Highlight how the activity involves the St. Louis River and Harbor.
Relate your activity to the "big picture." Remember, the goal of River Quest is to provide a balanced view of the harbor, river, and estuary so students understand the multiple uses of a resource that forms the foundation of the Duluth-Superior community. Volunteers at all learning stations should try to incorporate in their demonstrations comments about the St. Louis River watershed...linking all interrelated port and harbor activities with environmental awareness.

Topics are posted at each station.
Remind students to jot down or draw key points they heard during your session.

Involve the students in doing.
Keep in mind that your goal is to arouse curiosity, excitement, eagerness to know more. Hands-on activities are the best way to learn. You can combine talk with doing, but don't lecture.

Be prepared to share yourself.
Let the children know you are a real person. Talk about how you got your job. What do you do on an average day? What is interesting or unique about your work? Remember to keep it brief.

Eliminate jargon from your talk.
Think in advance about what words or phrases you should avoid or be prepared to explain them to sixth graders. If you'll be covering difficult concepts, think of at least two different ways to explain them. Try not to use a difficult word when a simple one will do. Define words that students may not know.

PRACTICE IN ADVANCE
Practice your talk - most of us speak either faster or slower in front of a group. The 10-minute sessions go by quickly - don't try to cover too much. Identify the important pieces of your presentation and think about what you could add or delete if needed. Be sure you cover the topic posted at the learning station.

Stay in Control
Make eye contact with the students because they love the personal contact and it will help you keep things under control. Give specific directions when handing out materials or explaining an activity. Ask students to raise their hands because they will probably all want to talk at once.
Be Ready
The time between sessions is extremely short during St. Louis River Quest so there’s not much time to reset or replenish materials.

Stimulate thinking by asking questions.
Questions that ask students to make a prediction, to give an explanation, to state an opinion, or to draw a conclusion are especially valuable. Wait several seconds before calling on a student to answer a question because the whole group needs time to think about the question before someone answers it.

Involve Many Students
Call on many different members of the group because everyone wants to be involved. Remember to call on both girls and boys. Don't always call on the first student to raise a hand or the one who shows the most enthusiasm.

Incorporate accurate information and good science.
Don't teach value judgments or promote personal opinions or viewpoints as fact. Remember you're a role model for students and you must take that responsibility seriously. Concepts such as environmental stewardship can be presented with research based information and an acknowledgment that individual opinions differ.

Make what you are talking about real to the students.
Show the students that the industry or area of resource management you work with every day is part of their everyday lives, too. What difference will it make in the students' lives in the future? How does what you do and know relate to what they're learning in school?

Distributing handouts
Don't plan to hand out materials to students during your session. All materials should be prepared ahead of time and included in the teachers' packets. Papers and other materials handed out during the trip tend to end up overboard or underfoot.

Remember...
ENJOY the students, their enthusiasm, and their sense of wonder because they have a fascinating perspective on the world.