

3-2 Notes: (3 Participants – 1 group)

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

That the plan is actually implemented

Learning about the environment in cities/urban areas (focus on where kids are)

Provide a foundation for educators (formal and informal) to all meet the same standards and have a shared language

Getting more formal educators engaged and participating

Connection to informal and lifelong learning (i.e. support parents/guardians in EE experiences)

Incorporation of indigenous perspectives (this is not really included much in SEED or in outdoor recreation) (3)

Think Globally, Learn Locally – incorporating global issues on a local scale – climate change, air/water quality, environmental justice

Increase equity in access, participation, and achievement

Meeting students where they are (age, ability, resources, location) – and bring students to larger natural/outdoor areas (s)

Ensuring participation of students of all abilities (2)

EE and outdoor experiences provided to ALL Utah students throughout all years of education

Increase partnerships between EE community and state BOE

Are there opportunities to connect the Homeschool Community?

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

Joy in the Outdoor

Watershed literacy

Water conservation (2)

Air and Water

Air pollution

Historical perspectives at different scales – modern, pioneer, explorer, indigenous, geologic history

Sustainability – how to live in a space and leave a smaller footprint

Climate change (2)

Environmental Justice (3)

Respect for the environment (e.g. Leave No Trace)

Considering outside perspectives (including perspectives of the natural world – without anthropomorphizing)

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

Great Basin (& Great Salt Lake) as a closed basin

Everything moves downstream (what happens in the mountains moves through cities, moves to rivers, and ultimately GSL) (2)

Urban development (its impacts but also that nature is in urban environments) (2)

How to protect/preserve Utah environments

Human/natural impacts on air quality (Salt Lake and Cache valleys)

How climate change is impacting Utah environments (mountain, desert, wetland, etc.) (2)

Indigenous history and modern perspectives on the environments of Utah (3)

The Bear River is the largest source of freshwater to the Great Salt Lake

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

Make it interdisciplinary – so include art and history

Utah Education Network

Utah Board of Education

Utah Education Association

Rural schools and teachers

University Departments of Education, Natural Resources, Art, etc.

Center for Science and Math Education (U of U)

K-12 school districts (e.g. science specialists) and Charter Schools (2)

Teacher Training/Education (colleges and universities) – “If there is a way to extend this to K-18.”

Ogden Nature Center, Tracy Aviary, Zootah, etc. – and museums of all kinds, not just natural history

Utah STEM Center, Office of Indian Affairs, Multicultural Office

Tribal Organizations

Utah Office of Outdoor Education

Federal agencies: USFWS, USFS, NRCS, NPS, BLM Bureaus of Reclamation and Indian Affairs

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?

Make Utah Environmental Again (3)

Utah Environmental Education Plan or Utah Outdoor Education Plan (2)

Love Utah, Learn Utah

U-OUT (Utah Outdoors Uplifting Teachers)

Paleozoic to Pleistocene to Paiute to Pioneer: Teaching Kids of Utah Environments

KUTE Plan (Kids in Utah’s Terrific Environments)

Outdoor Action Plan – “I feel like a literacy plan is something you look at and put on a shelf, but an action plan is something you pick up and do something with.”