# Quick Start Guide for supplemental materials

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| **Document** | **Description** |
| Supplemental material 1 | How to install SyncroSim and update the packages needed for it to work. |
| Supplemental material 2 (a, b, c) | Short readings that provide background information on three forest ecosystems. |
| Supplemental material 3 | A step-by-step guide of the modeling activity. |
| Supplemental material 4 | Sample disturbances whose impacts can be explored, along with sample questions for students to respond to. |
| Supplemental material 5 (a, b ,c) | 3 libraries, one of which will need to be brought into SyncroSim at the start of the modeling activity. |
| Supplemental material 6 | Notes & tips for instructors on how to introduce the activity at the start of class, along with some observations of student interactions with the activity. |
| Supplemental material 7 | Sample student output and responses from participating in the activity. |
| Supplemental material 8 | A glossary of some terms related to the activity. |
| Supplemental material 9 | A quick start guide for the user. |
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# Quick Start Guide for successfully completing the first modeling activity

1. Ensure you have all the materials needed for the activity.
   1. A Windows computer (64-bit Windows 7 or higher)
   2. Supplemental materials 1, 2a, 3, 4, and 5a.
   3. A Word document that will be used to save the products of the activity, respond to questions, and submit as part of the activity assignment .
2. Install SyncroSim onto your computer (if it is not installed already), use the steps indicated in supplemental material 1, and ensure it is ready to go.
3. **Start the modeling activity by following the steps laid out in supplemental material 3**
   1. Open SyncroSim (if not already open) by following the steps given in slide # 1.
   2. Learn how to display the successional stages in the ecosystem before any disturbance is introduced to it, by conducting the steps laid out in Part 1 (Slide #s 3 - 31).
   3. Learn how to introduce a disturbance to the ecosystem and model its impact by conducting the steps laid out in Part 2 (Slide #s 32 - 53).
   4. Use the skills learned in part 1 and 2, to model and explore the impacts of other disturbances (Slide #s 54 – 55), using information given in supplemental material 4.
4. If desired, explore disturbances in other ecosystems by using the skills learned from the steps above, along with supplemental material 2b and c, and 5b and c.