



Emily Cunningham and Erin Murray

Erin Murray: [00:00:00] And I was learning so much and just enjoying my high school experience, I think, way more than if I had stayed on the traditional high school route.

Annalies Corbin: [00:00:14] 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: [00:00:49] So, I am very excited today because we get to talk about one of my all-time favorite kinds of school on Learning Unboxed, and that is fully applied, hands-on, roll up your sleeves, in the weeds, in the mud, and other things that we'll talk about. Today, we're talking about Zoo Schools. So, these amazing partnerships between schools and school districts, career techs, and these amazing facilities that are around the country.

Annalies Corbin: [00:01:18] And there are a few of them. Our guests are going to talk about that a little bit. But Zoo Schools are one of those things that are part of my back story and sort of passion for me. We'll talk about that as we go along. And joining me today is veteran science educator, Emily Cunningham, who has taught high school and community college, and then found herself in 2012 as a lab instructor for the Zoo School Program for the Delaware Area Career Tech Center. So, welcome, Emily.

Emily Cunningham: [00:01:52] Thank you.

Annalies Corbin: [00:01:53] And joining us is one of the students, which is a very special treat for us, one of the students in the program at the Zoo School, a senior, in fact, Erin Murray. So, Erin, thank you for joining us.

Erin Murray: [00:02:06] Yeah, great to be here.

Annalies Corbin: [00:02:07] So, I want to get started, Emily, with most of these programs, and as I alluded, there aren't very many of them, despite how many amazing zoos and aquariums that there are around the country. You would think that there would be more of these amazing integrated and interactive programs, but there aren't. They tend to be a partnership between organizations. So, share with our listeners a little bit about the organizations that came together to make the Columbus Zoo School possible.

Emily Cunningham: [00:02:34] Right. So, as you said, I've been the lab instructor, the coordinator for the Zoo School Program at the Columbus Zoo since 2012. The program has actually been around since about 2006.

So, when they first began the partnership and kind of set up the program, I wasn't around, but I've heard quite a bit about it. And from the get go, it took a lot of people and a lot of meetings, and it was maybe like a two or three-year process. Might be why more zoos don't have these kinds of programs.

Emily Cunningham: [00:03:06] It's just a lot logistically to set it up, especially if you want to make it a public school option, which is, prior to 2006, they still had Zoo School at the Columbus Zoo, but it was a public school kind of tuition—sorry, a private school tuition option, and then they decided they wanted to partner up with DACC, the Delaware Area Career Center. And everything from curriculum, to funding, to how is this going to work, to what students are eligible, it's a lot of planning, a lot of background work before it can get up and running.

Emily Cunningham: [00:03:43] But now, we kind of have it down, the partnership, pretty smoothly. DACC obviously is the school end of it. So, all of our students are students of that career tech center, in addition to being students at their home high schools. But the zoo provides us with the space. The zoo, obviously, I mean, we have a space, but really, the entire zoo is our classroom. And they're generous enough that their animal care staff mentor our students. It helps them with all their different projects.

Emily Cunningham: [00:04:16] And then, everything on the school end in terms of the credits, and the grades, and the transcripts, and all that is with DACC. And I'm in the middle. And so, I work with the organizations, and I have like two bosses, and two sets of administrations, and that was one of the hardest things when I actually started the job. I would say it took a good year to learn all the different people at both organizations and who I was supposed to ask when I had different questions about different things.

Annalies Corbin: [00:04:45] And so, essentially, when the students are at the zoo, and we're going to get in with Aaron in a moment about, okay, tell me what a typical day might be, right? So, when the students are in that environment, you are their go-to, you're their teacher, you're their herder, you're their facilitator. And the end-all and be-all further instruction. So, how is it? Because folks are going to ask, this is the thing that everyone is wondering, how do the kids get their science credit, their math credit, their English credit? How do all those components work? And you, Emily Cunningham, the teacher for this program option, where do you fit in that mix?

Emily Cunningham: [00:05:25] Right. So, all told in their two years of the program combined, they will get six different classes. I am the instructor for four of them. So, we have a group of juniors and a group of seniors, each taking three different classes each year. So, basically, I teach four different preps. That's like, peers will understand.

Annalies Corbin: [00:05:48] Absolutely.

Emily Cunningham: [00:05:49] I teach four preps at any given time. Two for the juniors and two for the seniors. We have some other instructors from the career center that come out a few times a week, and they help, they teach the students with statistics and chemistry. All of those classes, they get high school credit. And the statistics and chemistry, they actually get dual college credit as well.

Annalies Corbin: [00:06:11] Excellent.

Emily Cunningham: [00:06:12] Yeah. And so, the academic class that I teach is zoology, which is a different science credit, and then their third class is their lab, which is the hands-on component. Our juniors perform a research study based on observations of animals at the zoo. And then, our seniors have internships where

they work all around the zoo and at a few other offsite locations. And yeah, while they're out doing their research or participating in their internships, I obviously can't directly supervise all of them all at once.

Emily Cunningham: [00:06:44] So, that's where a lot of our animal care staff at the zoo come in, they're supervising the students, some of the students are independent. It's a lot of balls up in the air. And I am constantly walking around the zoo, checking in with them on various days. And we also just have really great students. We've never lost one. No one has ever gone out to do their observations and not come back. So, we have a pretty strict application process, so we know that the students we get are going to be really committed, and dedicated, and they're great kids. And so, it ends up working.

Annalies Corbin: [00:07:24] That is so awesome. And I truly, truly am so jazzed about this program because it just speaks to me on so many different levels. And of course, I love because what we advocate at PAST for is all applied teaching and learning. And so, any time we get to talk about these programs, we get excited about it. So, Erin, I want to understand why did you—I mean, I'm going to assume, and maybe it's a poor assumption, that you have interest in zoo stuff, exotic animal, veterinary medicine, or researcher. But I assume that you found your way into this program because you were interested and passionate about it, but give us a little bit of background about why you're in this program before we get to into the nuts and bolts about how it works.

Erin Murray: [00:08:12] Yeah. So, you are correct. I do have an interest of working with animals. I'm going to OLSU in the fall to major in zoology.

Annalies Corbin: [00:08:22] Congratulations.

Erin Murray: [00:08:25] Thank you. I found out about the program actually through a former Zoo School student, who was also a teen volunteer at the Columbus Zoo and I was a teen volunteer. And we were talking about this stuff during our lunch break one day in the summer. And he started talking about how you could name all of these mollusks, they're like snails, and octopi, and stuff like that, and how he could name all of their scientific names. I was like, huh, I wonder where you learned that. And then, he started telling me about Zoo School and I got really interested. And so, I applied the following year, and I got in. And that's how I wound up here.

Annalies Corbin: [00:09:13] And Erin, how many colleagues do you have? What's the size of your cohort? Do you know?

Erin Murray: [00:09:20] Yes. So, 25 are accepted each year. And in my class, we have 22.

Annalies Corbin: [00:09:26] Okay. And so, earlier, right before we got started, there was conversation around, you get started at 7:00 and you show up at the zoo. So, the two years of this program through the Delaware Area Career Center then largely held at the zoo? So, walk us through maybe just a simple day.

Erin Murray: [00:09:47] Yeah. So, we at the Zoo School Program don't often go to the career center. For seniors, the Zoo School Program is in the morning. And for junior, it's in the afternoon. So, as a senior, I usually arrive at the zoo. We start at 7:30. And Ms. Cunningham, some days, she'll take us through zoology note. We learned about mammals, and birds, and reptiles this time around. And other days, we may go to our internships throughout the zoo. Those all usually start at about 8:00. And so, we'll spend two hours there. And that's our whole school day.

Annalies Corbin: [00:10:32] And so then, do you go back to your home school in the afternoon or because of the nature of your program, that you're pretty much taken care of, and so then, the rest of the day is yours?

Erin Murray: [00:10:45] Yeah. So, after we leave the zoo at 10:00, we all go back to our home high schools. I go to Coffman High School in Dublin. And there, you get the rest of your academic credit. So, your English and math. And it's during the afternoon part of the school day.

Annalies Corbin: [00:11:07] Okay. That helps me understand. So, Emily, I think that that's an intriguing sort of distinction in terms of the program setup, that it's important for listeners to understand, because sometimes, these programs are early colleges or middle colleges, and sometimes, they're not. They're these hybrid programs. And I know you mentioned that you weren't there as the program initially started, but as you sort of run the program, talk to us a little bit about the things that you think—in addition to its unique location, I mean, your experience with the program, in your bio, you mentioned how fortunate you were to sort of stumble across this, right?

Emily Cunningham: [00:11:46] Yeah.

Annalies Corbin: [00:11:46] I really want to understand sort of the joys of the program, both from the teaching aspect and where you really see the drive for the students.

Emily Cunningham: [00:11:54] Yeah. Like we've kind of described already, so our program is kind of half "normal high school", where the classroom learning, it's basically math and science. It's preparing academically for the next phase that they're going to go to, which for almost all of them is college. But that's not what sets us apart. It's the other half. And for the seniors, it's kind of, we have classroom days, and then we have workdays. Those workdays are what set us apart.

Emily Cunningham: [00:12:22] So, about half the time that they're participating in the Zoo School, they're doing these amazing career-based experiences. So, again, for the juniors, that means a research study. And it's not just a made-up assignment that we use to teach them how to do this. They are actually working for the zoo and attempting to answer questions that the animal care staff asks. For example, maybe a zookeeper noticed that the animal's aren't interacting with their enrichment as much as they used to, and they're curious which enrichment items are actually going to prompt the animals to get more active, but they don't have the time to sit there every single day and collect the data, and really, the robust answers to these questions.

Emily Cunningham: [00:13:13] But our students do. And so, it becomes a win-win. Our students get the research experience and the zookeepers get, hopefully, the answer to the question that they've been wondering about. So, I think the students, really, that helps them take ownership of their projects, that the keepers are counting on them to come up with the answer to this question, and then they end up presenting their research to the zookeepers. They will actually use the like pad.

Emily Cunningham: [00:13:41] Keepers request our students' projects in the year later, because they want to submit a grant to get some new items for their enclosure or they want to compare the behaviors they're observing now with what used to be happening a couple years ago. And that's not even getting to the internships, the internships, they get different experience. So, they've seen the research side, and now, they get to learn about animal husbandry and animal care.

Emily Cunningham: [00:14:09] And the zookeepers, they know so much, they're so passionate about the animals that they care for. I definitely think the students learn more from the keepers than they do from me. And you just can't do that at a regular high school. And like you said, they're working hard. I mean, taking care of animals is not really glamorous. There's poop involved, and they're chopping up fish, and it smells.

Emily Cunningham: [00:14:35] But for the students that end up going further in that particular field, they have the early experience. Thus, it kind of gets their foot in the door. And for the students that don't take that path, that wind up going into something else, they still have this once-in-a-lifetime experience. So, who else gets to work behind the scenes at the Columbus Zoo, spend their senior year like preparing food for elephants or helping clean up after tigers?

Annalies Corbin: [00:15:04] Yeah. No, absolutely. And those kids that don't end up doing that, they know what they don't want to do. There is so much value-

Emily Cunningham: [00:15:11] Right. And they're not wasting money in college.

Annalies Corbin: [00:15:13] Exactly.

Emily Cunningham: [00:15:14] That's one of the things that I truly love about these programs. Some people refer to them as pathway programs, or academies, or it doesn't really matter what label folks put on it. I think one of the greatest value adds to the students is the fact that they got to actually try the thing that they think they might want to do or be. And I saw this, certainly, one of my very first projects when we launched the Past Foundation 20 years ago, this year, actually, we worked with a zoo school in Nebraska. Lincoln, Nebraska Zoo School. And I took the kiddos.

Emily Cunningham: [00:15:47] So, their research project was to go into the field with me into Yellowstone National Park. And we were actually doing an excavation in the Firehole River, which is a thermal river environment. And that part is neither here nor there. But what was so awesome to me, this was why I love the program, because it gets, to your point, around the flexibility with the research. So, one of the things that happened when we were there is we discovered an intriguing growth in the river that was happening around artifacts.

Emily Cunningham: [00:16:14] And the kiddos were intrigued by it. They took it back to the zoo, used all the amazing resources and the researchers that were there at the zoo facility. And it turns out, they found a new undiscovered sulfate-reducing bacterium. The kids got to do that, right? And it was hands-on and it was part of their science work for the whole year. And I still hear from some of those kids. So, it is really meaningful. Erin, as a senior, what is your internship project all about? What are you doing? What are you learning? What's your real experience?

Erin Murray: [00:16:46] Oh, gosh. So, I am going to be pretty biased, but I think I have the best internship. I work at the Surfin' Safari Animal Show. So, we have about 30 cats and 30 dogs that zoo adopts from local humane societies and animal shelters. And we train them to do all sorts of tricks in a show. Like my favorite part is we have a few cats that are trained to go off of, I don't know, maybe a 10-foot high dive and jump into a keeper's arms, which is pretty cool.

Erin Murray: [00:17:19] And we also have some exotic animals on the show. So, we have kangaroos, some lemurs, a whole bunch of macaws, and a porcupine, among other animals. Well, the main part of my internship is to be the cleaning. Because at Surfin' Safari, they do cleaning of the animals in the morning when I'm there, and then the training in the afternoon. So, I've gotten really familiar with kangaroos and cats especially, and had to clean up after them.

Annalies Corbin: [00:17:54] And so, if you think about how you're going to apply this experience, Erin, and you're getting ready to go into zoology, OSU, in the fall, and it's going to be an epic journey for you from this moment on, what do you think are the key takeaways from this experience and the fact that you opted into this

as your final program as a junior and a senior, rather than just staying in your traditional high school or choosing another path that are going to be beneficial to you outside of the content? Because the content part, obvious. But I suspect that there is so much more that you've learned that has nothing to do with the content itself, right?

Erin Murray: [00:18:36] Yeah. Certainly, being a zookeeper and taking care of animals is never glamorous. It involves a whole lot of dirty, smelly work, like Ms. Cunningham said, but I've also gained a greater appreciation for just exactly how businesses with animals function. Not specifically zoos or anything, just in general, how to work with other people that are also working with animals, and their sort of relationship, and a lot of the open communication that goes along with working with other keepers to make sure that all of the information is correct and that the animals are getting the best care possible. So, certainly, a lot of collaboration, and teamwork, and coordination goes on behind the scenes that if I had not been at Zoo School, I would have had no idea existed.

Annalies Corbin: [00:19:36] I love that. And the fact that you led with the business and industry side of whatever your future career work is. Kids truly, truly, rarely get the opportunity to understand that aspect, and I think that's incredibly powerful. So, lucky for you. Emily, how do you capitalize on those pieces of the experience, the opportunity for the students? Because truly, that is one of the things. And I've done many, many interviews over the years with folks and been in a thousand different amazing school settings, and one of the hardest things is how to harness the unique potential, love that thing, and sort of expand on that. So, how do you do that, Emily, day-to-day with these kids?

Emily Cunningham: [00:20:21] Yeah. I mean, there are so many opportunities and we've expanded a lot. For example, the internship component really didn't exist when I started back in 2012. The students actually just did two different research projects, different years. And we sat back and we said that there's so much more on here and there's so many other opportunities, like our big picture is careers dealing with animals, but that just have to be researched. It could be animal husbandry, animal training.

Emily Cunningham: [00:20:55] We take little tours around the zoo, like we go and visit the Animal Nutrition Center. We visit the animal hospital. I mean, everyone knows about veterinary medicine and a lot of our students come in thinking that they want to be vets. So, they get to see that. But one thinks about being an animal nutrition specialist, so we'll go and visit there, and they see everything that goes into preparing the animals' diets, and doing all the calculations for the different nutrients.

Emily Cunningham: [00:21:29] And even just like looking at the binder of ordering all the supplies, feeding the 11,000 animals at the Columbus Zoo, like the students are fascinated by that. So, just every little glimpse you can give them about different job opportunities and, really, what goes on behind the scenes to making this huge institution run. We didn't get to do it this year, because we have had to leave ours shortly, but we'll go and visit like the filter room.

Emily Cunningham: [00:22:01] Like there's a whole team of people that do nothing but maintain all the sensors, and filters, and the alarms that go off for all the different environmental conditions that the animals need to maintain their habitats. And zoo is like a microcosm, like if you're interested in animals and interested in zoos, you don't necessarily have to be a zookeeper, like plumbers at the zoo, they have people that do marketing and public relations at the zoo, they have everything. So, as many variances as we can give them, it's just the more you know.

Annalies Corbin: [00:22:43] Well, I say that all the time, and at the end of the day, that is really the thing, is by immersing these kids inside the thing that they're contemplating spending the rest of their life doing, they get to

see all the complexity, all the pieces of it. And I do love that. And clearly, that made an impact for Erin. She thought about it and sort of led with that sort of industry piece. Again, I think that's really awesome because kids don't know what they don't know.

Annalies Corbin: [00:23:15] And they come into any of these programs, to your point, with a very set idea of what that might be. They wanted to be a zoo vet, or they know they wanted to work with this particular sorts of species because I really like camels, or whatever it happens to be, and I discover along the way that, hey, maybe I want to be marketing for the zoo, and that's an okay career path for me, too, that lets me do that thing.

Annalies Corbin: [00:23:39] Erin, so by the time this airs in late June, you will have graduated and you will be prepping for whatever your first academic year at OSU looks like. But during this time, when everybody is having to learn from home, how are you managing to continue your internship, or has it stopped, or stalled, or was it modified? Let's talk a little bit about that, because everybody's wrestling with that as it relates to, hey, what are we going to do for the fall?

Erin Murray: [00:24:12] Yeah. So, it is hard to continue an internship when we can't physically be at the zoo, but one of the parts that goes along with the internship are weekly journal entries that we do. And so, Ms. Cunningham comes up with a theme for each month. And it could be animal care, or like animal nutrition, or something like that, and we answer weekly questions about it. And so, even though we're not still at the zoo, there are a bunch of online resources like the Association of Zoos and Aquariums website that we can go to.

Erin Murray: [00:24:52] And Ms. Cunningham can say, "Hey, write a journal entry about information you found on polar bears from this AZA website." We can go, and do that, and we can answer specific questions on like what it takes to make sure our animals get the right nutrition and all the research that goes in behind that. So, even though we're not physically present at our internships, we are still engaging in them by answering questions about topics that we were exposed to in our internships.

Annalies Corbin: [00:25:30] That's excellent. And so, Emily, from a teacher perspective, teachers all around the world are scrambling right now, and in doing so quite admirably, I would like to point out, so for you, how did you make the adjustment so that what's special and unique about this program isn't somehow lost? Because it's really hard when you're talking about these really applied programs. So, what have been some of your strategies that you feel like are successful?

Emily Cunningham: [00:26:00] Yeah. I mean, as hard as it is for "regular school", it's even more difficult for a career tech-type program because the entire point is to be there and to be physically doing these jobs or having these experiences. And we kind of had to stop for our juniors that do a research study. It transitioned pretty seamlessly because the way research works is you plan everything, and then you collect your data, and then you analyze your data.

Emily Cunningham: [00:26:31] So, since we're at the end of the year, they're basically in the analyzing your data phase. We got a little bit less data than they would have if we were able to stick around at the zoo, but they can just spend more time analyzing the data. And so, we're doing the same thing as everyone else's, with Zoom meetings, and team meetings, and communicating online, things like that. For the seniors who were doing their internships, like Erin mentioned, that was very tough.

Emily Cunningham: [00:27:00] It's one of the things they're most sad about is they didn't really get to say goodbye and wrap that up in the way that we normally would. When it was all happening, it was kind of crazy. Since we're dealing with two different institutions, we have a school, and then we have the zoo, it seemed like it changed every single day. Like, well, if the zoo's still open, can we still go? And then, the next day, it was,

well, no, we can't do school, but you can still do your internships if the zoo is open. And then, the next day, it was, oh, so now, the zoo is not open and-

Annalies Corbin: [00:27:35] Right. But the zoo's still functioning. So, was there, at some point, a conversation around—because these are all complex issues, to your point, right? Was there potential or conversation for, hey, could these kids still participate somehow because the work at the zoo is still going on? That was essential.

Emily Cunningham: [00:27:56] Right.

Annalies Corbin: [00:27:57] But maybe the internship is not. So, where's that balance in terms of the conversations? Because I think people would be really curious about how you guys resolved that. There's a lot of questions.

Emily Cunningham: [00:28:07] Yeah. I mean, so from what I understand, in the State of Ohio, career tech centers were actually given a little bit of a pass on certain things. Students were already actively participating in employment, or internships, or something. They were allowed to continue, assuming that the business or organization was still open for us. The zoo ended up closing. But in the fall, it could look any number of ways. I mean, assuming the zoo opens, then it kind of comes down to, like right now, they're still in a situation where only full-time animal care staff are allowed in there.

Emily Cunningham: [00:28:48] So, that means no students, no interns, no volunteers. I'm expecting that those restrictions will be eased up kind of step-by-step. Where we fit in there, I'm really not sure. I have a whole bunch of ideas swirling around. We have students that observe, some of them, just from a regular vantage point where any zoo guests could stand and watch. So, those can continue. We might just have to cut back on some of our behind-the-scenes experiences.

Emily Cunningham: [00:29:19] The internships could potentially continue with, again, only being out in the public yards and not behind the scenes where any food is prepped or things like that. I think I've been in contact with all the different regions, that's what the different areas are at the zoo, and I mean, they're all on board to do whatever it takes to have some sort of experiences for next year. I think it's just going to take a lot of coordination, and creativity, and being willing to change at the last minute.

Annalies Corbin: [00:29:51] Flexibility and passion to get it done.

Emily Cunningham: [00:29:53] Yeah.

Annalies Corbin: [00:29:54] Yeah, absolutely. So, Erin, as we sort of wrap up our conversation here, what advice do you have for students that are thinking about opting into a unique program? Is there anything that you wish you had known or some pieces as you went through that, you're like, this is something that folks should understand and should be shared, as other folks are contemplating, hey, should I turn this way and do this thing because of the experience I will get out of it?

Emily Cunningham: [00:30:26] Yeah. My advice is definitely just go for it because you don't want to—at least, I don't want to live my life with regret, then I don't want to say, oh, I wish I would have done this program, but I didn't. Another thing I would say is I feel like some career tech programs have some stigmas around them because, oh, you don't want to go and do that program because, people will think you're weird because you're not the traditional high school student.

Emily Cunningham: [00:31:00] And I had some of those reservations. But I mean, once I was in the Zoo School Program, I so quickly blew past those, oh, she's kind of weird, she doesn't spend all her day at high school because I was just having so much fun, and I was learning so much, and just enjoying my high school experience, I think, way more than if I had stayed on the traditional high school route. So, yeah, my advice is just absolutely go for it, all in, 100%, and you'll have a lot of fun.

Annalies Corbin: [00:31:36] Well, that's a pretty ringing endorsement there, Emily. Even in the midst of all of this, for Erin to be opting to send students into a great program. So, same question to you, teachers that are out there contemplating, should I get involved in unique programs like this or should I start one, right? Not every community has a zoo, but lots of places have other things. And what I love about these programs and the reason that we do Learning Unboxed is because we really, really want folks to sit back, look around what they have in their own communities, and say, "Could I create a and be innovative in teaching and learning right now today because I could do this thing over here?" So, it's the launch that's always so hard. So, what's your recommendation to a teacher listening to those saying, Gosh, I want to be just like Emily because I want students like Erin to say, "Oh, my God, do this thing"?

Emily Cunningham: [00:32:31] Yeah. I mean, the great thing about a career-focused program is you have students that you know want to be there. And just seeing them realize things, and learn things, and really take what you teach them, and then actually do it, it's extremely rewarding and it's really fun. The other thing that, really, I love is we start every new incoming class with 25 juniors, and they come from 15, 16 different schools all around Central Ohio, they don't know each other, the end of senior year, they are such good friends. They make lifelong friendships because they all are into the same things.

Emily Cunningham: [00:33:13] So, I mean those are my big favorites, I guess, is I love, I enjoy the content. It's something I'm really passionate about. And so, getting to talk about it every day is, can't imagine much that would be better. So, if you have something that you really are interested in and you think other people might be able to learn from that, go for it. You'll get to talk about what you love all day long, impart that on a bunch of impressionable young people, yes, I love it, too, and then actually see them do it, and watch them grow, and make friends. And you'll get to spend your time at a really cool organization. I get to spend all day at the zoo. What would be better?

Annalies Corbin: [00:33:56] Sign me up.

Emily Cunningham: [00:33:57] Yeah. Like you said, if it's a zoo, great. If it's some other nature center, parks, facility, or something like you get to be there, and you get to be creative, and use what's around you to teach what you love. The students all want to be there. They've applied and they've chosen to be there. And it's really just pretty great.

Annalies Corbin: [00:34:18] It sounds wonderful. And when this is all over, I want to come visit. I want to come see you guys in action one day.

Emily Cunningham: [00:34:27] Absolutely. Yeah.

Annalies Corbin: [00:34:28] So, thank you so much, ladies, for spending time with me today. And talking about your experience is so exciting. And best of luck.

Emily Cunningham: [00:34:40] Thank you.

Erin Murray: [00:34:41] Thank you.

Annalies Corbin: [00:34:44] 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 @AnnaliesCorbin and join me next time as we stand up, step back, and lean in to re-imagine education.