



New Hampshire Environmental Educators 2017 Conference

“Stand Up for Environmental Education!”

Saturday, March 25, 2017

Sargent Center, Hancock NH

Stand Up for Environmental Education! As environmental education providers, it's our responsibility to stand up and support our field. Come together at the New Hampshire Environmental Educators annual conference to rejuvenate, laugh, learn, and connect.

Concurrent sessions will be offered in three strands:

1) Stand up for advocacy!

Workshops that help participants understand how to advocate for greater access to EE programming at the local, state, and/or national level

2) Stand up for the power of nature!

Workshops that get participants outside to enhance their outdoor education skills

3) Stand up for interdisciplinary learning!

Workshops that teach participants to weave environmental topics into the curriculum

Keynote Address:

“Stand Up! with Pete Dominick”



Our keynote speaker, comedian Pete Dominick of "Stand Up! with Pete Dominick" will have you laughing while he highlights the importance of working with kids on behalf of the environment.

Pete Dominick is the host of “Stand Up with Pete Dominick” on SiriusXM’s Insight Channel, which he created, developed, and launched in 2015. He previously developed and hosted “What the Week” on CNN, where he was a daily contributor to “John King, USA” and “Unsolicited Advice” during the 2012 presidential campaign. Dominick became the audience warm up comic on Comedy Central’s “The Colbert Report” for six years after he was hired by “The Daily Show with Jon Stewart.” He began his career as a stand-up comic, which he still tours the country doing. Pete is a regular commentator for CNN, HLN, FOX, and MSNBC.

Register online at nhee.org.

Conference Schedule

8:30-9:00 a.m.	Registration, Coffee & Refreshments, Networking, Silent Auction, Raffle, Exhibits
9:00-9:20 a.m.	Welcome, NH Environmental Educator of the Year Award
9:30-10:30 a.m.	Concurrent Workshop Session A
10:30-10:45 a.m.	Break, Networking, Silent Auction, Raffle, Exhibits
10:45-12:00 p.m.	Concurrent Workshop Session B
12:00-12:45 p.m.	Lunch, Networking, Silent Auction, Raffle, Exhibits
12:45-1:00 p.m.	Annual Meeting
1:00-2:00 p.m.	Keynote Address by Comedian Pete Dominick
2:10-2:50 p.m.	Outdoor Activities
3:00 p.m.	Silent Auction Closes
3:00-4:00 p.m.	Concurrent Workshop Session C
4:10-4:30 p.m.	Closing Remarks, Raffle Winner Drawn, Silent Auction Check-out

Concurrent Workshop Descriptions

Session A (9:30-10:30 a.m.)

A1. Connecting Urban Students to their Environment through Urban Birds

by Hillary Chapman and Kelly Dwyer, New Hampshire Audubon

The Urban Bird Unit is a New Hampshire Audubon inquiry-based program for fifth grade. It provides six in-school lessons and two field trips that are scaffolded and web across curriculum areas. We focus on birds because they are always available for study and observation, and kids love to learn about them! This Unit aligns with the curriculum areas of science, language arts, and math, and is taught using NGSS and Common Core standards. For science, the focus is on the grade level science frameworks for classification and ecosystems. We integrate language arts through non-fiction writing, communication and speaking skills, and vocabulary. Math is integrated through collecting (birds seen), analyzing the data collected, and communicating the results. The unit culminates at the end with a Project-Based Learning outcome in which students choose one of the many topics covered during the unit to develop and present to their school community. In our workshop, we propose to share how we scaffold the unit, how we connect lesson-to-lesson with “class work” that occurs with teacher facilitation in between our in-class visits, and share students PBL projects. Finally, we’ll involve the participants in some activities that we do with students.

A2. Advocacy Basics: Helping to Secure the Future of the Field

by Brock Adler, North American Association for Environmental Education

Several legislative initiatives could provide ongoing & new funding for environmental education. Effective advocacy to inform the legislative process is how we'll secure this funding. This presentation covers advocacy basics, including how to connect with your legislators and their staff. Environmental education needs everyone to be an advocate!

A3. Minerals in Our Daily Lives

by Deb Kure, Quarrybrook Experiential Education Center

Engage in a sequence of hands-on mineral investigation activities ready to use out in the field or in the classroom. Hands-on activities with take-home materials will cover the difference between minerals and rocks, how and where minerals are formed, and how we use minerals in our daily lives. Hands-on activities include A Day without Borates, Mineral ID Tests, Iron Extraction, and Making Toothpaste!

Session B (10:45 a.m.-12:00 p.m.)

B1. Community Culvert Youth Experience: A Real Project-Based Learning Experience

by Shawn Stevens, Caitlin Wright, Erica Wood, and students, Charlestown Middle School

Charlestown Middle School students will introduce the Community Culvert Youth Experience, through which students evaluated culverts around town and provided data to the Charlestown Highway Department to inform management of town culverts. The students will also provide a hands-on demonstration on using a stream table to recreate culvert conditions. Session attendees will have the opportunity to learn from students about their participation with this real-world project-based learning experience.

B2. Is this for real? Tips for engaging students in real-world issues, no matter your subject area

by Aubrey Nelson, Heather Tiberi, The Beech Hill School

It is becoming increasingly clear that education is most effective when students are able to work toward real solutions in their communities, go outside, and learn from experience. But what projects will be easily accessible and manageable, and which will have meaningful impacts that your students can see? Which projects can provide a combination of outdoor adventure, fieldtrips and real-life application? There are no blanket answers, as each community has different needs and nuances, but we hope you can learn from our experiences for your own growth. This workshop will include examples of how we, a science teacher and a social studies teacher, have tried to integrate real projects into education, from a project around water rights, to raising trout in the classroom, to building benches for an outdoor space. We will also present about how state agencies like Department of Environmental Services currently make data available to the public, and where you can go to find meaningful issues to address in your community. We will then shift gears and challenge you to imagine ways to extend similar opportunities to your students. What tasks keep you pulling your hair out that your students might learn from doing themselves? What are some of the local challenges that your students might tackle and even solve? Who can you contact within local governments, conservation groups or even businesses that might come to you with real data and problems with which your students can engage? This presentation will be useful both for classroom teachers and informal educators, in any subject, hoping to start to shift from teaching about issues toward engaging with them directly.

B3. Signs of the Wild

by Sarah Kern and Kristin Lamb, Center for Wildlife

Come and learn how to find signs of wildlife in a patch of forest, a field, or even a yard. Leave children with a sense of wonder and mystery of the world around them, and help them understand how they may unknowingly interact with their wild neighbors. Center for Wildlife educators will cover everything from how large of an area you should use and how long you should be out, to common species identification and different sounds, sights, and signs of wildlife, so that all ages may be engaged in reading the landscape. We will include strategies for building critical thinking skills and observation skills in students, techniques for habitat mapping, and using artistic renderings.

Session C (3:00-4:00 p.m.)

C1. Not Just a Field Trip: Using Outdoor Experiences to Build Interdisciplinary Curricula

by James Cruickshank, Quarrybrook Experiential Education Center

During this collaborative presentation, work with fellow educators to develop interdisciplinary curricula that bridge an environmental education experience with the classroom to ensure that “field trips” are even more purposeful. We will begin with a short discussion of how interdisciplinary and environmental education fit well together leading to a working definition for interdisciplinary curriculum utilizing outdoor experiences, and finish by exploring example curricula built with a lesson from Quarrybrook Experiential Education Center. Participants will have an opportunity to revise and build their own engaging curricula based on sample Quarrybrook lesson

materials or other programs they have familiarity with, and real-time collaboration with fellow educators. Participants are encouraged to bring an existing lesson to share or build on.

C2. Teaching STEM Through Permaculture: A Professional Development Experience

by Audrey Eisenhauer, Squam Lakes Natural Science Center, and Michael Whaland, Lancaster Elementary School

This presentation will summarize "Teaching STEM Through Permaculture," a semester long graduate course of 12 K-8 teachers and administrators at Lancaster Elementary School taught by Steve Whitman, Plymouth State University, and Audrey Eisenhauer, Squam Lakes Natural Science Center. The course was built on an introduction to the Permaculture design process, and was tailored to meet the needs of educators working to integrate ecological design knowledge with STEM curriculum. The course explored guiding principles for effective STEM education and the core elements of the Permaculture design framework, and included an interactive site analysis and design process. The focus of the design process was on the Lancaster School campus with the goal of siting and designing a bioshelter greenhouse which will serve as a critical component in new learning initiatives. To support this learning, course participants created STEM units to integrate classroom teaching with the new bioshelter greenhouse facility. We will present the permaculture design process and results, share a summary of the STEM units created for different grades, and participate in a hands-on activity focused on the Engineering Design Process.

C3. Bringing Student Artist and Environmental Topics Together

by Judy Follo, New Hampshire Institute of Art

NH Institute of Art, a non-profit art institution in New Hampshire with a vision to educate, engage, and empower through the arts, is bringing student artwork and environmental science together. Through the Biology and Human Health class, students are encouraged to research hot topics in environmental health and pair that with their artistic talents to educate audiences. This break from the traditional science class format helps students use their artistic talent to learn, teach, and advocate. During this session I will share the results of this interdisciplinary approach, examples of student work from the past few years, and highlight how this course has evolved into a student gallery based project. Discussions on pedagogy not yet employed and ideas/experiences from participants are encouraged.