

### **3-26 Notes: (4 Participants – 1 group)**

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

Every person understands their connection to the environment and that they are a part of it.

Repository of curriculum and projects that teachers can access and incorporate in interdisciplinary lessons – 2

Inspire a sense of curiosity and wonder about the natural world

That the ELP be as equitable as possible across the state

Connections to recycling and reuse

Every student:

- Comprehends biomes and the water cycle
- Understands the fundamentals of the scientific method
- Gets their connection to the natural world and has the content knowledge to make informed decisions about it
- Is willing and able to take action to care for the environment
- Will know how to perform simple tests for water and air quality
- Understands his/her impact on the environment and the ways he/she can influence environmental decisions

Mentorship integration – community partners and academic professional workshops

Industry involvement/real world application

Commitment to quality

Top-down support from USBE, principals, etc.

Practical to implement

Standards build on each other from year to year

Applicable to various audiences – formal and informal – and encourages alignment and partnerships between the two - 2

Increased funding to assist schools in providing outdoor and other EE opportunities

Incorporating labs – outside and inside – integrating visual, listening, and hands-on aspects

Additional greenhouses, gardens, hydroponics and related makerspaces which encourage environmental learning

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

Mirror science topics from SEEd standards

Gaining knowledge about the overall environment, Utah-specific issues, aspects, and biomes

Watershed

Climate Control

Recycling/Reuse

Air Quality

Teachings on how the political process works and how students can act at the local, state, and national levels to turn individual beliefs into policy

Ways in which students can learn information gathering, decision making, and action

Education about consumer choices - life cycle of consumer goods

Technology and the environment – how technology has an impact on the environment and can support solutions – 2

GIS mapping

Coding, invention, innovation – utilizing these skills specific to the environment

Organisms' biology

Individual responsibility and action – responsible enjoyment of the environment – 2

Traditional knowledge

Basics of landscape ecology and how resources move throughout – 2

Environmental career options – 2

Why bugs matter

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

How climate change impacts different regions, how it will change our region/world, and actions students can take

The importance of integrating Traditional Knowledge and Native American literacy into the ELP – 3

Any other cultural impacts or knowledge

Transportation and the environment

Public land/water/resource management

Types of federal, state, and tribal lands that exist in Utah – how they became protected and what those protections mean – 2

Inversion – air quality generally – ozone, pm 2.5, pm 10, fugitive dust

Great Salt Lake Ecosystem – 2

Urban and rural – similar and different impacts

Dark skies and why they matter – 2

Colorado Plateau

Mining, its legacy, and continued impact

Western Wildway and Spine of the Continent

Hiking Club component

Water use/drought – 2

Snow pack – about more than skiing

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

4-H, Deb Ivie, STEM Outreach Coordinator for Utah, [Deborah.ivie@usu.edu](mailto:Deborah.ivie@usu.edu)

USBE Science and Social Studies Departments

UEN, Jenn Gibbs, [jgibbs@uen.org](mailto:jgibbs@uen.org)

Jamie Carling, Science teacher at San Juan School District, [jcarling@sjsc.org](mailto:jcarling@sjsc.org)

Division of Multicultural Affairs

Division of Indian Affairs – 801-715-6702, [jtoledo@utah.gov](mailto:jtoledo@utah.gov)

Division of Arts and Museums

Braidan Ute Land Trust – [braidan@utelandtrust.org](mailto:braidan@utelandtrust.org)

Nalini Nadkarni – [nalini.nadkarni@utah.edu](mailto:nalini.nadkarni@utah.edu) – started a Nature and Human Health group in Utah

Early Childhood Education

Katie Ricord – Utah Association for the Education of Young Children – [kricord@uaeyc.org](mailto:kricord@uaeyc.org)

Industry – thinking broadly about partners for both content and sponsorship

**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?**

Our Utah, Our Environment

Red Rock to Wasatch Literacy Plan

UTEL (Utah Environmental Literacy)

Utah's Environmental Stewardship Plan

Building Utah's Environmental Future – 2

A Plan to Foster Utah's Environmental Sustainability

Path to Summit Utah's Environment

Red Emerald Education (Red emerald project is something from the Utah Office of Tourism – an effort to explore the gems of Utah beyond the National Parks)

Roadmap to Understanding Utah's Environment (roadmap has been a word latched onto by the Governor, Kern Gardner Institute – could be complimentary) - 2