

3-23 Notes: (8 Participants – 2 groups)

1. What are your desired outcomes for a Utah ELP?

Build a sense of stewardship, strengthen a sense of place and meaning - 2

Imbue a sense of wonder

Plan should be inclusive of all kinds of abilities

Should have a child-led portion, where children's interests dictate what is taught so that their interests are followed

Plan should welcome kids from rural and urban backgrounds, kids with deep nature backgrounds, and also kids who are new to Utah and the US

Nature activities but also a community service aspect so that there is an investment in their neighborhoods

Plan should include opportunities for long-term observations for kids (like in their classrooms and on their playgrounds) – not just a “one off”

Plan should acknowledge indigenous peoples and their knowledge

Good nature education includes the whole family

An equity-minded framework

What areas struggle with environmental access? Opportunities are achievable.

Environment not separate from built world. Humans can harm and help the environment, they are integral caretakers.

Every kid gets an overnight outdoor trip at the middle and high school levels

Every K-6 student has an outdoor field trip experience

To have activities directly connected to the SEEd standards

“Student is the Scientist”, new guidance, teachers are hungry

A pragmatic expectation for classroom teachers, lots of standards are not implemented by teachers

2. What are your desired key topic areas or areas of focus for the ELP?

Cycle of life, key elements of the web life, with each element being crucial

Air quality – how it impacts us in so many ways

Water and its value

Animal movement

Entomology and its accessibility

Self-guided resource gathering, the skill of learning how to learn more about nature

Science is for everyone, debunk that science is “hard” or just for a certain demographic

Anthropogenic changes and our impact on the environment

Environmental Justice: impact to human health, externalities of industrial development

Expectation of specialist instruction and partnerships

Using the Fine Arts Core as an example; most of the standards-based instruction happens outside of the primary classroom

Stewardship, the responsibility for all of our “sheds” (water, air, etc.) – 2

Indigenous land stewardship traditions

Mutually beneficial community partnerships and projects

Increasing access for all

Example from Mt. Logan Middle School (Eric Newell)

Opportunities to integrate across the curriculum

How does SEEd connect with language arts, history, etc. (core crosswalks)

History of Environmental Conservation – rooted in white supremacist values framework

3. What information about your region of the state should be included in an ELP?

Indigenous people and their knowledge

Water sources

Air quality

Geology and how that impacts animals

Education about what resources are available – nature centers, hiking trails, etc. Maybe a clearinghouse of resources for teachers of outreach options (museums, etc.)

Information about rural areas and agriculture

Utah is more than the Wasatch Front. One snapshot might not work – we might need experts and experiences from all regions to be represented.

Impacts of climate change on fragile ecosystems & biodiversity

Suburban/Nature intersection

Fostering connections between areas of the state and understanding the urban landscape as “nature”

Expectations and understanding that transit costs and resources are unique not only by region but by LEA

4. We want to ensure this process is inclusive. Who else should we reach out to? Where possible, provide contact information.

Landscaping departments at the school districts – playgrounds could be their own learning place

School for the Blind and Deaf

Weber Basin Water Conservancy District

Legislators

Eric Newell – eric.newell@usu.edu

All of the national park organizations

BLM

Rural LEA educators and leaders

Jamie Carlin in San Juan – jcarling@utsta.org

UtSTA board members – UtSTA.org

Groups that work with children on the ASD spectrum

The Rural Service Centers might be a resource for the needs of their areas

Each region of UT has a representative – they will know teachers in their regions

UT Black Round Table, Utah Pacific Islander Civic Engagement Coalition, La Raza, Casa Quetzalcoatl

Tribal Leadership

Title VI Coordinators in varied districts

Classroom teachers

Utah Board of Ed.

Canyonlands Field Institute

Brian Tonetti at the Sevens Canyons Trust

Melissa Brink at Emerson Elementary

Current specialists working in hands-on science – Kristen Bonner at Indian Hills

Millcreek Elementary BTSALP collaboration with USDB on a biomes mural you can feel

5. Some states have ELP's, some have Environmental Literacy and Natural Resource Plans. What are your ideas for what Utah's ELP should be called?

Outdoor Education Enhancement

Knowing Utah's Outdoors

Nature Education Recommendation Plan

Discover Utah's Outdoors

Kids Discover Utah's Nature

ECO: Every Child Outdoors