What are your desired outcomes for a Utah ELP?

- **Multi-purpose**
  - Simple and clear - especially for early childhood (0-8)
  - Utilizing pictures, hands-on learning, multisensory

- **Developing an appreciation through wonder**

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

- **Have a personal and community connection to sense of place**

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

- **Human element included in consideration of systems and natural processes**

- **Including equity - how this intersects with the environment**

- **The ability to relate to the environment in a STEM modality & other modes of learning (interdisciplinary)**

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

- **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**
What are your desired key topic areas or areas of focus for an ELP?

- **Migration patterns and its interaction with city growth.**
- **GSL**
- **Basic literacy in terms of identifying some of the most common living things found in Utah.**
- **Incorporate things in a place-based way.**
- **Animal and insect kingdom fascinating for young children.**
- **Cultural literacy that shows that there are many ways to interact with and have a relationship with the environment - native people who have stewarded our lands, etc.**
- **Stewardship concepts are widely varied in Utah - important to demonstrate this range.**
- **water - esp along the wasatch front & how humans are part of this system.**
- **Difference between general areas and wilderness areas - and the norms for behavior and access.**
What information about your region of the state or community should be included in an ELP?

- Importance of LatinX audience.
  - In our region, not really a lot of geology-related things - but there are some - and kids should know about that.

- Geological formations - especially those that are accessible.
  - The unique and weird parts of Utah may be some of the most compelling ones for kids.

- Sense of identity around the extraordinary diversity and beauty of natural resources here in Utah - hope to enhance appreciation.
  - Continued westward expansion in our particular geographic area - worth touching on in some way? (Davis County/Wasatch Front)

- Tie in some environmental topics relative to Utah history.
We want to ensure this process is inclusive. Who else should we reach out to? Please provide contact information.

- **UBD - Gavin**
  - Kim Thomas - Director of Youth City
  - Tim Best, tbest@dsdmall.net
  - Water Conservancy Districts
  - RenaChirres of the Ute Head Start

- **Soren Simonson - LDS Earth Stewardship**
  - follow back up with conserve utah valley
  - Ken Burgener - kenburgener@ndsdo.org

- **Logan Barker, Storm water Control**
  - Don Janda, jandadz@gmail.com

- **David Rice, drice@weberbasin.com**
The acronym ELP is already in use in Utah educational settings. What are your ideas for what Utah's ELP should be called, if any?

- Avoid stewardship
  - Stewardship might also be problematic - can give the impression of being more in charge of nature than is the case.

- Environmental and literacy should be avoided - not a lot of kick to either term.
  - The word Nature may take humans out of the equation, but Environment may allow a context that humans are a part of.

- Co-existence, support, part of system
  - I like the idea of something around the word nature.
  - Nature may be less triggering than Environment.
  - Place-based - will it resonate for others outside the EE community?

- Does using the word outdoor imply that this can only be used in that setting?