

4-16 Notes: (4 Participants – 1 group)

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

Simple and clear, especially for early childhood (0-8)

Utilizing pictures, hands-on, multisensory, multipurpose

Developing an appreciation through wonder

Human element included in consideration of systems and natural processes

Include equity and how it intersects with the environment

Thinking about problems and going through evidence to understand how their actions impact the environment

Starting with wonder, introducing what the problems are and then diving in at a deeper level

Have a personal and community connection to sense of place

The ability to relate to the environment in a STEM modality and other modes of learning

A chance for kids of all ages to engage

Local issues

Healthy environment – healthy civic environment

Where food comes from

Would love it if kids graduated with an understanding of some of the basic issues that impact us locally

Recognize that they can make a difference in something in their community

Informal partners – how should we introduce and engage with the environmental issues in our cities

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

GSL

Migration patterns and their interaction with city growth

Water – particularly along the Wasatch Front and how humans are part of this ecosystem

Difference between general and wilderness areas – and norms for behavior in and access to each

Cultural literacy that shows there are many ways to interact with and have a relationship with the environment

Incorporate things in a place-based way

Animal and insect kingdoms fascinating for young children

Stewardship concepts vary widely in UT – important to demonstrate this range

Basic literacy in terms of identifying some of the most common living things in UT

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

Importance of LatinX audience

Geologically-related things in each region of the state

The unique and weird parts of UT may be some of the most compelling for students

Continued westward expansion in our particular geographic area

Sense of identity around the extraordinary diversity and beauty of natural resources here in UT

Environmental topics as they relate to human history in UT

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

UBD – Gavin

Soren Simonson – LDS Earth Stewardship

Kim Thomas – Director of Youth City

Follow up with Conserve Utah Valley

Tim Best – tbest@dsdmail.net

Ken Burgener – kenburgener@ndsd.org

Water Conservancy Districts

Logan Barker, Storm Water Coalition – lbarker@kaysvillecity.com

RenaC@utetribes.com – Rena Chivers of Ute Head Start

Don Jarvis – jarvisdk@gmail.com

David Rice – drice@weberbasin.com

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?

Avoid "stewardship" – might be problematic, can give the impression of being more in charge of nature than we actually are.

"Environmental" and "Literacy" should be avoided – not a lot of kick to either term

Co-existence/Support/Part of System – all concepts that might be tied in

"Place-Based" – not sure that term resonates outside the EE community

The word "Nature" can take humans out of the equation, but "Environment" may allow a context that humans are part of

I like the idea of something around the word "Nature" – may be less triggering than "Environment"

Does using the words "Outdoors" imply that this can only be used in that setting?