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@utetribe.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?