00:20:03] So, other than just the continuous uncovering and the work that the Tate Museum is doing generally, where do you see the big opportunity for the public, that sort of education piece of the general public as it relates to the work that you're doing? Is it in the potential of new unfound discoveries? Is it in just the educating of folks to understand what this is and the hope that folks will figure out, hey, I might want to do this or even not do this? Where do you think is that long-term potential from the education space here?

JP Cavigelli: [00:20:41] I think it's a little of both, of course. And it all depends on exactly the individuals. But you'd be surprised how many people come out on our digs. And since they were Dylan's age, they wanted to be a paleontologist, but they had to go out and get a job, make money, which we generally know. And now, they're retired, and they're finally joining up on a dinosaur dig, and they end up coming back again and again. So, we got an amazing amount that are kind of that, whatever, mold, if you will. But yeah.

Annalies Corbin: [00:21:18] No. That doesn't surprise me at all. I see the same thing in my work in archaeology. You have a fair number of folks who, hey, I wanted to be an archaeologist. I thought Indiana Jones was cool and all the archaeologists just play in the course, right? Oh, God, don't say that. But the reality of it is lots of folks find their way back again.

JP Cavigelli: [00:21:37] They do. Either as a retirement project, a second career even. But I'd say the second, let's say, biggest group of people is people Dylan's age, a little bit older, college freshman, et cetera, who just want to get some field experience and learn how paleontology works in the field. And basically, that's what we focus on. Dylan mentioned that we do visit the lab and we do that kind of as part of the trips, but that's a minor aspect, just to show folks what goes on in the lab, what we have in our collections, and the stuff that we found on similar trips that they would be going on, and an idea what to look for, et cetera.

Annalies Corbin: [00:22:20] Do you think that the field experience generically is one that lots of folks either should have had an opportunity to do earlier in life? Or, I guess what I'm really trying to ask here is, there has been such a shift over time from very, very hands-on and applied teaching and learning, so we got into this mode where we got all these canned curriculums, I guess, if you will, for better or worse, right?

Annalies Corbin: [00:22:51] We're not going to get into that debate. And there was this lost sense of understanding of our place in the world, in my opinion, again, as a field researcher myself, right? And so, I would have these kids that would show up in my collegiate programs with absolutely no sense of what it meant to be outside, and certainly, no sense of what it meant to study or do work outside. Do you see that?

JP Cavigelli: [00:23:16] A little bit. And it is something shocking. And I think there's more of a sense—I mean, because we go to pretty remote places in Wyoming. I think people, they know what to expect when they come outside, but they don't expect to go to places where the next-door neighbor is eight miles away and you can't see his house from there. I think that shocks more people than the actual being outside part.

Annalies Corbin: [00:23:44] Yeah, that geographical dissonance. Yeah.

JP Cavigelli: [00:23:48] Yeah. Places we were, people live out there and they work out there, they raise cattle and whatnot. And that is often very eye-opening experience for a lot of these folks come from back east, and California, and heck, even Georgia.

Annalies Corbin: [00:24:05] So, Dylan, when you got to Wyoming, had you been in that part of the country before?

Dylan Trent: [00:24:12] I think the furthest west I had gone was maybe like Kentucky.

Annalies Corbin: [00:24:17] Okay. That's not west.

Dylan Trent: [00:24:17] Maybe Illinois. Yeah, no. So, it's still like the Midwest. I remember not being so freaked out about it. I just remember like having oxygen deprivation due to like being way higher above sea level. The most freaked-out person was my mom, who figured that the—we saw the speed limit being 80 miles per hour, and was just like turning the tailspin about it.

Annalies Corbin: [00:24:50] Yeah. A whole different world. Dylan, would you do this type of experience again? Maybe not necessarily dinos, but would you do this again?

Dylan Trent: [00:25:04] Definitely.

Annalies Corbin: [00:25:05] He didn't even hesitate, JP.

JP Cavigelli: [00:25:08] So, yeah, Dylan, let me throw this at you, are you still thinking about being a paleontologist if you grow up?

Dylan Trent: [00:25:14] Definitely, yeah. It's like one of like three career options I thought of myself, and I can't think of the third one right now. So, one of two probably.

JP Cavigelli: [00:25:23] Okay. Throw the second one out there just for laughs, what's the other one?

Dylan Trent: [00:25:24] The second one is like Computer Sciences.

JP Cavigelli: [00:25:28] Okay. And actually, there's a lot of fields that mix both. Right now, paleontology is becoming so computer-oriented. Learn them both and you might go far.

Annalies Corbin: [00:25:38] All the digital modelling, there is opportunity there, Dylan. It's you.

JP Cavigelli: [00:25:42] Yeah, digital modelling and digital data of all kinds, 3D scanning and CAT scanning, et cetera, chemical analysis, all kinds of things. There's so much computer work in paleontology these days that the field trips we lead and go out on are kind of a small part of it.

Annalies Corbin: [00:26:04] Well, it sounds to me, Dylan, like you just got an invitation from JP, come and hang out again.

JP Cavigelli: [00:26:11] Oh, wait. That doesn't mean I do computer stuff. I do a little bit. I take fossils into the hospital and get them CAT scan and stuff. That's kind of fun.

Annalies Corbin: [00:26:20] There you go. There you go. Well, so as sort of the next steps or next iterations of the pieces that I want to talk about, many of our listeners, our teachers, our folks who are involved in some type of formal education setting, and they're always looking for ways to engage their students. So, JP, if you have a teacher who sends you an email and says, "Hey, I heard about the dino dig, can you think of ways that I could replicate something that I can utilize in my classroom?", what kind of suggestions would you have for teachers about real ways, not really, truly artificial, but real ways that they could engage their students in the science of paleontology? I know it's a bit of a loaded question.

JP Cavigelli: [00:27:18] That's a tough one. Yeah. Can I do my homework and call you back next week?

Annalies Corbin: [00:27:24] You can, folks can reach out to you because by that time, you will have had time, yeah.

JP Cavigelli: [00:27:28] Yeah. You know what, I would say I would need to know what their line of thinking is coming into it. I mean, there are so many things you can do with paleontology from, basically, you can do anatomy, you can do geography, you can do geology, what else can you do? I had a few thoughts in mind. You can do computer programming with paleontology, do things like sorting of different characteristics, which is what a lot of paleontologists do to find out who's related to what. I think that you can take paleontology, and you can teach English with paleontology.

Annalies Corbin: [00:28:04] Absolutely.

JP Cavigelli: [00:28:04] Kids love dinosaurs. Kids love old fossils. They can write a fun paper about something that they think is interesting in paleontology. And then, the other kids would have-

Annalies Corbin: [00:28:12] Like a full-on essay, and not just a paragraph?

JP Cavigelli: [00:28:15] Actually, that would be excellent, yeah. Dylan was lucky, we didn't check the spelling. I can't remember how he did on that one but-

Dylan Trent: [00:28:22] I think I let my mom spell-check it.

JP Cavigelli: [00:28:29] Yeah, I think you can take paleontology and go all over the place, education.

Annalies Corbin: [00:28:33] You can, and that's one of the beauties of it, right? And I also think that's one of the reasons why teachers and schools so actively reach out to folks that are actually working in some of the applied spaces, is how can I take the work that the JPs of the world in the middle of Wyoming are doing and bring it into my classroom in Utah or in Peru or in Amsterdam? And they can, they just have to have a basic understanding of the science itself. So, Dylan, the same question to you. So, you've gone, and you've done this, and you've experienced it. And so, if one of your teachers or teachers from other places said to you, "Dylan, how could I take that experience that you had with JP in Wyoming and bring it into my classroom?", what might you suggest to them?

Dylan Trent: [00:29:23] It might involve a little bit of digging and hiding a few cow bones in the back yard, but like-

JP Cavigelli: [00:29:29] I had the same idea too, yeah, you could always do that. The same box with cow bones.

Dylan Trent: [00:29:34] Yeah.

JP Cavigelli: [00:29:35] And you know, I think for younger kids and Dylan, that will be an excellent place to start. Dylan, that's cool to do the real thing, but I think that's for younger kids.

Dylan Trent: [00:29:44] For the ones that get super interested in that, like it could have been like bring them further, but like for the others, that's probably all that they'll need. They'll be like, "Oh, I dug up this bone, I don't know what it is." Two, if you don't tell them that it's a cow bone.

JP Cavigelli: [00:29:56] Yeah. Right. And then, I mean, you could, again, take it to an anatomy lesson, that part, what is this bone? Et cetera, et cetera.

Annalies Corbin: [00:30:04] So many different ways, I think, to tackle that. And there are so many different opportunities because the kids, here's the thing about paleontology, this is the reason I want to have a conversation about, hey, what was it like to go on a real dino dig? It's because kids are so naturally interested in it. And that may well be back to JP's point earlier that it's been an awesome marketing campaign where dinosaurs are concerned. But at the end of the day, I would argue that that's okay, right? It got kids interested in science of any component.

Annalies Corbin: [00:30:40] And I love the fact that especially, I'd love to say all kids, but I do believe it's a little more predominantly with little boys, unfortunately. Those kids that are between the ages of like five and

eight or nine years old, man, you guys know some stuff about dinosaurs. That's awesome. That's a great legacy. So, I want to thank both of you very much for spending time with us today. And for our listeners, we will post some resources, a web link to the Tate Geological Museum and some information about the dino dig. But thank you, JP and Dylan, for spending little time with us.

JP Cavigelli: [00:31:23] You're welcome. Thanks for having us.

Dylan Trent: [00:31:25] Yeah. Thank you for having us.

JP Cavigelli: [00:31:26] And you can you can have folks get in touch with me. You have my email address, you can post that one.

Annalies Corbin: [00:31:31] Yeah, we will. And I appreciate that very much, JP, and we will definitely redirect folks your way. And I hope that you get some volunteers for your dino dig.

JP Cavigelli: [00:31:41] Well, thank you very much. It's been a pleasure.

Annalies Corbin: [00:31:45] Thank you for joining us for Learning Unboxed, conversation about teaching, learning, and the future of work. I want to thank my guests and encourage you all to be part of the conversation. Meet me on social media at Annalies Corbin, and join me next time as we stand up, step back, and lean in to re-imagine education.