

Survey Results of New Hampshire Climate Change Education

2016

Compiled by:
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Environmental Education Strategies LLC

As part of a larger EPA grant received from New England Environmental Education Alliance each New England state was to determine what climate change education activities were occurring. In New Hampshire, we developed a simple survey for collecting this information. This was a non-random survey, it was disseminated through a variety of list serves and personal email lists of NHEE members. The results are presented here. This represents only some of the organizations, teachers and state agencies that provide climate change education as part of their programs.

ORGANIZATIONS

AMOSKEAG FISHWAYS

Kathleen Neville
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Education Coordinator
Amoskeag Fishways
4 Fletcher Street
Manchester, NH 03046
603 315-0761

The Amoskeag Fishways currently takes the approach of incorporating climate change into our existing programs (rather than having a specific program or series of programs dedicated to climate change education). At the Fishways, we teach a variety of electricity programs (Edison's Workshop, You Can Turn Water into WATT, Edison Meets the 21st Century and custom high school & college programs) that address climate change in terms of energy use. These programs examine the effects of our sources of energy in NH on our environment and climate. In Edison meets the 21st Century and our custom programs, we take this a step further by having in-depth discussions about energy efficiency and energy alternatives that do not contribute to pollution and climate change as well as using solar panels to power some everyday appliances. The Fishways also incorporates climate change education into our natural history programs whenever possible. When teaching river ecology programs, we address the effects of warming temperature patterns on water flow, dynamics of the river, water quality and local river life. During our wildlife programs, whether it be our Urban Wildlife series, Birds in Your Neighborhood, Reptiles and Amphibians or a Family Friday Night about insects, we regularly address the effects of climate change on the health, distribution, cycles and behavior of our local wildlife. Our Fish Season tours incorporate how climate change and our changing weather patterns affect river conditions and fish migration. In addition, Fishways staff regularly discusses local phenological changes due to warming weather patterns in our programs and with our walk-in visitors.

Partners

Eversource NH Audubon New Hampshire Fish and Game US Fish and Wildlife

Objective

Fishways program participants and visitors will: 1. Recognize and understand the effects of climate change and changing weather patterns on watersheds and riparian systems and wildlife. 2. Recognize and understand the relationship between humans and effects of climate change in the watershed and actions they can take to help.

Audience

All ages - school groups and families.

APPALACHIAN MOUNTAIN CLUB

Mike Dufilho
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Education Manager
Appalachian Mountain Club
Pinkham Notch, NH
603 466-8109

Please describe briefly what work you are doing or the resources you have developed around climate change education. How does it pertain to NH specifically?

We have developed a curriculum for our educators to use with students including the following thematic focus:

- Changes in NH over Geologic time
- Carbon cycle
- AMC's Mountain Watch Program and AMC's Climate Research
- Where do different climates exist in the WMNF?
- Systems and Feedbacks Loops
- Sustainability and Renewable energy
- Effect of climate change on humans.

Activities range from graph reading/creation to active movement and climate simulations.

Partners

Objectives

The objectives are for students to learn the definition of climate and how climate changes with latitude, elevation, topography and other landscape variations. For students to examine historical climatic data, study climate models and draw conclusions about the future. Students may explore climate change mitigation strategies and how their own lifestyles are connected. Student will also examine the political controversy surrounding the theory of climate change.

Audience:

Primarily 5th-8th Grade

BEAVER BROOK ASSOCIATION

Celeste Barr

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Education Director

Beaver Brook Nature Center

117 Ridge Road

Hollis, NH 03049

603 465-7787

We have incorporated some information on climate change into Forest Ecology and Maple Sugaring classes but would love to have more formal training because some of our teachers are more up to date on Climate issues than others.

Partners

NH Children in Nature Coalition

Schools in Southern NH

Objectives

To teach how humans impact the climate and how that affects the forest and all its components. To illustrate how climate change can create discrepancies in interrelated life cycles and food webs

Audience

K-7

CITIZENS CLIMATE LOBBY

Wes Tator

westator@gmail.com

Climate Activist

Citizens Climate Lobby

411 Middle St Unit 5

Portsmouth, NH 03801

603 661-2867

My work is all associated with Citizens Climate Lobby, CCL to our friends. We are a grass roots organization committed to creating a livable planet through empowerment of ourselves and others to take responsibility for the presence of man made climate change. Our message is that it is time for a fee on carbon with a dividend to taxpayers. The simplest way to get a read on us is through our website, www.citizensclimatelobby.org There, in 10 minutes you can see our vision, commitment and message. If you choose you can also learn much more about the rich conversation that is going on with and around us. The work we are doing is educating people to the reality that the solution to climate change includes putting a tax on carbon and suggesting that the best way to do that is to have the funds be returned to taxpayers. (CFD, climate fee and dividend) We do this in a variety of ways, through the media, through presentations and through direct communications with Members of Congress. NH is unique in that our two US Senators are national leaders in developing solutions to Climate Change. They are of course aligned with different parties so that there is an opportunity to educate ourselves and others to the differing perspectives and political realities. Also, we monitor climate impacts in the state and include them in our conversations, sea level rise, increase in severe storms leading to budget breaking public works expenditures, alterations in the weather leading to changes in the maple syrup and tourism industries. As you can no discern, we are not a traditional educational organization. However, as a lobbying organization, we are acutely aware of the need to speak to and include everyone in this matter of addressing climate change. "CCL intentionally partners with a wide variety of organizations specifically building endorsements of the CFD. We have supporters as progressive as Bill McKibbin and as conservative as George Schultz. We have collaborative relationships with a wide variety of climate organizations and are building relationships with other organizations as they come to appreciate how climate change impacts them, civic organizations and churches come to mind." "The heart of our courses, and they are mostly tailored to the audience is grounded in the basic science of climate change the economic, social and environmental implications of that and the power of the CFD approach. Until just recently, virtually all approaches to addressing climate change on a large scale basis have been regulatory. While we do not have an argument with that the numbers say that it is insufficient to get us anywhere near making the goals set by COP 21 in Paris. It is clear to us that just having a good solution is also insufficient to get us where we need to be. Hence, much of our education is enlightening people as to the power that they have to make a difference and the importance of their actually engaging to make that difference.

Audience

Our primary audience is people, adults almost exclusively. We do not distinguish who we speak with except to say that we do not waste our time or the time of those who are definitive deniers of climate change or humankind's role in the matter. Skeptics we happily include."

GREAT BAY DISCOVERY CENTER –NH FISH AND GAME

Kelle Loughlin
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Director, Great Bay Discovery Center
Great Bay Discovery Center/NH Fish and Game
89 Depot Road
Greenland, NH 03840
603 778-0015

Grades K-5 climate integrated into spring natural history school program in two activities: tree ring activity and wetland metaphor activity(salt marshes act as carbon sinks)

Teachers on the Estuary (TOTE) workshops Summer 2016 focus is on climate, ""Investigating a Changing Environment"" using Reserves as ""Sentinel Sites"" to monitor sea level rise, salt marsh impacts, species... "

Partners
Wells NERR Waquoit Bay NERR
Narragansett Bay NERR
NOAA
UNH

Objectives

"Children: basic intro to climate and carbon as pollution (very basic) Adult/teachers: how scientists are studying sea level rise, salt marsh migration, water quality changes..hands on in the field with researchers from GBNERR and UNH"

Audience

K-5 teachers as well as Middle School/High School

HUBBARD BROOK RESEARCH FOUNDATION

Jackie Wilson

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Education director

Hubbard Brook Research Foundation

PO Box 282

North Woodstock, NH 03262

603 348-2245

I work for the Hubbard Brook Research Foundation, a non-profit that supports the Hubbard Brook Ecosystem Study by providing housing, education and outreach. I try to communicate the science and research generated by the researchers working at the HB Experimental Forest, which is where the HBES takes place. Originally set aside by the USFS in 1955 for hydrologic research, the research focus at HBEF has since expanded and resulted in one of the longest and most extensive continuous databases on the hydrology, biology, geology, and chemistry of natural ecosystems in the world. These collaborative data are the keystone of the Hubbard Brook Ecosystem Study, and have provided invaluable insight into how ecosystems respond to disturbances such as air pollution, climate change, forest disturbance, and forest management practices. Among the many data sets generated by the study are data directly related to climate change, such as max, min and daily average temperatures, snow depth, snow duration, soil frost, ice in, ice out, ice duration, bud burst and leaf-off. It is part of my job to make these data sets accessible to teachers, and I also work with teachers to develop lessons based on these data sets. These lessons and data sets are available free of charge on the HBRF website: www.hubbardbrookfoundation.org."

Partners

We are a member of the NH Education and Environment Team and help to provide professional development to K-8 teachers in the context of ecosystems and climate and field investigations.

Audience

Teachers of grades 7-12.

Other

Another HBRF program works in the informal science education sector, primarily with adults in the form of science cafes and roundtables. The goal of this program is to engage both scientists and community members in two-way dialogue, engaging ecosystem scientists and local citizens in action-oriented dialogue about social, economic, and policy-related issues and concerns in the rural regions of northern New England. For more information, please contact Sarah Garlick, Director of Science Policy and Outreach (sgarlick@hbresearchfoundation.org). "

MOUNT WASHINGTON OBSERVATORY

Will Broussard
Outreach Coordinator

Mount Washington Observatory
2779 White Mountain Highway
Post Office Box 2310
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The Mount Washington Observatory is a private, nonprofit, member-supported institution with a mission to advance understanding of the natural systems that create Earth's weather and climate. It serves this mission by maintaining a weather station on the summit of Mt. Washington, performing weather and climate research, conducting innovative science education programs, and interpreting the heritage of the Mt. Washington region.

Mount Washington Observatory's mountaintop weather station is the core of the institution. Staffed continuously since the organization's founding, it is operated by two alternating crews who live on the summit for a week at a time, taking hourly weather observations, performing research, and conducting educational programs. An international resource for weather and climate education, Mount Washington Observatory conducts classroom and distance learning programs, museum workshops and symposia, and educational trips to the summit in summer and winter. The Observatory also maintains two unique science museums: the Weather Discovery Center in downtown North Conway, NH, and Extreme Mount Washington on the summit of Mount Washington.

Through all of its efforts, Mount Washington Observatory's educational programs connect the public with the awe and wonder of the natural world, igniting a passion for science, the mountains, and the outdoors. At the same time, the Observatory has emerged as the voice of Mt. Washington and the changing climate of Northern New Hampshire. Through its website, daily radio reports, frequent high-level exposure in national news media, strategic partnerships with leaders in the outdoor industry, and far-reaching educational outreach efforts, Mount Washington Observatory's work reaches millions of individuals each year. Its Outreach and Distance Learning programs reach 3,000 K-8th graders annually and align with Next Generation Science Standards for Weather and Climate. Its twice daily forecasts target the 250,000 recreationalists visiting the alpine zone of the Presidential Range each summer.

Audience: Adults, Students

PROJECT LEARNING TREE

Judy Silverberg
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NH PLT Coordinator
NH Project Learning Tree
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Concord, NH 03301
United States
603 226-0160

NH Project Learning Tree uses materials that include activities on climate change. In addition we have a high school module that focuses on forests and climate and an online course.

Objectives

Increase knowledge about the role of forests and climate change.

Audience

Teachers

COLLEGES AND UNIVERSITIES

ANTIOCH NEW ENGLAND

Libby McCann

emccann@antioch.edu

"Faculty & Director, Environmental Education"

Antioch University New England

40 Avon Street

Keene, NH 03431

603 903-3230

1) Climate change education interwoven into overall EE graduate M.S. degree in environmental studies with an EE concentration. There are a wide array of relevant courses, including Foundations of EE & Sustainability, Civic Ecology and Community Resilience, and one specifically titled, Climate Change Education. A wide array of student internships and master's projects also relate to climate change education.

2) Antioch has several initiatives related to climate change education, including Community Garden Connections (CGC), which serves to build local capacity to grow food and address issues of food insecurity related to climate change, personal and communal health, and resiliency. For details, see: <http://www.antiochne.edu/cgc/> CGC faculty advisors are involved with NH Food Solutions to facilitate statewide solutions to climate change impacts related to food security. Student work provide statewide support for food security through their academic efforts, including several master's projects. Examples include the creation of the CGC Educational Manual, an evaluation of the Keene Community Kitchen's Gleaning Program, and a farm management and education manual focused on food justice programming--accessible for use in NH and beyond.

3) Antioch University New England co-sponsors the Climate Change Education Summit in partnership with the EPA and an extensive advisory committee:

<http://www.communityresilience-center.org/conference-2016/education-summit/> See

also the Center for Climate Preparedness and Community Resilience:

<http://www.communityresilience-center.org/>"

4) Climate Change Education certificate (9 credits). The certificate is for both enrolled and non-enrolled folks interested in gaining content/skills in this arena.

Partners

"Community Garden Connections has a 20+ organizational partners. See:

<http://www.antiochne.edu/cgc/advisory/>

In addition to our Keene-based campus, Antioch has partnerships with Teton Science School (WY) and Wolf Ridge Environmental Learning Center (MN) to offer hands-on learning experiences in the EE field. "

Objectives

"The intent of our EE master's and doctoral programming is for students to acquire innovative leadership skills, hands-on experience, and an interdisciplinary understanding of the social, political, and economic aspects of human systems and how they impact

ecological systems. Antioch graduate students learn natural sciences, social sciences and humanities. Principles of sustainability, justice and cultural competency are interwoven into our EE approach. For details, see: http://www.antiochne.edu/environmental-studies/environmental-education/#v_tab_2"

Audience

Graduate students from across the globe and community members

GREAT BAY COMMUNITY COLLEGE

Leslie Adams

leslie.adams@comcast.net

College educator

Great Bay Community College, UNH, NH Institute of Art

51 Wadleigh Falls Rd..

Lee, NH 03861

603 659-6177

I teach several courses on environmental sustainability for 3 schools in NH. In each of these, I teach on climate change. This content includes about 60 minutes of PowerPoint lecturing, assign readings, NOAA website assignments, and associated class discussions."

Partners

GBCC Adjunct in the Environmental Studies Program,

UNH Adjunct in Thompson School's Integrated Ag Program

NHIA Adjunct in Sciences

Audience:

Major and non-majors alike. 1st to 4th year students.

PLYMOUTH STATE UNIVERSITY

Brian Eisenhauer
bweisenhuaer@plymouth.edu
Director, Office of Environmental Sustainability
Plymouth State University
1 high street MSC#39
Plymouth, NH 03264
603 535-2497

We have stated goals for carbon neutrality, and integrate class in those efforts. We have a sustainability minor, and are creation a new program on climate change adaptation and resilience, which includes a great deal of climate change forecasting, and subsequently planning."

Partners

Many! various towns, non-profits, and other institutions

Objective:

To educate students about climate change and prepare them for life and careers in a world affected by the rapid rate of climate change.

Audience

College students and community members.

Lisa Doner
ladoner@plymouth.edu
Asst Prof of Environmental Sciences
Plymouth State University
17 High St, MSC 67
Plymouth, NH 03264
603 535-2245

I've developed two courses on climate change at the university level, one for meteorology majors and one for environmental science and policy majors. I've also done assessments on climate literacy amongst meteorology majors nationwide and used that information to inform educational needs.

Partner

Bentley University "

Objectives

Climate Change MT 4440 - understanding of proxy climate data, the long-term climate record and scales of climate forcing

Climate, Risk and Adaptation ESP 3XXX - new course on climate processes, risks from modern and future climates, and pro-active adaptation strategies practiced around the world"

Audience

University undergraduate and MS students in sciences

University of New Hampshire
Annette Schloss
annette.schloss@unh.edu
Research Scientist
University of New Hampshire
446 Morse Hall
Durham, NH 03824
603 862-0348

Digital Earth Watch (DEW) is an environmental education and monitoring program open to the public that offers participants the means to use digital and mobile technologies to collect and share their own data, study and analyze their findings and contribute towards improving their own communities. The key message of our project is that our environment is changing in dynamic ways, but often on a time scale that most of us don't notice or with a subtlety our senses can't detect. Modern technologies like digital photographs let anyone observe and interpret environmental changes using scientific knowledge and simple measuring techniques for discovering spatial and temporal information contained in the photographs (pixels and colors). The Picture Post network is the central part of DEW. A Picture Post is an easy-to-use and inexpensive tool for students and citizens to monitor change-over-time in their local environment. It provides a platform for repeatedly taking digital photographs as a standardized set of images of the landscape, which then can be shared over the Internet on the Picture Post website, and compared with NASA satellite imagery, which shows local conditions in a regional context. New Hampshire has a wealth of natural resources, parks, shorelines, conservation lands, etc., that will benefit from long-term observation, especially with digital photographs. Climate change impacts can be subtle and not immediately noticeable, but photos are a powerful means to demonstrate change over time. Projects can be specific such as monitoring a beaver pond, vernal pool, New England cottontail habitat quality, snow dynamics, or timing of spring green-up and fall senescence in sugar maple trees. Resources: We are developing a guide for using free DEW software, Analyzing Digital Images, for measuring change in a variety of picture post scenes. Mobile website: <http://picturepost.unh.edu> E-Book of challenges and investigations: <http://dew.globalsystemsscience.org/about/allaboutdew> iBook developed by an Apple Distinguished Educator: <https://itunes.apple.com/us/book/id1086864270> "

Partners

University of New Hampshire
University of Southern Maine
Bear-Paw Regional Greenways Land Trust
NH Sea Grant
Seacoast Science Center
US National Park Service

Objective:

"The DEW mission is to encourage public participation and environmental stewardship: Learn how to make observations and document change in their local environment using repeat digital photographs. Ì
Observe and compare local conditions with the regional and global view provided by satellite imagery.
Recognize the importance of contributing to a national database.
Make informed decisions regarding environmental issues in their own communities and in the larger regional, national or global picture.

Audience

Lifelong learners. Our audience ranges from educators and students, to land managers, research scientists, and interested citizens who put a picture post in their backyard."

UNH SEA GRANT

Mark Wiley
mark.wiley@unh.edu
Assistant Director, Marine Education
UNH CE/NH Sea Grant
122 Mast Rd
Lee, NH 03861
6038626702

Gr. 4 - 8 UNH Maine Docent Program on Climate Change. Focus on basic climate, climate change, and ocean acidification.

Adult Climate Change team developing climate change information for adult audiences specific to NH/NH Seacoast and the Gulf of Maine. Not a presentation, but info and targeted events."

Climate change awareness - Gr. 4 - 8

Dispelling myths and misinformation - adults.

Audiences

NH Grade 4 - 8 schools, after-school, and informal

Adults

TEACHERS

Linda Albright

albrightl@newmarket.k12.nh.us

"Teacher: biology, anatomy+Physiology, environmental science"

Newmarket School District

213 S. Main Street

Newmarket, NH 03857

603 659-3271

The work I do is specifically with the higher level biology class at the moment. Our introduction to climate change is through the reading of the book by Elizabeth Kolbert, *The Sixth Extinction*. We also do a global understanding of carbon dioxide and climate change in biology as we cover photosynthesis and cell respiration.

When I am able to teach the environmental science elective, we do a great deal more on climate change and human modification of the natural world. I have not taught this, though, for the last two years.

Audience

Grades 10-12 High School students

Ellen O'Donnell

eodonnell@sau53.org

Middle School Science teacher

Deerfield Community School

66 North Rd

Deerfield, NH 03037

603 463-7422

I teach students about how we make electricity and the fuels that are used both traditional and alternative. I then teach them about air pollution one being climate change. They then learn about climate, what causes it on Earth and then we move into how humans are changing it. We look at some specific examples of how things that are happening are also affecting climate (melting glaciers, permafrost melting, albedo affect and they see movie clips of native people talking about the affects (from SPRINTT lessons). I then used the Step Together Step Phenology lesson so they could see how changes here in NH are affecting food webs. I then showed the National Geographic Movie *Six Degrees*. Lastly, I showed them President Obama's speech after the climate summit in Paris (12/12/2015) and we looked at some graphs showing that the US has been reducing greenhouse gas emissions. Lastly, they look for ways they can reduce their own greenhouse gas emissions through the categories of transportation, resource use, electricity use and heating and cooling. We will then make an Earth Day movie talking about things the everyday person can do and share it with our school and community."

Objectives

The overall objective of this unit is that students will be able to explain why we have climate change and what they can personally do to lessen their impact.

Audience

Seventh grade students

Patti Dugan-Henriksen

p_henriksen@sau58.org

Middle School Science Teacher (grades 6-8)

Groveton High School

65 State Street

Groveton, NH 03582

603 636-1619

"I have been studying climate change with my middle school students at different times of the year as it fits in with what we are studying. 7th grade was introduced to it with our weather unit, 6th grade with ecosystems and 8th grade is planning on doing a more in depth look towards the end of the school year. It is a subject that concerns the 8th graders quite a lot, including one girl who really wants to know ""Are there any benefits to climate change?"" I find Stanford University's materials very helpful <https://pangea.stanford.edu/programs/outreach/climatechange/> We are also using ESRI's ArcGIS maps to look at data around climate change" No partners just use Stanford and ESRI for the materials they can provide."

Audience

Grade 6: Life Science

Grade 7: Earth/Space Science

Grade 8: Physical Science

Middle School students

1

Deirdre Barrett

dbarrett@portsmouth.k12.nh.us

Science Dept. Head

Portsmouth High School

50 Andrew Jarvis Drive

Portsmouth NH 03840

603 436-7100

We teach ecology separate from biology and all sophomores are required to take it. Climate change is not only a topic we cover in ecology, but is a theme we refer back to time and time again. More specifically, it is incorporated into our discussions when we cover the carbon cycle. Also, our students have 9 weeks to produce a tri-fold which also covers environmental issues. These issues are most often connected to climate change. I know this was a very broad answer, so if you have any further questions please feel free to contact me."

Audience

Ecology and Environmental Studies 10th grade students

Eric Chamberlain

ericbchamberlain@gmail.com

Retired - HS Env Science Teacher

Farmington High School

Thayer Drive

Farmington, NH 03835

603 569-2867

In a series of lab exercises during a winter topic students: a) learn about heat loss b) learn about heat loss from buildings and conduct an energy audit at school and home c) learn how to tap maples and make maple syrup while studying weather and exploring factors affecting sap flow d) learn about changing weather patterns that affect sap flow by graphing the temperature of March weather during successive sap seasons e) learn about phenology and by using web sources explore for change trends for ice-out data for Lake Winnepesaukee.

Partners

Farmington Conservation Commission for others topics

Objectives

Available on request

Audience

Students in grade 11-12 in the Environmental Science course

Bryan Field

bfield@sau40.com

Science Teacher

Milford HighSchool

100 West Street

Milford, NH 03055

603 673-4201

I teach climate change all across my environmental science/sustainability class. While no one unit covers climate change. It is integrated across all the units, from water resources to healthcare."

Audience

11th and 12th graders sustainability curriculum 1credit course

Bert Cohen
bertcohen@comcast.net
Retired educator
City of Portsmouth
28 Mark St.
Portsmouth , NH 03801
603 431-5113

Have developed a Teacher Training Professional Workshop that helps students and teachers to develop a systems view for approaching dynamic complexity, climate change.

Partner
Portsmouth School System

Objective
See attached flyer

Audience
K-12 teachers and administrators

Sarah Thorne
sthorne@pmhschool.com
science teacher
Prospect Mt. High School
242 Suncook Valley Highway
Alton, NH 03809
603 717-5124

After incorporating climate education in my field ecology course for 9 years, I realized the need to devote an entire course to climate science education. For the past two years I have taught this course, which I designed. In our school yard, we collect data on rain, snow, albedo, tree ring growth, and bud burst. Using data from UNH studies, NOAA, and Hubbard Brook Experimental Forest, we examine the local climate trends. Students conduct labs to test their ideas about carbon dioxide and ocean acidification. They represent a country in mock international climate negotiations. We survey the student body about their climate awareness and recommend actions the school can take to cool the climate. We investigate solutions to the problem and students feel empowered to make a difference.

Partners
I use material from: CoCoRHAS Project BudBurst Project Learning Tree UNH NOAA Climate Stewards, Climate.gov Hubbard Brook Experimental Forest

Objective
My goal is to help my students develop the skills to collect and interpret data about climate change, particularly from their own state, and to formulate solutions within the

context of local, state, national, and international decision-making. I design the course to attain the goals outlined in the publication, NOAA/AAAS Climate Literacy: The Essential Principles of Climate Science."

Audience

High School grades 11-12. climate_earth_syllabus.pdf

COMMUNITY

N Large

wca@tds.net

president

Wilmot Community Association

64 Village Road

POB 23

Wilmot, NH 03287

603 526-7934

We have had speakers with presentations on Maple Sugaring and Women Farmers in NH and the Local Food Movement in 2016 so far.

Partners

Wilmot Garden Club Wilmot Public Library KRES NL PTO Wilmot Farmers Market

Town of Wilmot <http://wilmotcommunityassoc.com/>

Objective

Our Mission Statement is included under 'About'

Audience

We strive to serve the community of Wilmot but our programs are open to all.

Science Café's In New Hampshire

Science Café New Hampshire is a grassroots effort to encourage informal but science-based discussion of issues important to New Hampshire. It was started in 2011 by two science fans, Dan Marcek and Sarah Eck, with no funding or sponsorship. Despite that drawback, crowds have been big and enthusiastic, and panelists have included tech corporation officials, academics from UNH and Dartmouth College, the state climatologist and the state director of public health, not to mention farmers, layers, journalists and alternative medicine practitioners. While these café's don't just focus on climate change they have provided a relaxed format for adults to increase their knowledge and awareness about science and topics related to climate change.

[Science Cafes](#) originated in Europe as a way to increase interaction between science, research and the general public with the aim of increasing local understanding. Science Cafes spread to the U.S. and today over 31 states have some form of science cafe.

Science cafés give the public access to experts and professionals, who are also local residents, in a relaxed atmosphere where everyone joins in the discussion. This grassroots movement increases community awareness of STEM-related careers and contemporary issues in science and technology and is gaining momentum across the state in places like Nashua's [Science Cafe New Hampshire](#), Lebanon's [Science Pub at Salt Hill](#), Manchester's [Science on Tap](#), and North Conway's [Science Pub Night](#).

The Portsmouth Science Café is hosted by NH EPSCoR in partnership with the University of New Hampshire, the Portsmouth Brewery and WSCA 106.1 Portsmouth Community Radio. Moderated by UNH faculty member Cameron Wake at the Portsmouth Brewery's Jimmy LaPanza Lounge, the Portsmouth Science Café series provides a unique opportunity for Seacoast residents to feed their minds with contemporary science in the relaxed atmosphere of a pub.

To find our more about New Hampshire's science café's the best way to contact them is to connect on [Facebook](#) or, you can call Dan Marcek at 603.801.6943 or email sciencecafenh@gmail.com Check out the websites : <http://nhepscor.org/sciencecafe> and <http://www.sciencecafenh.org/> .

Audience – Adults

STATE AGENCIES

NH FISH AND GAME

Judy Tumosa

judy.l.tumosa@wildlife.nh.gov

Watershed Education Specialist

New Hampshire Fish and Game Department

11 Hazen Drive

Concord NH 03301

603 271-0456

The NHF&G Watershed Education Program (WEP) works in partnership with the NH Wildlife Action Plan (WAP) and Inland Fisheries operational plan. Both of these programs recognize the impact of climate change on the fish and wildlife of NH. As part of the WEP, students learn how to study their watershed and plan Citizen Science projects directed at species of concern whose populations or habitat are challenged by climate change. One example is the Trout in the Classroom program which allows students to raise brook trout eggs in their classroom and learn about the life cycle and habitat needs of a species that is impacted by rising water temperatures due in part to climate change. Students then plan projects to improve the health of their release river, such as re-establishing riparian buffers

Partners

Schools, NHDES, NHEdGIS, watershed associations, river advisory committees, Trout Unlimited, UNH Cooperative Extension"

Objectives

Study land use impacts on the watershed Collect water quality, macroinvertebrate and fisheries data and post, analyze and share that data on the WEP ArcGIS watershed map

Plan projects to improve the health of their watershed for fish and wildlife"

Middle and high school teachers and students