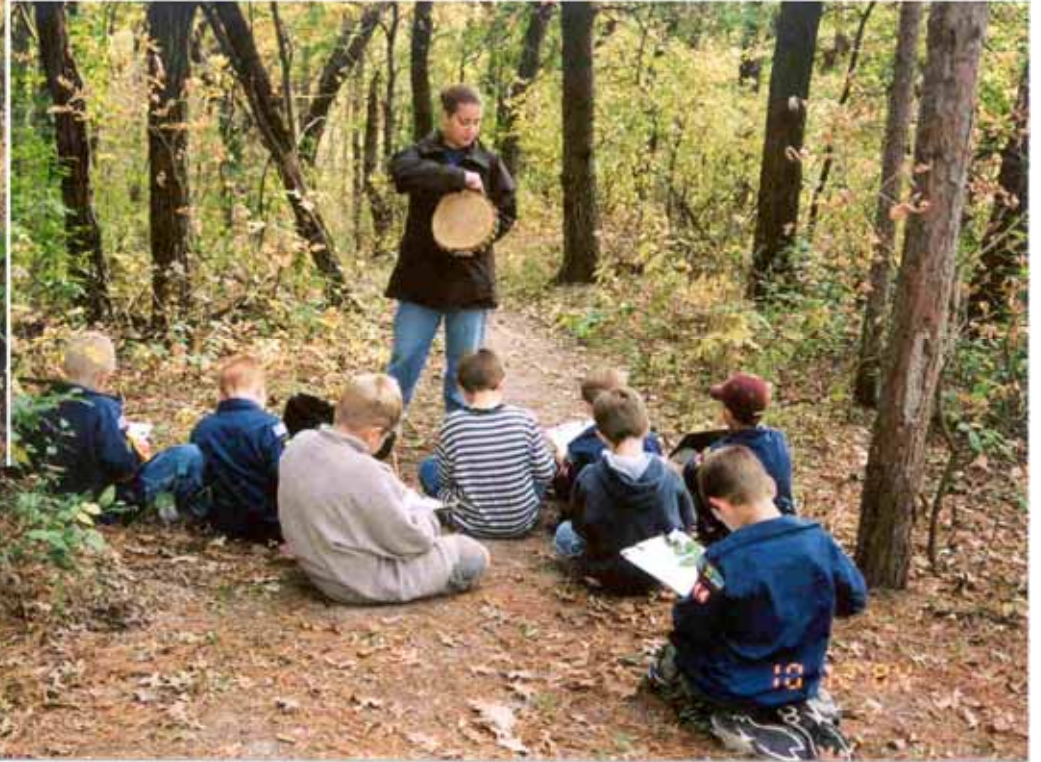


Creating an Environmental Ed. Program



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Promoting Your Program

- Who do I contact?
 - Elementary School: Principal, G/T teacher, your child/grandchild's teacher.
 - Middle/High School: Science teacher, Ag. Teacher
 - Scouts
- How do I make contact?
 - Pamphlet
 - Teacher Lounge
 - Exceptional Programs promote themselves



Developing an Environmental Program

- Choose a program focus
 - Elementary, Middle, or High School
 - Topic
 - Help reach Academic Standards
- A good program promotes itself.



Volunteers

- Staff
- Local talent
 - The Sportsman who talks about skulls
 - The person who used to live at the park
- Volunteer Stream Samplers
- Family
- Retired Teachers

- Let people teach what they are comfortable with.



Tricks/Tips for Teaching Outdoors



Hands On!

- Get wet! Get Dirty! Touch! Explore!
- Tools enhance the experience
- Be Patient – giving students time to really look at and explore things, it is hard for adults to wait.



Plan

- Know your site
 - Where are the neat things?
 - Where could stations be placed?
 - Safety
 - Bathrooms/drinking water
 - Walking distance
- Prepare teachers and students
 - Clothing/Shoes
- Event Planning Sheet

Event Planning

- Beyond who, what, where, when, why and how...
- Theme
- Objective
- Learning Styles
 - Visual
 - Aural
 - Analytical
 - Kinesthetic



Activity Selection

- Are they hands on?
- Are the students listening?
 - Non-active stations can be a good place for students to recoop.
- Will the students be moving a lot or noisy?
 - This is a distraction that can be avoided.



Be Flexible

- Busses are *ALWAYS* late
- Groups get mixed up
- Stations run late
- Weather changes

Attitude

- The kids attitude will be a reflection of your attitude!





Set Expectations

- This is an outdoor classroom, not recess.
- The same rules apply out here as in the classroom.
- Example rules:
 - Speaking voices – not yelling
 - Walking – not running
 - Stay behind leader
 - No Picking/Pulling of nature



Regaining Attention

- Move next to the disruptor.
- Touch the disruptor on the shoulder/head.
- Move the disruptor to sit next to you.
- Have the adult chaperone remove the disruptor.

Outdoor Distractions

- Don't make the group face the sun
- Remove sticks/rocks
- Adult volunteers
- Other stations

Resources

- WI DPI – WI Academic Standards
- Responsive Classroom
- The Jeffers Foundation

- Project Wild/Wild Aquatic/Wet/Learning Tree
- LEAF
- KEEP
- WEEB – WI Environmental Education Board

- Water Action Volunteers

Example Programs – Water Field Day

- Water Bugs
 - Least Hands On:
 - Hands On:
 - Most Hands On:
- Water Quality
 - Least Hands On:
 - Hands On:
 - Most Hands On:
- Watershed Model
 - Least Hands On:
 - Hands On:
- Water Cycle Game

Example Programs – Water Field Day



Example Programs – Water Field Day

- Water Quality
 - Least Hands On:
 - Hands On:
 - Most Hands On:



Example Programs – Water Field Day

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If we want children to flourish, to become truly empowered, then let us allow them to love the earth before we ask them to save it.

~ David Sobel