**DAY 3 – Wednesday CURRENT CONDITION and FUTURE CONDITION**

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| **Time** | **Content** | **Slide/page numbers** | **Instructor** |
| 8:00-8:15 | Review Current Condition and Ecological Setting Influence Diagrams |  | Craig |
| 8:15-8:45 | Current Condition – Assessing the Factors | Module 09 | Erin |
| 8:45-9:30 | EXERCISE 8: POPULATION/SPECIES RESILIENCE | Pages 19-21 | Erin |
|  | Start by doing the first Table together as a class, defining what high, moderate, and low resilience means for each of the factors (p. 19). Then have the population groups finish the Current Condition Tables (p.20). Class reconvenes to characterize resiliency and redundancy (p. 21). | | |
| 9:30-9:45 | BREAK | | |
| 9:45-10:30 | Future Condition - Basics | Module 10 | Craig |
| 10:30-11:30 | EXERCISE 9A. SCENARIO DEVELOPMENT – Evaluating Future Stressors | Page 22 | Craig |
|  | Hand out Climate and Threats Facts Sheets | |  |
| 11:30-1:00 | LUNCH | | |
| 1:00-2:00 | EX 9B. SCENARIO DEVELOPMENT – Species Scale Scenarios | Page 23 | Craig |
| 2:00-3:00 | Future Condition – How to Make Projections, Predictive Models, Expert Elicitation | Module 11 | Conor |
| 3:00-3:15 | BREAK |  |  |
| 3:15-5:00 | EXERCISE 10. PROJECTING FUTURE CONDITION | Pages 24-26 | Conor |
|  | In population groups, complete the Table at the top of page 24. Make sure to put an \* by which scenario you think is most likely. Record your population’s Optomistic, Moderate, and Pessimistic scenarios on the three posters on the wall. Copy information from all other populations into your exercise workbook on pages 24-25.  Finally, when those 3 posters are complete, complete Summary Table on page 26 as a class group (Instructor leads discussion, record on the Summary poster). Discuss. | | |